

Report to the Board of Regents

September 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."



A delegation from COM-FSM attended MoodleMoot Philippines 2026, themed "Convergence 3.0: Artificial Intelligence, Content Development, and Cybersecurity," to learn from global Moodle users and share the college's own institutional best practices.

The delegation was led by IT Director Mr. Dhiraj Bhartu and included Prof. Mayleen Wichap, Prof. Penina Tulensru, Prof. Jocelyn Pretrick, Prof. Belinda Welles, Dr. George Mangonon, Prof. Marlene Mangonon, Mr. Joseph Felix Jr., and Educational Technologist Mr. Fiji Phillip — a large enough team to split across workshop rooms and cover maximum ground.

Day 1 highlighted that educational AI must protect the cognitive struggle required for learning, and that platforms like Moodle are prime targets for ransomware, making robust digital security non-negotiable.

COM-FSM has already enacted Board Policy 8940 (Artificial Intelligence Policy), is testing AI-Automated Rubric Feedback, and mandated institution-wide Multi-Factor Authentication. Day 1 also offered blueprints for expanding community access:

- Enacted Board Policy 8940 (AI Policy) to separate academic dishonesty from helpful learning tools
- Testing AI-Automated Rubric Feedback and mandating institution-wide Multi-Factor Authentication
- Piloting the internal 6 Core Values course to build automated Moodle registration pipelines, and integrating the Nursing Program's existing VR headsets into Moodle

Day 2 emphasized responsible prompting and outcome-first assessment design — treating AI as an administrative assistant rather than a primary thinker — alongside blueprints for turning passive content into active learning.

- Prompt-engineering guidelines under BP 8940 to keep AI-generated questions anchored to course outcomes.
- Edpuzzle integration for mid-video questions with auto-synced grades, plus low-bandwidth layouts for outer-island campuses.
- Continuing Bhartu's secure Moodle ecosystem work, including custom plugin models like the maritime FSEM tracker.



A Glance At IA Inside Reports

- MOUs & Workforce Partnerships
- Curriculum Updates & Compressed Math Scheduling
- ACE Online Course Offerings
- 2025-2026 PLA
- Fall 2026 Faculty Workshop Results
- Assessment Workshop
- Academic Advising & College Fair
- TRIO & APIC Study Abroad
- LRC Updates



IA_GOAL_3. Ensure professional development for faculty and staff.

GOAL 1. Promote quality teaching, learning, and curriculum development across all COM-FSM campuses.

Quality & Offerings

Course section offerings held steady across certificate and degree pathways this term, with Fall 2026 Moodle course shells deployed campus-wide at National, CTEC, Chuuk, Kosrae, and Yap.

Members of the Language and Literature Division revised ESL 089, along with MS 095 and MS 096 updates being approved. CTEC updated 7 of 15 program course outlines, and FMI updated its Class 4 Master & Engineer program outlines — steady progress toward a fully refreshed, system-wide course catalog.

Three-course high school CTEC sequences were mapped to COM-FSM credentials, and the 21st-century curriculum implementation guide rolled out system-wide.

In all, 33 course outlines were approved system-wide, keeping pace with the college's broader curriculum-modernization timeline.

ACE Goes Fully Online

Even with the shift online, ACE mentors at each campus kept in close contact with students, checking in on pacing and troubleshooting Moodle access issues so that no one fell behind in their first fully online term at COM-FSM. Mentors held regular check-ins by phone and Moodle messaging, and campus sites set aside computer lab time so students without reliable home internet could still keep up with coursework and stay connected to their instructors throughout the semester.

The Achieving College Excellence Program (ACE) immediately resorted to online course offerings, ensuring ACE courses stayed available and accessible to students across all five COM-FSM campuses. Though it was the first time for many students to take an online course, the instructional team made sure newcomers were well-supported by ACE mentors at each campus site. Faculty adapted assignments and pacing guides specifically for the online format, and early feedback from students has been largely positive despite the adjustment.

Student Performance 2025-26

Student performance held strong: an 81% (Fall) and 89% (Spring) face-to-face pass rate, and an 86.3% (Fall) and 83% (Spring) online pass rate at National, both well above the 70% Institutional Set Standard. CTEC reached an 84% CSLO success rate.

Piloting the Compressed Remedial Courses Schedule

MS 096 Elementary Algebra and MS 099 Intermediate Algebra were compressed into 8-week schedules, helping students reach degree-level math in their second semester instead of the former 16-week remedial track.

Challenges remain: over-scheduling left more than 45% of sections unfilled, and only 1 Instructional Program Review was submitted this term. Low online pass rates at CTEC (68%) point to a need for virtual tutoring and earlier intervention. Addressing these gaps will be a priority heading into Spring 2027, alongside continued work on right-sizing section counts to actual enrollment demand.

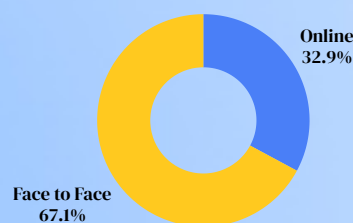
Pacific Digital Integration Research

VPIA Ehmes, acting VPIEQA Bing, CTEC Dean Silbanuz, Dean of Academic Programs, Paul, Educational Technologist, Phillip, and Institutional Researcher, Mr. Perera — met with Professor Ryan Ko (Queensland University), Professor Bibhya Sharma (USP), and FSM Department of Justice staff for a DFAT-funded study on Pacific digital integration. Topics included COM-FSM's Department of Labor apprenticeships, upcoming drone pilot and telecom technician training, a women's digital literacy project, and past UNDP/UNOPS cybersecurity and drone-mapping work.



Fall 2026 Course Sections — Online vs. Face-to-Face

Across all five campuses, two-thirds of Fall 2026 sections (233 of 347, 67%) are still delivered face-to-face, with the remaining third (114, 33%) online.



GOAL 1. Promote quality teaching, learning, and curriculum development across all COM-FSM campuses.

Program Student Learning Outcomes (PSLO) — 2025–26

This report covers 11 programs, 96 outcome checks, and 1,797 assessments across Fall 2025 and Spring 2026 — 84% of students met the outcome overall.

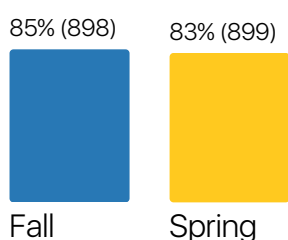
Results by Program

In plain terms: for every 100 students checked, about 84 showed they'd learned the outcome — a solid result that dipped slightly from 85% in Fall to 83% in Spring. Nursing (AS), Hospitality & Tourism (AS), and Pre-requisite courses led with near-100% success, while Nursing Assistant (CA) was the only program below the 70% target, at 73%. Two-thirds of the 96 outcome checks were strong performers (85%+), and most of the 1,500 students who succeeded were enrolled in female-heavy programs like Nursing and Business Administration.

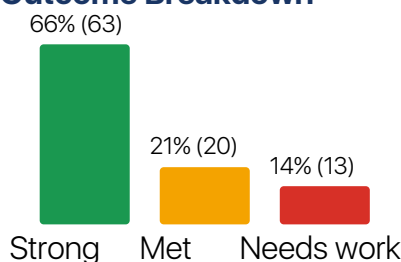
How Each Program Is Doing, 2025–26



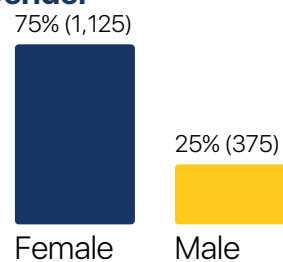
Fall vs. Spring



Outcome Breakdown



By Gender



Where to Focus

13 outcomes fell below the 70% target this cycle, all in Spring 2026. Business Administration and Nursing Assistant have filed findings; Teacher Prep – Elementary and Pre-Teacher Preparation still need to file findings for 5 combined outcomes.

Recommendations

Priorities: close the findings gap for Teacher Prep and Pre-Teacher Prep; examine the Spring dip; document what's working in Nursing (AS) and Hospitality & Tourism; and tackle absenteeism/engagement system-wide, the most common theme in findings.



GOAL 2. Implement Assessment Tools, Learning Support Services, & Infrastructure Maintenance.

Growing the Collection

The LRC added 12 newly acquired materials in June, including Peltin Olter's recommended title *Marine Phytoplankton of the Western Pacific*, and welcomed two copies of *Pohnpeian Verse* by Tanya Harris Joshua in July after a user recommendation. In total, 69 print books ordered from Midwest arrived between October 2025 and July 2026, with 2 more still awaiting delivery. Staff continued cataloging materials throughout the summer to keep the collection accessible, and communication is ongoing with IT on a possible update to the library information system.



LRC_GOAL_1. Ensure adequate resources, facilities and services to support learning and teaching

Building & Facility Upgrades

The former Entrepreneurship Center was fully converted into a group study room this summer, furnished with small and large tables, study chairs, and artificial plants to accommodate everyone from solo studiers to groups of six. Cracked floor tiles at the LRC entrance were replaced, and two new sofas now anchor the periodical reading area.



LRC_GOAL_2. Ensure current and diversity of library collection and resources.

Getting Ready for Fall 2026

August was largely about readiness: LRC computers across the lab were cleaned and set up for the new semester, alongside study tables on both floors of the library. The group study area was fully furnished with eight tables and twenty-three seats, arranged deliberately — two single-study tables, two for pairs, two for groups of four, and one for groups of six — so the space could flex to however students wanted to work together.



LRC_GOAL_2. Ensure current and diversity of library collection and resources.



IA_GOAL_2. Ensure adequate learning support resources.

Investing in the Collection

Collection Spending, FY2025–26

EBSCO E-Books	\$4,447
Print Journals	\$7,215
EBSCO Databases	\$9,024
One-File DB	\$6,772
69 Books, Midwest	\$3,218
2 Books, pending	\$183
2 Books, THJ	\$90

Database and journal renewals drove most of the \$30,949 total; individual book purchases were a smaller share.



LRC_GOAL_3. Assure collaborations and linkages to regional libraries.

Meeting Objective 2

5% Target, Far Exceeded

Objective 2 calls for putting 5% of the annual operating budget toward updating the collection — \$2,850 this year. LRC put \$30,949 toward it instead: renewing e-book and research databases, refreshing print journal subscriptions, and adding new titles across all five campus libraries.

New Titles on the Shelves

Recent additions include *Marine Phytoplankton of the Western Pacific*, recommended by Prof. Peltin Olter-Pelep, and two copies of *Pohnpeian Verse* by Tanya Harris Joshua, added after a reader recommendation — part of a steady stream of 69 books received from Midwest since October.

Regional Partnerships & Staff Development

LRC National continued its active membership with LAMP, working toward hosting the PIALA 2026 Conference. Library Technician Ceasy Jean Santos enrolled in two summer classes to build her skills, and when a power outage relocated CTEC's LRC staff to National for the week of July 23–31, the visit became a cross-training opportunity in circulation and computer assignment.



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.



LRC_GOAL_4. Assure professional and efficient services to library users

GOAL 3. Strengthen faculty development, certification, and continuous evaluation across all COM-FSM campuses.

Fall 2026 Faculty Workshop

The College of Micronesia-FSM hosted its Fall 2026 Faculty Workshop on August 3–4, 2026, centering on the theme “Administrative Support, Program Assessment, and Faculty Problem-Solving,” and reinforcing a central message: student success requires communication, accountability, and collaboration across every college unit.

Faculty Development & Workshops

The college allocated \$45,000 for system-wide professional development this term, and executed 37 PD trainings across CTEC departments. Full-time faculty participation in the Fall and Spring retreats and workshops reached 100%, keeping every campus aligned on the same institutional priorities.

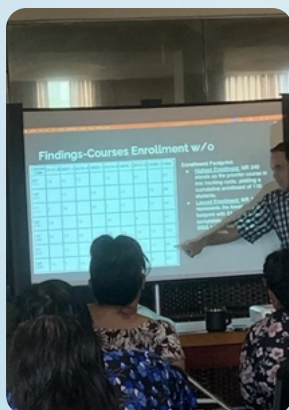
Day 1: Administrative Support

Held August 3, Day 1 introduced faculty to current President's Office initiatives and the administrative offices supporting instruction — Enrollment Management and Student Services (Financial Aid, Counseling, Business Office), Academic Programs, and assessment and institutional effectiveness.



Day 2: Program Assessment

Held August 4, Day 2 centered on program assessment: coordinators presented findings, strengths, and challenges, while faculty worked in 10 groups analyzing realistic institutional scenarios and presenting proposed solutions.

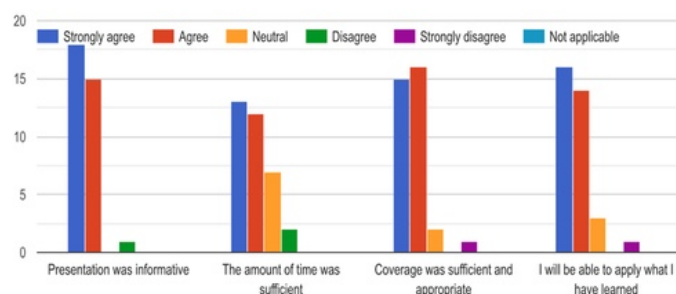


Session Evaluations

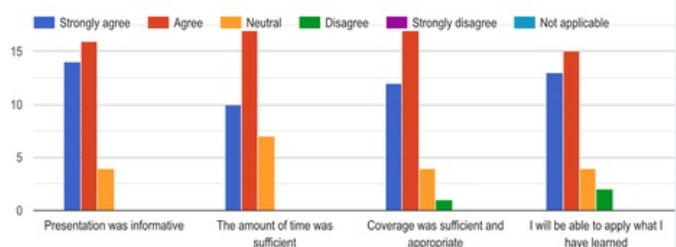
Faculty rated each workshop session immediately afterward. Four sessions drew particularly strong feedback: EMSS (financial aid, admissions, counseling), AI-Enabled Technologies for Teaching & Learning, the Monday afternoon institutional-perspective session, and Institutional Support (business office, bookstore, dining hall).



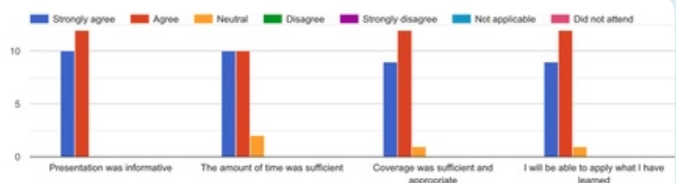
EMSS Department



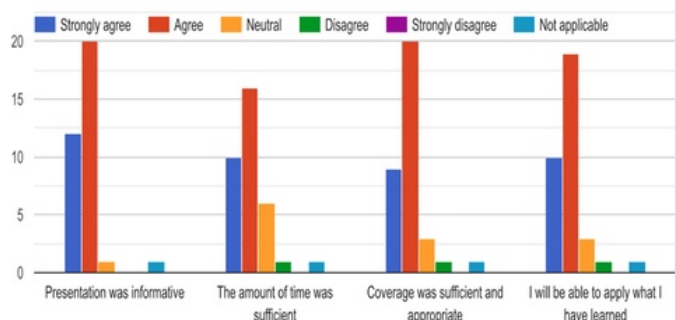
AI Integration by Prof. Lee Ling



Assessment Presentation



Institutional Support Presentations



Certifications & Skills

Approved 2-year teaching certifications and renewals across Health Sciences, Special Education, Math, ESL, and Dental Health. Prepared Fall 2026 Faculty Workshop agendas and Moodle Basics/ AI training, and the CTEC Dean completed 12+ leadership PD activities this term.



GOAL 4. Strengthen internal and external stakeholder collaboration to expand educational opportunities and community engagement.

MOUs & Workforce Partnerships

Yap R&D Electrical Training, State Finance Technical Accounting, and the PUC Apprenticeship program each wrapped up this term, giving 15, 20, and 8 participants hands-on instruction directly tied to employer needs across the FSM's public and private sectors.

Each initiative paired classroom coursework with real workplace practice, reinforcing COM-FSM's role as the state's primary pipeline for trained, job-ready talent across its five campuses. The 150-hour Electrical Systems Certificate graduated 13 students this term.

FMI also delivered basic safety modules for 13 NORMA observer trainees and completed MV H2 rotational training.

Altogether, these programs gave more than 50 community members and students direct, employer-connected training this term — a deliberate effort to keep COM-FSM's workforce pipeline responsive to real labor-market needs across Yap, Pohnpei, and beyond.

TRIO & APIC Study Abroad

TRIO programs recorded 83 student successes this term, with 98–100% FAFSA completion across participating campuses.

The APIC study abroad program also resumed after a hiatus, sending Spring 2026 Valedictorian Ms. Makayle'a Kia'ni Charley to Sophia University in Tokyo for a 4-week session — a milestone the program hopes to build on with more placements in future terms.



Looking Ahead

From electrical training in Yap to accounting instruction for state finance staff, each initiative shares a common thread: giving students and community members a direct, practical route from COM-FSM classrooms into the workforce, across all five campuses of the college.

Academic Advising & College Fair

These initiatives sit alongside a broader push on academic advising and outreach: POWWOW advising sessions reached 62% attendance and awarded 104 total awards, while a College Fair drew 333 students from 16 schools and 62 agency representatives to campus.

Together, these partnerships reflect a semester-long emphasis on connecting classroom learning to real employment pathways — pairing technical certification with academic credit, and pairing academic advising with the community relationships that keep students enrolled, supported, and on track toward graduation.



GOAL 5. Ensure comprehensive assessment alignment, space optimization, and programmatic review across the college.

What is IA's GOAL 5?

Goal 5 work this term centered on tying Instructional Affairs' budget and priorities directly to institutional outcomes, and on building the assessment tools and shared training that keep that alignment sustainable across all five campuses.

100% of Instructional Affairs objectives — along with the \$50,000 VPIA budget — are now mapped directly to Institutional KPIs and the college's Strategic Goals, giving every dollar and every deliverable a clear line back to institutional priorities.

Assessment Workshop

System-wide IA Assessment meetings held June 29–July 3 covered Power BI dashboards, Excel reporting workflows, and enrollment data processes. Reusable training modules were established in Moodle so campuses can revisit this material independently going forward.



Assessing our Program Level Results

13 below-target outcomes, all Spring 2026 — sorted lowest to highest; and whether an improvement plan has been attached to the outcome (in Nuventive).

Teacher Prep Elem	40% — Not yet
Pre-Teacher Prep	59% — Not yet
Teacher Prep Elem	60% — Not yet
Pre-Teacher Prep	61% — Not yet
Business Admin	64% — Yes
Teacher Prep Elem	64% — Not yet
Pre-Teacher Prep	67% — Yes
Pre-Teacher Prep	67% — Yes
Nursing Assistant	67% — Yes
Nursing Assistant	67% — Yes
Nursing Assistant	67% — Yes
Teacher Prep Elem	68% — Not yet

Follow-Up

Teacher Prep Elementary and Pre-Teacher Prep still need findings filed for their below-target outcomes, and the Spring dip needs continued monitoring.

On the positive side, Nursing (AS), Hospitality & Tourism, and prerequisite courses remain near 100%, and a shared absenteeism strategy is in development.

