



Report to the Board of Regents



Office of the President

ACCESS. INNOVATION. RESILIENCE.

SEPTEMBER 2026, CHUUK



PRESIDENT'S REPORT

Bale Theresa Koroivulaono, PhD

President/CEO, College of Micronesia-FSM

This report highlights selected communications and meetings from the Office of the President in the following period: June 12 – August 28, 2026. Updates from the Human Resources Office and the Institutional Advancement & External Affairs Office are also included, as the directors of both offices report directly to the President.

OFFICE OF COMPACT MANAGEMENT

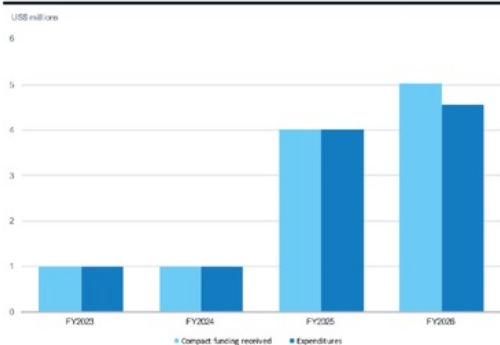
FY2027 Annual implementation Plan, KPI updates & FY2027 budget

The College of Micronesia-FSM received the following request from the Office of Compact Management (OCM) to President Koroivulaono on August 17, 2026:

- FY2023-FY2026 grant awards;
- FY2023-FY2025 expenditures;
- FY2026 expenditures to date;
- FY2027 AIP and budget proposal;
- A snapshot of overall COM-FSM KPI; and
- Selected KPI, along with supporting information.

Working with the Vice Presidents and their teams the following response was sent to the OCM in preparation for the JEMCO (Joint Economic Management Committee) meeting on August 26, 2026.

Compact funding and expenditures, FY2023-FY2026



\$11.04M

Compact funding received

\$10.57M

Compact expenditures

95.8%

Cumulative utilization

FY2026 Compact funding was received; expenditures are reported through 15 August 2026.

FY2027 approved Compact funding

The approved \$5.018M Compact amount remains fully allocated to the Instructional Department.



Program NE3: College of Micronesia - FSM Instructional Program

PROGRAM	PERSONNEL	TRAVEL	CONTRACTUAL	OCE	FIXED ASSETS	TOTAL
NE3: COM-FSM Instructional Program	\$5,018,539	-	-	-	-	\$5,018,539

Program Description

The College of Micronesia-FSM (COM-FSM) is the Federated States of Micronesia's national institution of higher education, providing accessible, affordable, and high-quality postsecondary education, workforce development, and community learning opportunities across its National Campus, four State Campuses, and the FSM Fisheries and Maritime Institute (FMI). The College offers certificate, associate, and bachelor's degree programs, continuing education, dual enrollment, and non-credit workforce training that support national human resource development and the economic and social priorities of the FSM.

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.

The College is entering a transformative operational phase designed to maximize access, flexibility, and student success across all campuses. Guided by projected semester enrollment targets and institutional strategic priorities, COM-FSM continues to expand educational opportunities throughout the nation. Beginning with Summer 2025, the College implemented an Open Admissions policy that broadens access to higher education and creates more inclusive learning pathways for both traditional and non-traditional students.

The College delivers instruction through face-to-face, online, hybrid, and other multimodal learning formats to improve access for students across the FSM. Flexible scheduling, expanded outreach, and reactivated dual enrollment partnerships with all FSM high schools strengthen college readiness and increase participation in postsecondary education. The implementation of stackable credentials further enables learners to earn industry-relevant qualifications that support workforce entry, career advancement, and lifelong learning. Dual enrollment programs have been reactivated for all high schools in the FSM. Outreach has been expanded to nontraditional learners in both formal and non-formal contexts.

The instructional programs are supported by comprehensive student services, including academic advising, tutoring, library and learning resources, career services, retention initiatives, and technology-enhanced learning. COM-FSM also invests in faculty recruitment, professional development, instructional innovation, and institutional effectiveness to maintain academic quality, accreditation standards, and continuous improvement. Through these efforts, the College develops an educated workforce, strengthens community resilience, and advances the educational and economic development goals of the Federated States of Micronesia.

FY2027 Planned Activities

In FY2027, the program will undertake specific activities including:

1. Provide postsecondary education by delivering high-quality, accessible academic programs and comprehensive support services across all COM-FSM campuses:
 - a. Provide postsecondary instruction through certificate, associate, and bachelor's degree programs delivered through face-to-face, online, and hybrid modalities across all COM-FSM campuses while maintaining academic quality and accreditation standards.

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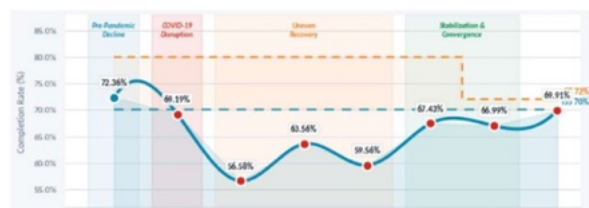
- b. Strengthen student success through academic advising, tutoring, library and learning resources, career services, retention initiatives, and clear educational pathways from certificate through bachelor's degree programs, including transfer pathways to other higher education institutions through established articulation agreements.

- Recruit, retain, develop, and support qualified faculty and instructional personnel through professional development, instructional technology support, competitive compensation initiatives, and succession planning.
- Expand workforce development, dual enrollment, continuing education, non-credit training, and community-responsive programs that support lifelong learning and economic development throughout the Federated States of Micronesia.

Report: Selected Key Performance Indicators

KPI 7-Course Completion Rate (ABC or P)

ACCESS | Fall 2018 to Fall 2025 | First-Time, Full-Time Students | College of Micronesia-FSM



Performance versus the Institutional Set Standard (ISS) Benchmark

Year	2018	2019	2020	2021	2022	2023	2024	2025
Completion Rate (%)	72.36%	61.19%	56.58%	63.54%	59.54%	67.43%	66.99%	69.91%
ISS Benchmark (%)	Above ISS	Below ISS	Below ISS	Below ISS	Below ISS	Below ISS	Below ISS	Below ISS

Analysis and ISS Performance

- Over eight years (Fall 2018–Fall 2025), the course completion rate tells a story of disruption and gradual recovery. Starting at 72.36% in Fall 2018 — the only year above the ISS (70%) — the rate fell to 69.19% in Fall 2019 before COVID-19 drove it to a record low of 56.58% in Fall 2020, more than 13 percentage points below ISS.

- Recovery from the pandemic was uneven: 63.56% (Fall 2021), a secondary dip to 59.58% (Fall 2022), then meaningful recovery to 67.43% (Fall 2023). The most recent two years show stabilization — 66.99% (Fall 2024) and 69.91% (Fall 2025) — placing the College just 0.09 percentage points below the ISS floor. The ST benchmark was revised downward from 60% to 72% in Fall 2024, reflecting a recalibration of expectations in the sustained post-pandemic environment.

Key Takeaways

- ISS (70%) has not been met since Fall 2018 — 6 of 8 years fell below this threshold.
- ST (60%) has never been met; revised to 72% in Fall 2024; still unmet in the latest year.
- Fall 2020's 56.58% is the strongest post-pandemic result — just 0.09pp below ISS.
- Since the pandemic low (56.58%), the rate has recovered 13.32pp over five years — more than three-quarters of the ground lost.
- Sustaining positive momentum is critical to finally crossing the ISS threshold in Fall 2026.

KPI 15 - Fall-to-Spring Persistence Rate

ACCESS | Fall 2018 to Fall 2025 | First-Time, Full-Time Students | College of Micronesia-FSM



Performance versus the Institutional Set Standard (ISS) Benchmark

Year	2018	2019	2020	2021	2022	2023	2024	2025
Persistence Rate (%)	83.92%	85.14%	76.40%	88.85%	83.97%	87.09%	83.81%	87.17%
ISS Benchmark (%)	Below ISS	Below ISS	Below ISS	Above ISS	Below ISS	Above ISS	Above ISS	Meets ST

Analysis and ISS Performance

- Fall-to-spring persistence measures the share of fall students who continue through the following spring semester. Pre-pandemic rates of 83.92% (Fall 2018) and 85.14% (Fall 2019) sat below the original ISS of 87%, indicating a pre-existing gap. COVID-19 drove persistence to 76.40% in Fall 2020 — the lowest in the dataset and nearly 11 percentage points below the ISS floor.

- Recovery was sharp in Fall 2021 (88.85%), the only year to exceed the original ISS of 87%, driven by pent-up demand and institutional support initiatives. However, persistence has since fluctuated: 83.97% (Fall 2022), 87.09% (Fall 2023), 83.81% (Fall 2024), and 87.17% (Fall 2025). The ISS and ST benchmarks were revised downward in Fall 2024 — ISS from 87% to 80%, ST from 95% to 85% — reflecting updated peer norms. Under the revised ISS, Fall 2025's 87.17% comfortably clears the floor and approaches the revised ST of 85%.

Key Takeaways

- Meets revised ISS (80%) in Fall 2024 and Fall 2025 — comfortably above the new floor.
- Only Fall 2021 (88.85%) exceeded the original ISS (87%); all other years fell below it.
- COVID-19 caused the sharpest single year drop — 76.40% in Fall 2020, nearly 11pp below original ISS.
- Fall 2025's 87.17% exceeds the revised ST target (85%) — the strongest performance under the new benchmarks.
- Benchmark revision (ISS: 87%→80%, ST: 95%→85%) in Fall 2024 reflects post-pandemic recalibration of peer expectations.

KPI 16 - Fall-to-Fall Persistence Rate

ACCESS | Fall 2018 to Fall 2025 | First-Time, Full-Time Students | College of Micronesia-FSM



Performance versus the Institutional Set Standard (ISS) Benchmark

Year	2018	2019	2020	2021	2022	2023	2024
Persistence Rate (%)	61.81%	65.54%	66.80%	66.73%	58.44%	64.99%	62.86%
ISS Benchmark (%)	Above ISS	Above ISS	Above ISS	Above ISS	Below ISS	Above ISS	Above ISS

Analysis and ISS Performance

- Fall-to-fall persistence — the share of students who return the following fall semester — shows a more nuanced pattern than fall-to-spring. The College consistently clears the ISS floor (60%), revised to 60% in Fall 2024 across most years, but remains far from the original ST of 80% (revised to 65% in Fall 2024).

- Unusually, rates were relatively resilient during COVID-19: 66.80% (Fall 2020) and 66.73% (Fall 2021) were among the strongest in the dataset, possibly reflecting that students who persisted through the pandemic were highly committed. The sharpest dip came in Fall 2022 (58.44%) — the only year below the original ISS of 61% — which may reflect delayed attrition as pandemic-era accommodations ended. Recovery to 64.99% (Fall 2023) and 62.86% (Fall 2024) keeps the College above the revised ISS of 60%, though the gap to the revised ST (65%) is now just 2.14pp.

Key Takeaways

- Meets ISS (60%), revised to 60% in 6 of 7 years — Fall 2022 (58.44%) is the sole exception.
- ST target was revised sharply from 80% to 65% in Fall 2024 — the College is now within 2.14pp of ST.
- COVID-era rates (Fall 2020–2021) were surprisingly strong at ~66–67%, suggesting committed survivors.
- Fall 2022's dip to 58.44% (below ISS) likely reflects delayed attrition as pandemic-era supports ended.
- Fall 2024's 62.86% is above the revised ISS (60%) and close to revised ST (65%) — monitoring is warranted.

KPI 17-22 | SUMMARY DASHBOARD



Additionally, COM-FSM also provided information to address the Bi-Annual Checklist forwarded by the OCM in the three areas listed below.

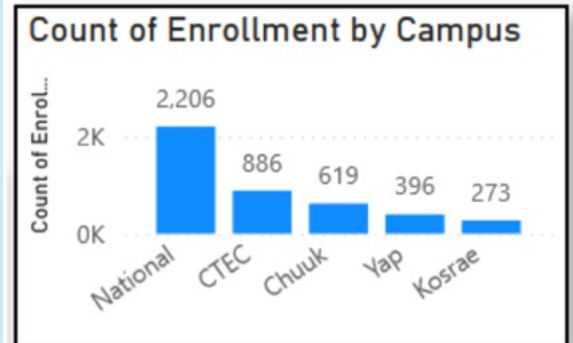
Total student enrollment by campus:
FY2024 & FY2025

Figure 1: (Fall 2023, Spring 2024, Summer 2024): total enrollment (duplicated) = 4,380.

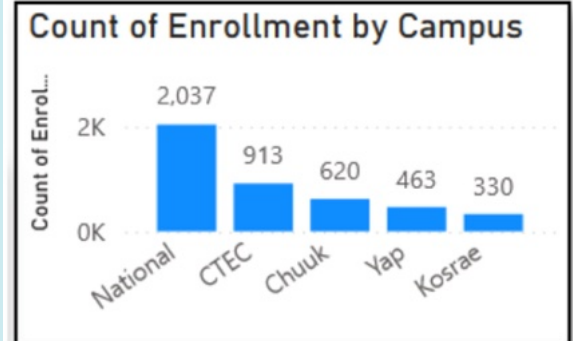


Figure 2: FY2025 (Fall 2024, Spring 2025, Summer 2025): total enrollment (duplicated) = 4,363

Course completion rate for FY2024 & 2025

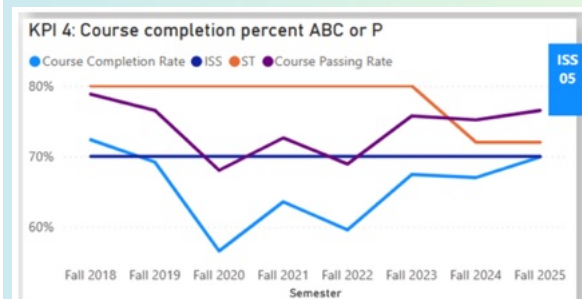


Figure 3: The course completion rate for FY2024 (Fall 2023) is 67.43%.

NOTE: Fall 2023 is the main semester for FY2024. The calculations are made based on the Fall 2023 semester.

The course completion rate for FY2025 (Fall 2024) is 66.99%.

NOTE: Fall 2024 is the main semester for FY2025. The calculations are made based on the Fall 2024 semester.

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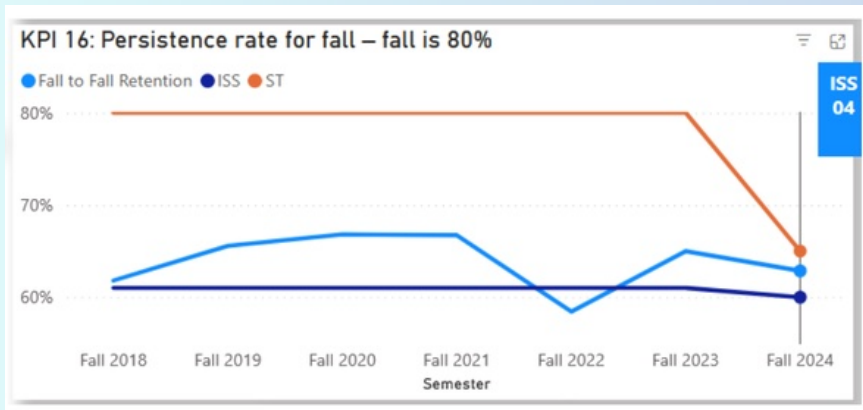
Fall to fall persistence rate: FY2024 & 2025

Figure 4: The Fall-to-Fall persistence rate for FY2024 (Fall 2023) is 64.99%.

NOTE: Fall 2023 is the main semester for FY2024. The calculations are made based on the Fall 2023 semester.

The Fall-to-Fall persistence rate for FY2025 (Fall 2024) is 62.86%.

NOTE: Fall 2024 is the main semester for FY2025. The calculations are made based on the Fall 2024 semester.

FY2027 Consultations with the Office of Compact Management

The FY2027 Budget Consultation between the Office of Compact Management (OCM) and the relevant National and State Government sectors including COM-FSM was held on June 22-25, 2026. The meetings began with the first day at the Congressional complex in Palikir and then moved to the new Student Services Building at the College due to unscheduled power outages.

The COM-FSM team was led by President Koroivulaono and included VPEMSS Joey Oducado, VPIA Delihna Ehmes, VPIS Steven Young-Uhk, Acting VP/IEQA Gee Bing, Comptroller Roselle Togonon, Institutional Researcher Malintha Perera and Executive Assistant to the VPIS, Sinobu Lebehn. The OCM required the finalization of the Annual Implementation Plans (AIP) and Key Performance Indicator (KPI) alignment with the National Strategic Development Plan priorities. The COM-FSM team was able to submit the completed AIP and KPI alignment by June 25. Following the submission, further discussions ensued in July led by Acting President Joey Oducado to refine the AIP and KPIs.

Since the OCM Budget Consultation the Senior Leadership Team has continued to communicate with the OCM and provide information in response to requests for updates.



Figure 5: The COM-FSM team at the OCM Budget Consultation.

Summary

In the last 12 months COM-FSM has focused particularly on strengthening the relationship between the OCM and the College. The seamless exchange of emails and communication between us especially since last year has been deeply informative and mutually beneficial. We continue to build on increasing meaningful understanding of our individual processes and how we can continue to work collaboratively together for relevant and sustainable plans and outcomes to improve and enhance COM-FSM education.

CONFERENCES & MEETINGS**COM Land Grant Board of Regents Meeting**

The COM Land Grant Board of Regents convened in Palau on 27 & 28 August, 2026 to receive program, financial, communication, and Central Office updates and to consider matters requiring Board action. The three partner colleges were represented by each of their Regents as listed below:

- Dr. Emais Roberts, Chairman of the Board (Palau);
- Ms. Lynn Sonden; Vice Chair (Federated States of Micronesia); and
- Honorable Gerald Zackios, Minister of Education, Sports & Training (Marshall Islands).

Mr. Stanley Lorennij, Executive Director of the COM Land Grant Program Central Office and his team organized the meeting program and facilitated the discussions. Presentations began with the Regents' reports, followed by the College of the Marshall Islands (CMI), College of Micronesia-FSM (COM-FSM) and the Palau Community College (PCC) Presidential updates as listed below:

- CMI Interim President, Ms. Meitaka Kendall-Lekka;
- COM-FSM President, Dr. Theresa Koroivulaono; and
- PCC President, Dr. Patrick Tellei.

The Cooperative Research & Extension updates showcasing agriculture, aquaculture and youth activities were presented by the three CRE Vice Presidents from CMI, COM-FSM and PCC; Dr. Dayo Ogunmokun, Steven Young-Uhk and Dr. Chris Kitalong (respectively).

Among the key discussions was the need for the **Central Office, in collaboration with the respective CRE programs, to undertake a review of existing Memoranda of Understanding (MOUs) with partner colleges.** The Board noted that these agreements have remained largely unchanged since their inception and emphasized the importance of reviewing and updating them to ensure that institutional roles, responsibilities, expectations, and collaborative arrangements remain current and responsive to the needs of the Land Grant Program.

The Board also considered a proposal relating to a **Research and Extension Communication Officer position** and the broader communication and publication needs of the program. In considering the proposal, Regents requested that the corresponding resolution be supported by **specific cost estimates and a detailed budget prepared in accordance with applicable policies and procedures.** Discussion indicated that publication and communication requirements would need to take into consideration **six participating sites**, with the Board emphasizing that the associated costs and resources should appropriately reflect the needs of all sites. The relevant resolution and supporting budget information are expected to be further refined for Board consideration.



Figure 6: The COM Land Grant Board of Regents meeting at PCC in Koror, Palau.

Pacific Peace and Security Dialog

In an email communication on May 4, Professor Dave Peebles, Director of the Pacific Security College at the Australian National University (ANU) sent an invitation to the COM-FSM President to participate in:

an exciting opportunity for the Pacific security community to gather, with political representatives, regional and national officials, academics, civil society, traditional, church and business leaders all coming together to share their wisdom and perspectives. The Dialogue aims to create a space for the Pacific similar to the “Shangri-La Dialogue” in Asia.

Palau Community College (PCC) President, Dr. Patrick Tellei and the College of the Marshall Islands' (CMI) Vice President for Academic and Student Affairs, Dr. Elizabeth Switaj were also sent invitations. It was the first time that all three Freely Associated States' Colleges were represented at a Peace and Security Dialog.

The Pacific Peace and Security Dialog took place in Suva, Fiji on **June 15-17, 2026**. In the 'Observations from the Dialog' communication sent to participants (post-Dialog) the following information was provided in relation to the primary focus of the 3-day discussions:

Strategic context

The Honorable Simon Kofe, Minister for Transport, Energy, Communication and Innovation in the Government of Tuvalu, provided the opening keynote address. He urged that Pacific regionalism be grounded in the Pacific's vision and core values as reflected in the 2050 Strategy for the Blue Pacific Continent. He highlighted how challenges such as climate change, transnational crime, technological disruption, and geopolitical competition are not only security issues but also tests of leadership, governance, unity, and collective responsibility.

His address underscored that fragmentation remains a strategic vulnerability and he called for stronger regional cooperation, harmonization and information sharing. Minister Kofe also noted that trust was a vital element in deepening regional cooperation. Drawing lessons from successful Pacific initiatives, he emphasized that sovereignty is strengthened through collective action and that lasting security depends on resilient communities, trusted institutions, effective governance, environmental stewardship, and a shared commitment to Pacific values and future generations.

¹ The invitation came with the offer of “all expenses paid” by the Pacific Security College.

Dialog participants represented political, official government levels from the Pacific islands Forum membership and regional organizations including the Forum Fisheries Agency (FFA), Joint Heads of Pacific Security Secretariat (JHOPS), the Melanesian Spearhead Group (MSG), the Pacific Community (SPC), Pacific Immigration Development Community (PIDC), Pacific Islands Chiefs of Police (PICP) and the Secretariat of the Pacific Regional Environment Program (SPREP). Also present were a significant number of senior representatives from the Education sector including the University of the South Pacific, Auckland University of Technology, Australian National University, College of the Marshall Islands, the College of Micronesia-FSM, Palau Community College, University of Auckland, University of Papua New Guinea and the Compass Point Institute. Furthermore, representation was also present from civil society, the media, youth and faith-based groups from across the Pacific Islands' region.

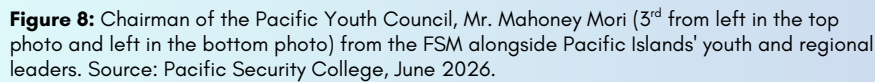


Figure 7: Day 3 Workshop participants at the Pacific Islands Forum Secretariat Conference Room in Suva, Fiji. Source: Pacific Security College, June 2026.

The Federated States of Micronesia's Mahoney Mori, Chair of the Pacific Youth Council joined a panel of four other Pacific Islands' youth leaders to deliver a powerful and sobering message based on his vision for the Blue Pacific where “youth are nurtured through cultural nourishment, consulted as architects of development and given the opportunity to thrive right at home in paradise rather than seeking economic survival abroad.” Mr. Mori emphatically underscored his message by adding that youth, “aren't just dreaming; we are co-designing the future.”

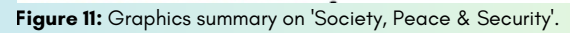
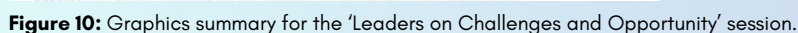
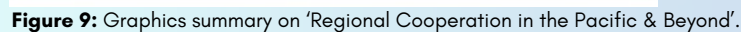
Presenters and panelists alike delivered compelling, informed and informative case studies and reflections that shared various Pacific Island communities' threats and responses to security at all levels, including stories of transnational organized crime, challenges to economic and border security, land tenure systems and the pressures arising from climate change and threats to cyber safety.





Finally, the Dialog enabled the opportunity to bring together a board cross-section of the region's peace and security community linking the convening to the wider regional security architecture and connecting directly to regional peace and security policy processes including the Regional Peace and Security Action Plan 2026–2030.

Three examples are provided below.



As educators—particularly those working in higher education and CTE/TVET—the Dialog reinforced one overarching message: **Pacific education and training systems must be agile, responsive, continuous, effective, and firmly grounded in the evolving needs of individuals, communities, industries, and nations.** Supporting and championing Pacific peace and security requires more than traditional approaches to education; it calls for **transformational leadership that can anticipate emerging needs, embrace innovation, and translate regional priorities into relevant learning opportunities.**

Micronesia Teachers Education Conference (MTEC)

The 2026 MTEC or Micronesia Teachers' Education Conference took place in Yap State on 1st - 3rd July. Educators from across the Federated States of Micronesia (FSM) and from the international education community gathered at Yap High School to share their presentations which formed the basis for engaged and engaging discussions in a wide range of areas. The MTEC theme, 'Strengthening Indigenous Culture & Language for Lifelong Learning' inspired the majority of presentations which showcased each FSM State's responses to indigenizing curriculum. Three hundred and fifty-nine (359) presenters, participants and observers attended MTEC 2026. Representation covered all levels of education from Early Childhood through Elementary and Secondary Schools to the College of Micronesia-FSM (COM-FSM). Staff, faculty, teachers and administrators attended. Concurrent conference presentations started at 9.00am Thursday 2nd July through to 3.00pm on Friday 3rd July. The conference schedule included the following sessions:

- Bridging tradition & innovation: AI for indigenous learning;
- Culturally responsive communication: teaching students with special needs;
- Tracking student progress on FSM standards: a practical tool for teachers; Community & parental involvement in our schools;
- FSM STCW & FSM FMI programs;
- Pohnpeian studies community project;
- A whole new level of educational planning;
- PDOE new instructional model;
- KDOE: Curriculum mapping (Math & Science);
- Writing the narrative: capturing indigenous perspectives in biographical genres;
- Wayfinding: envisioning a culturally responsive education system for FSM;
- FAFSA;
- Early Childhood Education Inclusive, Indigenous & In-service Teacher Training Modules in the Federated States of Micronesia;
- Learning from Micronesia voices: strengthening connections between families, communities and schools;
- Creating lesson plans using locally driven instructional models;
- Inclusive Teaching Strategies in Early Childhood Education;
- Finding poetry: exploring the FSM constitution & other historical documents.

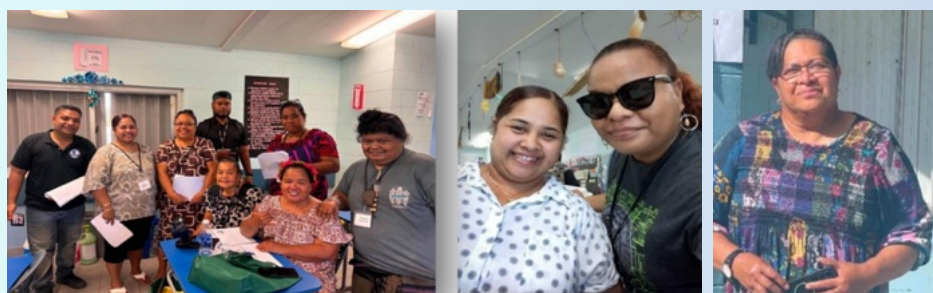


Figure 12: Education Program Coordinator, Benskin Bergen (far left in the left-hand photo) standing alongside Professor Pearl Habuchmai Olter-Pelep & President Theresa Koroivulaono (far right in the right-hand photo) represented COM-FSM at MTEC.

Summary

Overall, MTEC provided participants and presenters with a plethora of opportunities to share educational best practices in the FSM at all levels of education and learn about international initiatives and innovations. The COM-FSM team expresses its sincere gratitude to the Director of Education, Yap State, Mr. Dominic Fanasog and all who were involved in organizing the conference.

Micronesia Islands Forum (MIF)

Education leaders from across the Micronesian region including the Republic of the Marshalls, Republic of Palau, the World Bank, the Commonwealth of the Northern Marianas and Federated States of Micronesia gathered for a 2-day pre-MIF consultation on August 17 and 18, 2026 at the Pohnpei Department of Education (PDOE) Conference Room in Pohnpei. As members of the Regional Education Committee (REC), the group of education leaders with PDOE Director Mr. Stanley Etse facilitating the discussions shared selected challenges, successes and potential opportunities to inform the REC power point presentation delivered on Wednesday August 19, 2026 to the Forum leaders at the MIF.

The objectives of the discussion are listed as follows:

1. A clear set of 3-5 regional education/workforce-development priorities.
2. Agreed-upon recommendations for consideration by MIF leaders.
3. Key messages and talking points for the REC presentation/dialogue.
4. Identified opportunities for regional collaboration and partnerships.
5. Agreed next steps and follow-up mechanisms after the 28th MIF.

The presentation was delivered on Wednesday August 18, 2026 to the MIF leaders including Heads of State and presidential delegates at the Pohnpei State Governor's Conference Room in Kolonia. Included in the REC were the following educators from across the region:

- Deputy Commissioner PSS (Republic of the Marshall Islands), Meryl Heine;
- Chair of the Commonwealth of the Northern Marianas State Board of Education, Aschumar Kodep Ogumoro-Uludong;
- Assistant Secretary of the National Department of Education, Miyai Keller;
- Pohnpei State Department of Education Director Stanley Etse;
- Yap State Department of Education Director, Dominic Fanasog;
- Chuuk State Acting Director of Education, Sermina Namelo;
- Education Specialist, UNICEF, Pressler Martin;
- World Bank SEEP Project Manager, Hyunjeong Lee;
- COM-FSM President, Dr. Theresa Koroivulaono;
- COM-FSM Vice President of Instructional Affairs, Delihna Ehmes;
- COM-FSM CTEC Dean, Phyllis Silbanuz.

The following points from the presentation provide the key REC priorities.

- Integration of Indigenous and Traditional Knowledge (ITK) in school systems
- Providing Quality Education across the region
 - Strengthen teacher training Programs
 - Improve student learning outcomes
 - Establish a Virtual college.
- Expanding Career Pathways and Career Academies through:
 - Education Workforce Development
 - Career and Technical Education (CTE)
 - Regional skills certification and licensing.

Summary

Representing the Regional Education Committee (REC), Pohnpei State Director of Education, Stanley Etse delivered a compelling presentation which was very well received. Three major challenges were identified and highlighted the scarcity of resources and technical support, sustainable regional participation and coordination and maintaining momentum between meetings. Director Etse emphasized the critical importance of "continued MIF leadership support to strengthen REC and advance regional education cooperation."



Figure 13: Education leaders at the pre-MIF meeting to confirm REC priorities.

OFFICE OF THE PRESIDENT: DIRECT REPORTS

Human Resources Office

The updates from the HR Office (HRO) provide the most recent information in the following areas:

- Current number of faculty and staff at COM-FSM;
- Diversity at COM-FSM;
- Head count per campus.

Faculty By Campus

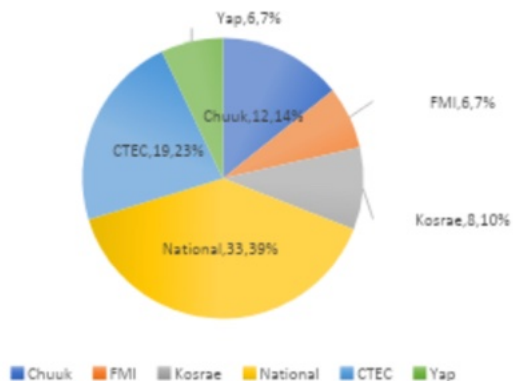


Figure 14: COM-FSM Faculty by campus.

Staff By Campus

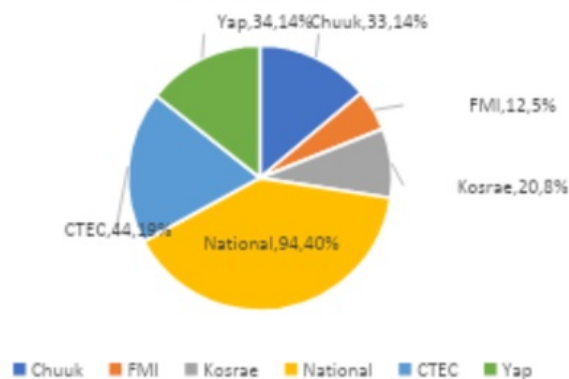


Figure 15: COM-FSM Staff by campus.

Nationalities at the College of Micronesia-FSM

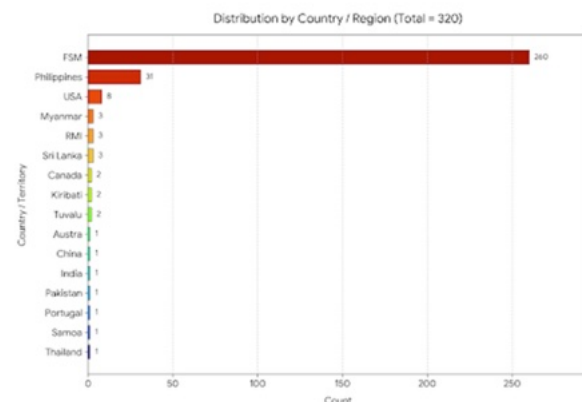


Figure 16: Distribution by country/region

Currently there are sixteen nationalities represented at COM-FSM in relation to faculty and staff. There is a total of 260 FSM citizens, followed by 31 Philippines' nationals, 8 US citizens and employees from thirteen other countries from as far away as Austria, Myanmar, China, India and Portugal. The College continues to recruit highly qualified and experienced faculty and staff to ensure the delivery of the highest quality education and training, producing competent, work-ready graduates and well-prepared transfer students.

Institutional Advancement & External Affairs (IAEA)

Update Report on the Endowment Fund and Alumni Operations June 1- July 31, 2026

A. Performance of the Investment Portfolio

- The July 2026 Investment Report showed a balance of \$15.4 million, a net loss of \$ 10,000.00 compared to the net loss of \$362,000.00 for the previous month. The Iran War and the Tariffs imposed on certain imported consumer goods contribute to the volatility of the Stock Market. The College is still \$4.6 million shy of our \$20 million overall target goal.
- The resubmission of COM-FSM's \$50,000 request was deferred to the September 2026 Congress Session. On July 26, 2026 Executive Director Mori had a breakfast meeting with the Chairman of Ways and Means Committee, Senator Fabian Nimea, who assured him that the Ways & Means Committee will reconsider the COM-FSM request in September (2026). Executive Director Mori also had dinner with Senators Goulard and Konman who also pledged their support to have the measure reconsidered during the September Session.

B. Fundraising

For the next few months, the IAEA Office will be refining their fundraising strategies which will include strengthening partnerships with individuals, groups and organizations including staff and faculty of the College to get involved with increasing the Endowment Fund through fundraising activities. Finalization and implementation of these plans will directly support the outcome of the revision of the existing policies on 'Investment, Endowment and Fundraising'. Naming is part of these fundraising activities.

- IAEA briefly joined the Kamorale Expo in Palikir – displaying a banner for Endowment Fund awareness; meeting with the enthusiastic participants and distributing some of the endowment promotional brochures with the kind help of the alumni at the display booths.
- The online raffle is still pending until the registrants have reached at least 300.

College Community Financial Support: The IAEA Office is focused on a long-standing initiative to involve all employees and faculty members of the College to make voluntary contributions to the Endowment Fund based on three imaginary salary strata (high, medium and low). On that score, we continue to thank those who are contributing voluntarily to the Endowment Fund. There is urgency in reviving the competitive spirits and the camaraderie at the College and in doing so, we can also revive the fundraising competition among the campuses and develop incentives to sustain it.

Finally, IAEA warmly welcomed new members to the Fundraising Committee, Mr. Melner Isaac, Pohnpei Manager of the Moylan Underwriter and the Medpharm Manager, Ms. Vita Regine V. Liwanag. The campus deans have also pledged to join all fundraising meetings via zoom.

Observations:

- Donors are losing their passion to give;
- Fundraising members participation is declining; and
- Alumni lacks meaningful bonding with the College.

C. Alumni Administration

Alumni Platform: The number of alumni registered after the May 2026 report has increased by 30 individuals with 148 in total. While the IAEA Office continually pursues alumni contact details responses are comparatively slow.

While abroad, Executive Director Mori met with donors to update them on the status of the Endowment Fund and confirm their continued support. He met with the owner of McDonalds in Saipan and Guam who donated substantial amounts of money during the COM-FSM 25th anniversary celebration.

Three volunteers have been secured to advocate for Endowment fundraising. Several alumni members have registered; one donor is secured from abroad and the process for identifying potential alumni who can also be ambassadors or advocates for both alumni and the College Endowment is underway.

Summary

There is a plethora of meetings, communication, matters and issues that characterize everyday OTP operations. The information in this report provided snapshot updates of selected initiatives and meetings from the OTP during the following period: June 12 – August 28, 2026. The areas selected for this report were based on a combination of strategic and operational activities, highlighting the singular focus on creating and strengthening collaborative partnerships, expanding the resource base, and ultimately reinforcing student welfare and success at COM-FSM.

END OF REPORT