

College of Micronesia – FSM - Performance reporting form ----- Board of Regents May 2007

Department/Division:	Office of Research & Planning	Period:	March – April 2007
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Strategic goal 7: Build a partnering and service network for community, workforce and economic development

Objectives	Accomplishments	Comments/additional detail
7A: Increase involvement of the community in college affairs	<p>[IRPO]</p> <ul style="list-style-type: none"> The Sponsored Programs Manual has been finalized and will be distributed to the President’s Cabinet for review and final adoption. An application for the Australian AusAid funded Pacific Technical Assistance Mechanism (PACTAM) for a full time Trial Counselor Instructor was submitted to the Australian Embassy through the FSM Foreign Affairs Office. PACTAM recruits and places highly-skilled personnel in the Pacific, to assist local employers to meet their human resources needs. The Sponsored Programs committee reviewed a pre-proposal request by the Cooperative Research Extension for the Food and Agriculture Organization (FAO) of the United Nations to conduct an Agriculture Census throughout the FSM States. The final application will be submitted to the Food and Agriculture Organization through the FSM Foreign Affairs Office. 	
7B: Enhance and promote employment opportunities		
7C: Develop new and enhance existing programs to meet the changing educational and workforce needs of our communities	<p>[IRPO]</p> <ul style="list-style-type: none"> IRPO assisted FSM TC& I on research for FSM tele-center to be submitted to the Asia Pacific Telecenter community and an application to the government of Japan to participate in WINDS experiment. 	
7D: Provide Cooperative Extension Services to the community		

Strategic Goal 9: Provide for continuous improvement of programs, services and college environment

Objectives	Accomplishments	Comments/additional detail
9A: Improve institutional assessment and evaluation	<p>[IRPO]</p> <ul style="list-style-type: none"> • IRPO in cooperation with HRO conducted a survey on the organizational chart at the president’s retreat in preparation for development of the final report of the evaluation. • IRPO assisted Student Services divisions with development and implementation of evaluation plans that will be completed in the 3rd quarter of 2007. 	<p>[IRPO]</p> <ul style="list-style-type: none"> • Work on evaluation of the organizational chart is ongoing. Report expected to be completed by 3rd quarter 2007. • Institutional Assessment Plan development ongoing through work with the Assessment Working Group. • Communication Plan development ongoing through work with the Communication Working Group.
9B: Integrate planning, evaluation and resource allocation for continuous improvement	<p>[IRPO]</p> <ul style="list-style-type: none"> • Convened a week long presidential retreat with 115 participants. All campuses were represented plus external stakeholders. The retreat answered 3 basic questions: <ul style="list-style-type: none"> ○ Where are we? ○ Where are we going? ○ How do we get there? • The product of the retreat was to identify 5 major problem areas facing the college plus action steps to address these. Key issues are in improving communications with internal and external stakeholders, enhancing shared governance, improving dialogue with K-12 education sector. The products of the retreat will be turned into the annual action plan for the college. • 9 Planning Council meetings were held in preparation for president’s retreat. • Initial implementation and follow-up to the president’s retreat were done at Chuuk campus. • Communication plan development was coordinated with working sessions at the Staff Development Day and break out sessions at the president’s retreat. • Training/briefing/discussions with Chuuk campus faculty, staff and students on the Retreat and immediate implement of key strategies including a communications plan to implement the communications policy adopted by the Board and implementation of the Shared Governance Policy. 	<p>[IRPO]</p> <ul style="list-style-type: none"> • Based on extensive review of the data, evidence and trends affecting the college a set of problem statements were generated along with SWOT analysis of the college. Key strategies and action steps to address major issues facing the college were also developed. <ol style="list-style-type: none"> 1. There is insufficient dialogue and information exchange between external stakeholders and the college in regard to economic and social development needs, program development, service delivery and funding for students and the college. The college needs to: <ol style="list-style-type: none"> a. Improve dialogue and information exchange between the College and stakeholders pertaining to funding for students and the college. b. Improve dialogue and information exchange between the College and stakeholders pertaining to the delivery of College services. c. Improved communication and exchange of information between stakeholders and the college for program

Objectives	Accomplishments	Comments/additional detail
	<ul style="list-style-type: none"> • Training done for the TRIO programs in April 2007 on time management and prioritization. 	<p>development/improvement.</p> <ol style="list-style-type: none"> d. Improve dialogue and information exchange between the College and stakeholders pertaining to College programs and services related to economic growth and social development. <ol style="list-style-type: none"> 2. Inadequate development, understanding and application of quality standards for an effective student centered learning environment. The college needs to: <ol style="list-style-type: none"> a. Enhance/develop and implement quality standards throughout the system in all areas. b. Improve understanding of standards c. Assess/use results as basis for decision making 3. Governance processes including development, implementation and evaluation do not include all necessary internal and external stakeholders. The college needs to: <ol style="list-style-type: none"> a. Develop implementation plan for Communication Policy b. Develop implementation plan for Communication Policy 4. The academic level of the majority of incoming students is inadequate to meet college level standards. The college needs to: <ol style="list-style-type: none"> a. Improve dialogue and communication between NDOE, SDOEs and the college to improve K-12 & 13 educational outcome b. Promote the value of education among all stakeholders c. Incorporate with K12 in designing and implementing to raise the awareness and importance of vocational

Objectives	Accomplishments	Comments/additional detail
		<p>education/technical programs</p> <p>5. The success and retention rate of students at the college is less than 40%. The college needs to:</p> <ol style="list-style-type: none"> a. Enhance working relations with K-12 to bridge the gap for students entering college (increase the number and/or per cent of degree students entering the college, reduce the number and/or per cent of under prepared students entering the college, provide realistic expectations to students entering the college, provide supplemental course and programs, etc.) b. Increase quality and effectiveness of remedial programs at the college. c. Promote programs and services (retention plan, increased tutoring, improved advising, mentoring etc.) that increase student success and retention within the College d. Improve quality control in student services College wide. e. Improve quality control in administrative services College wide. f. Ensure consistency and quality of instructional services College wide g. Improve facilities and technology availability and accessibility. h. Develop and implement an institutional assessment plan. i. Improve the image of the College
9C: Increase research and data driven decision making	<p>[IRPO]</p> <ul style="list-style-type: none"> • Extensive research, data collection and analysis was completed for the 2003 and 2004 cohorts with assistance from OAR • IRPO assisted Office of VPSS in scanning and compiling of COMET. 1,624 high school seniors from throughout the FSM 	

Objectives	Accomplishments	Comments/additional detail		
	<p>took the test.</p> <ul style="list-style-type: none"> IRPO assisted FMI and Chuuk campus student services with development and implementation of surveys in regards to their evaluation plans. IRPO also assisted Pohnpei campus vocational division in developing an online teacher evaluation in www.surveymonkey.com and another evaluation for a showcase exhibit done in March 2007. 			
9D: Develop an integrated data system	<p>[IRPO]</p> <ul style="list-style-type: none"> IRPO staff participated in FSM EMIS to coordinate college data with the K-12 system. In the Integrated Postsecondary Education Data System (IPEDS) Spring 2007 Data Collection, four major surveys were completed and submitted to the National Center for Education Statistics (NCES), U.S. Department of Education (USDOE). The four surveys are Student Enrollment survey, Graduation Rate survey, Student Financial Aid survey, and Finance survey. Data collected for the Student Enrollment survey include number and percent of student enrollment by gender, race/ethnicity, full and part time, first time and continuing, etc. Other data like retention rate and total credits hours taught for the previous fall semester are also collected. Graduation Rate survey strictly include data on tracking the success of full-time, first-time students in a requested cohort. For this data collection, tracking was done on the fall 2003 cohort. Like the Graduation Rate survey, the Student Financial Aid survey focused on collecting student financial aid data like number of full-time, first-time students for a requested cohort who received financial aid (Pell, Work-study, State scholarship, Local scholarship, etc.), and how many of these students are from in-district, in-state, and out-of-state. Finally, all financial figures on the college are collected through the Finance survey. Included in the collection of data for this survey are assets, revenue, expenses, endowment, etc. 	Data description	Data (5 campuses)	
		Student enrollment by full-time, first-time degree/certificate seeking (Fall '06)	909	
		Student enrollment by full-time, continuing degree/certificate seeking (Fall '06)	796	
		Total entering class (Fall '06)	1,113	
		Student retention rate (Fall '05 to Fall '06)	53%	
		Graduation rate (Fall '03 Cohort)	13%	
		Percent of full-time, first-time students receiving federal assistance (Fall '06)	97%	
		Revenue (<i>operating revenues only</i>) (Fiscal Year 2005) <ul style="list-style-type: none"> Tuition & fees, after deducting discounts & allowances Federal operating grants & contracts State operating grants & contracts Sales & services of auxiliary enterprises, after deducting 	\$12,871,179 <ul style="list-style-type: none"> \$511,994 \$10,409,581 \$121,412 \$958,692 869,599 	

Objectives	Accomplishments	Comments/additional detail		
		<ul style="list-style-type: none"> discounts & allowances • Other sources 		

<p>College of Micronesia - FSM Report of the President’s Retreat 2007</p>

Background

The college hosted over 115 participants in the 2007 President’s Retreat held at the FSM China Friendship Sports Center from March 19 – 23, 2007. The participants included representative of all six college campuses plus key national and state stakeholders. Three main questions were addressed at the Retreat:

- Where are we?
- Where are we going?
- How do we get there?

President’s welcoming remarks

In his opening remarks President James stressed a number of key areas.

- Need to review data, evidence and trends affecting the college
- Engage our stakeholders in their views and expectations of the college
- Determine how the college programs and services can best assist economic and social development of the nation
- The college cannot work in isolation from its stakeholders
- While what happens in the Retreat is important, of greater importance is how we implement the recommendations and decisions of the Retreat and we communicate the results
- To be successful our students need
 - Foundation skills
 - Basic skills
 - Thinking skills
 - Personal qualities
 - Competencies (productively use)
 - Resources
 - Interpersonal skills
 - Information
 - Systems
 - Technology

Retreat design

The Retreat was designed to be highly interactive with presentations being used to set the stage for in-depth discussions. A key concept was to develop shared understanding of where the college is right now and what factors and trends are influencing the college and what are key issues and problems facing the college. The last stage of the Retreat was to address priority problems and challenges facing the college leading to action plans and implementation.

To assist with promoting discussion and dialogue participants were encouraged to use a series of simple tools.

- To help identify assumptions participants were recommended to separate what is *Known* "now" from what is *Unclear* and both from what is *Presumed* (by the person with the problem or his agent).
- To assist with problem identification participants were encouraged to ask - "Don't ask 'What's the problem,' ask 'What's the story!' That way you'll find out what the problem really is."
- To help better understand how systems affect the college participants were encouraged to ask - How did we (through our internal thinking, our processes, our practices, and our procedures) contribute to or create the circumstances (good and bad) we face now?
- To promote more proactive approaches to problem solutions participants were encouraged to ask two questions:
 - What possibilities for action exist?
 - What can we (I) do?

The Retreat also included discussion sessions that were directed at addressing specific issues:

- Staff senate - (who represents, how it is structured, should there be a single staff senate or one at each campus, etc.)
- Student body organization (same questions as above)
- Organizational chart (structure) evaluation
- What is the image of the college? What does the college want its image to be?
- Communication plan input

Where are we?

Environmental scan presentations on internal and external factors affecting the college. Presentations were provided on:

Internal to the college - Monday morning (March 19, 2007)

- College data & Environment (Jimmy Hicks & IRPO staff)
- Teaching and Learning (Jean Thoulag, Benson Moses & Grilly Jack)
- Tutoring, Retention & student support (Ringlen Ringlen)
- Image of the college (Joseph Saimon)
- Role of CRE (Jim Currie)
- Infrastructure (Francisco Mendiola)
- Available financial & support resources (Penselyn Etse, Faustino Yarofaisug)
- Human Resources (Rencelly Nelson)
- Funding trends (Danny Dumantay)
- Technology trends (Gordon Segal)

External (Within FSM) Monday afternoon (March 19, 2007)

- Economics (Charles Musana)
- Political (Spensin James & John Haglegam)
- World Park (Howard Rice)
- Migration & Demographics (Jimmy Hicks)
- Data on FSM Education System (Burnis Danis, FSM NDOE)
- FSM State Issues (Panel - Jojo Peter, Kalwin Kephass, Penny Weilbacher, Lourdes Roboman, Matthias Ewarmai)

External (Outside FSM) Tuesday Morning (March 20, 2007)

- Accreditation (Joseph Saimon, Sue Moses)
- Reauthorization of Higher Education Act (Ringlen Ringlen, Jim Currie, Dayle Dannis)
- Comparison of college with peer institutions (William Mailpiy, Willy Edwin & Jimmy Hicks)

Presentations were to provide data and evidence related to internal and external factors affecting the college. Presenters were requested not to present solutions at this stage of the Retreat.

Concurrent sessions

A series of concurrent sessions were held to review the environmental scan presentations and develop a shared understanding of the current status of the college. The concurrent sessions for Where are we?

Session 1 Concurrent sessions

1. How do trends in teaching and learning impact the college? (2 groups)
2. How do trends in tutoring, retention & student support affect the college? (2 groups)
3. What is the attitude of the college? (What stories do we tell each other?) (2 groups)

Session 2 Concurrent sessions

4. How does accreditation impact the college?
5. How is the new organizational structure affecting the college? 2 groups (1 - focus on IC & SSC; 2nd general)
6. How do we interact with the FSM Education Sector (elementary & secondary; public & private)?
7. What are factors affecting quality of incoming and outgoing students?
8. What is the role and current level of assessment activities at the college? (course, program & institutional)

Session 3 Concurrent sessions

9. How do different stakeholders view the college? (National & state leaders, students, parents, employers, etc.) (2 groups)
10. Where are we in terms of equity of facilities and development of the facilities master plan?
11. Understanding the World Park concept and how it can assist the college with development of the FSM and meeting the college’s mission?
12. Understanding CRE’s role in assisting the college in development of the FSM and meeting the college’s mission?

Session 4 - Retreat wide activities

13. Campus roles and relationships (2 groups)
14. What steps is the college taking to meet its mission? (2 groups)
15. SWOT (Strengths, Weaknesses, Opportunities & Threats) exercise for the college (2 groups)

Two different sections conducted SWOT exercise. The results of those SWOTS are included in appendix B.

Where are we going?

Prioritize issues & challenges

Based on the results of the sessions (Where are we?) sessions were conducted to answer the question of (Where are we going?). Of specific concern was to identify prioritized problem statements to guide college improvement planning. The exercises resulted in the five problem statements found in the following section.

How do we get there?

Based on the identification of prioritized problem statements, sessions were conducted to identify action strategies to address the major problems facing the college. Following are the problem statements as identified in the where are we going sessions and the action strategies in the how to we get there sessions.

Problem statements and strategies to address those problems

6. **There is insufficient dialogue and information exchange between external stakeholders and the college in regard to economic and social development needs, program development, service delivery and funding for students and the college.** The college needs to:
 - a. Improve dialogue and information exchange between the College and stakeholders pertaining to funding for students and the college.
 - b. Improve dialogue and information exchange between the College and stakeholders pertaining to the delivery of College services.
 - c. Improved communication and exchange of information between stakeholders and the college for program development/improvement.
 - d. Improve dialogue and information exchange between the College and stakeholders pertaining to College programs and services related to economic growth and social development.
7. **Inadequate development, understanding and application of quality standards for an effective student centered learning environment.** The college needs to:
 - a. Enhance/develop and implement quality standards throughout the system in all areas.
 - b. Improve understanding of standards
 - c. Assess/use results as basis for decision making
8. **Governance processes including development, implementation and evaluation do not include all necessary internal and external stakeholders.** The college needs to:
 - a. Develop implementation plan for Communication Policy
 - b. Develop implementation plan for Governance Policy
9. **The academic level of the majority of incoming students is inadequate to meet college level standards.** The college needs to:
 - a. Improve dialogue and communication between NDOE, SDOEs and the college to improve K-12 & 13 educational outcome
 - b. Promote the value of education among all stakeholders
 - c. Incorporate with K12 in designing and implementing to raise the awareness and importance of vocational education/technical programs
10. **The success and retention rate of students at the college is less than 40%.** The college needs to:
 - a. Enhance working relations with K-12 to bridge the gap for students entering college (increase the number and/or percent of degree students entering the college, reduce the number and/or percent of under prepared students entering the college, provide realistic expectations to students entering the college, provide supplemental course and programs, etc.)
 - b. Increase quality and effectiveness of remedial programs at the college.
 - c. Promote programs and services (retention plan, increased tutoring, improved advising, mentoring etc.) that increase student success and retention within the College
 - d. Improve quality control in student services College wide.
 - e. Improve quality control in administrative services College wide.
 - f. Ensure consistency and quality of instructional services College wide
 - g. Improve facilities and technology availability and accessibility.
 - h. Develop and implement an institutional assessment plan.
 - i. Improve the image of the College

Follow up and implementation

Follow up on the Retreat has already stated with presentations to the BOR in its March 2007 meeting in Chuuk and training/briefing/discussions with Chuuk campus faculty, staff and students on the Retreat and immediate implement of key strategies including a communications plan to implement the communications policy adopted by the Broad and implementation of the Shared Governance Policy.

A college wide action plan is being developed based on the results of the Retreat. Additionally, individual campus and department/division/program plans will also need to be developed.

For more information including copies of presentations, working sessions and results/recommendations of the Retreat does not hesitate to contact the Office of the President, Vice President for Administration and Office of Institutional Research and Planning.

College of Micronesia – FSM President’s Retreat 2007

Appendix A – President’s Retreat Agenda Layout

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 8:00 – 9:00 AM Refreshments 9:00 AM - Noon	Welcoming Environmental scan presentations on trends impacting the college	Environmental scan presentations on trends impacting the college	Where are we?	Where are we going?	How do we get there?
Afternoon 1:30 PM – 5:00 PM	Environmental scan presentations on trends impacting the college	Where are we?	Where are we going?	Where are we going? /How do we get there?	Reception 6:00 PM Nantehlik (PCR)

Appendix B – Strengths, Weaknesses, Opportunities & Threats (SWOT)

College of Micronesia – FSM
 President’s Retreat 2007
 Group 1

SWOT Analysis Tool

Strengths:	Weaknesses:
<ul style="list-style-type: none"> • Cultural diversity • Sole higher educational institution • Team work , multi-tasking and dedicated personnel • Community relations, open communications and good sense of direction • Variety of services and affordability • Staff development and Benefits • Excellent leadership • Proximity of services • Facilities and backup generator 	<ul style="list-style-type: none"> • Funding and Sense of autonomy • Geographical location and transportation • Inconsistency of policy implementation and administrative advocacy • Insufficient facilities and technology accessibility • Recruitment: Delayed hiring practices and fast turnover of staff • Lack of educational tools • Duplication of efforts and resources
Opportunities:	Threats:
<ul style="list-style-type: none"> • Accreditation and credibility enhances the image as well the opportunity for \$\$\$ • Community relations/social development, world park/global standing and connections • Staff development to improve expertise • Deeper appreciation of cultural diversity and center of Excellence in Micronesian studies • Scientific exploration and research center, expand partnerships • 4-year institution • Distance education • Capability to provide manpower 	<ul style="list-style-type: none"> • Accreditation, funding, poor economy • Community retaliation, culture, parents • Competition; University of South Pacific • Politics • Undisciplined students and under prepared students • Poor health, drug/alcohol/tobacco etc. • Poor morality, insufficient security/background check

Session #:	15
Session Title:	SWOT Analysis of the College
Group #:	1

College of Micronesia – FSM President’s Retreat 2007

College of Micronesia – FSM - President’s Retreat 2007 Group 2

<p>Strengths:</p> <ul style="list-style-type: none"> • Being the sole national college • Having unique cultural mixture • Having CRE • Economic and social development • Decent facilities and staff • Refund • Financially stable • Accessible to clients and stakeholders, presence in all fsm states, Respond to local student(s) needs, proximity. • World Park is coming soon • COM-FSM has a diverse staff/faculty • Friendship center/complex • Able to receive grants from different countries • In a position to respond to national development plan, to address their priorities: tourism, agriculture, apprenticeship, vocational programs • Strive to improve, assessment, transparency, • Being supported by national govt. • Excellent LRC/media center/collections • Proximity to COM Land Grant Office • Articulation that has been established w/ other institutions. • Modern Technology available. • Expandable National campus, room to grow for facilities/programs/enrollment. • Affordable Tuition • Partnerships and collaboration with NGO’s. • Student exchange programs 	<p>Weaknesses:</p> <ul style="list-style-type: none"> • Depend on tuition generated income, 60% • Not responsive to K – 12 gap situation • Cannot attract highest qualified personnel due to low salary, especially faculty. • Excess resources required to address students w/ academic deficiencies. • Remedial developmental programs not as effective as expected. • Vocational programs seen as dumping grounds for under-prepared students • Poor/insufficient facilities at state campuses. • Lack of Job placement program for students • Poor student recruitment process • Land grant/CRE extension given too low a priority. • State campuses rely too much on part time instructors. • Transfer of credits to other universities • Lack of campus spiritual ministry • States feels College is responsibility of National govt., Funding, Land etc. • High drop out/non-completion rate • Not having an automated student records system across all campuses, difficulty getting transcripts, etc. • Distance/inadequate transportation create challenges w/ original document exchange. • Limited academic and other programs • Not enough tutorial/mentoring; no list for deficient students • Not responsive enough to people w/ disabilities. • Lack of program assessment data from stakeholders. • Limited/no programs for FSM languages. • Limited implementation of ELS, international English, etc. approaches to English instruction • Inefficient technology & poor performance
<p>Opportunities:</p> <ul style="list-style-type: none"> • Staff Development • Can be an agent in economic development for FSM • Opportunity to become a 4 year institution and beyond. • To address work force training; adult education, existing workforce • Partnerships with other institutes higher education to deliver programs collaboratively • Distance education • Presidents retreat • Support from other govt.(s) and international organizations • Cultivate unity among all the FSM states, foster national identity. • Partnerships w/ private sector interest. • Stewardship of unique languages, culture and traditions • Bridge the gap (k – 12) for college ready students. • World Park • Improve the tutoring program • Supplemental programs at high school level, e.g. English speaking/writing course, peer tutoring (college/high school) • Single-Degree 4 year program, under a separate accreditation authority; e.g. bachelor degree in education to address national priority. If we don’t fill the need, someone else will. • Land Grant PhD staff as adjunct faculty • Provide high quality FSM languages program 	<p>Threats:</p> <ul style="list-style-type: none"> • Political interference / loss of confidence • Refund checks considered source of income by families, money not used for school. • Economic decline, compact step-down • Natural Disasters • Pell / US grants vulnerable to US congress, reauthorization of postsecondary education act. • Competition from other institutions; e.g. USP, US Colleges, • Spending too much on remedial education • Not spending enough on remedial education • Too much emphasis on English proficiency prolongs students enrollment in degree program • Unreliable infrastructure • Off island procurement system very complicated, expensive • Attention to detail • Trying to do too much w/ limited resources, reduplication of efforts; spread too thin • Employee settle for mediocrity • Lack of involvement in finding solutions by some of the college community

Appendix C – Participants

President's Retreat 2007 Participants

<i>Agency</i>	<i>Title</i>	<i>First Name</i>	<i>Last Name</i>
College of Micronesia	Executive Director	Singeru	Singeo
COM-FSM	Administrative Specialist IRPO	Willy	Edwin
COM-FSM	Instructor	Dana	Lee Ling
COM-FSM	Instructor	Benson	Moses
COM-FSM	Coordinator College Work Study	Faustino	Yarofaisug
COM-FSM	Secretary	Guly	Alex
COM-FSM	Director IRPO	Jimmy	Hicks
COM-FSM	Secretary	Lerihna	Lebehn
COM-FSM	Research Specialist IRPO	William	Mailpi
COM-FSM	Construction Supervisor	Alfred	Olter
COM-FSM	Instructor	Koisimy	Rudolph
COM-FSM	Instructor	Magdalena	Hallers
COM-FSM	Instructor	Sylvia	Henry
COM-FSM	Counselor	Lucy	Donre
COM-FSM	Staff	Bollie	Ludwig
COM-FSM	Sponsored Programs Facilitator	Dayle	Dannis
COM-FSM	Student Services Assistant	Partricio	Ramirez
COM-FSM	Student Services Specialist	Patrick	Werthog
COM-FSM	Student Services Specialist	Arinda	Swingly
COM-FSM	Coordinator Peer Counseling Center	Ermine	Walliby
COM-FSM	College Nurse	Benina	Ilon
COM-FSM	Director SSSP	Morehna	Rettin-Santos
COM-FSM	Tutor SSSP	Tataake	Yeeting
COM-FSM	Instructor	Joe	Habuchimai
COM-FSM	Director of Campus Life	James	Yangelou
COM-FSM	Counselor	Penselynn	Etse
COM-FSM	Registrar	Joey	Oducado
COM-FSM	Chair Micronesian Studies	Mariana	Ben Dereas

<i>Agency</i>	<i>Title</i>	<i>First Name Last Name</i>
COM-FSM	Chair Exercise Sports Science	Rachel Hollinsworth
COM-FSM	Counselor	Henry Wilson
COM-FSM	Chair Business Division	Joe Felix
COM-FSM	Secretary	Myrinda Mori
COM-FSM	Student Activities Specialist	Castro Joab
COM-FSM	Vice President for Administration	Charles Musana
COM-FSM	Vice President Student Services	Ringlen Ringlen
COM-FSM	CRE Agent	Engly Ioanis
COM-FSM	Associate Professor, Researcher-LG	Flordeliza Javier
COM-FSM	Assistant Director for LG	Jackson Phillip
COM-FSM	Secretary	Anmerihter Thozes
COM-FSM	Bookstore Manager	Martin Mingii
COM-FSM	Vice President for Instructional Affairs	Jean Thoulag
COM-FSM	Student Services Assistant	Ambelly Jacob
COM-FSM	Student Services Assistant	Iansin Johnson
COM-FSM	Dorm Manager	Johnson Sepeti
COM-FSM	Director for DCR	Joseph Saimon
COM-FSM	President	Spensin James
COM-FSM	Counselor	Lore Nena
COM-FSM	Staff	Akiko William
COM-FSM	Comptroller	Danny Dumantay
COM-FSM	Director OAR	Arlene Dumantay
COM-FSM	Staff	Mike Ioanis
COM-FSM	Staff	Marion Luke
COM-FSM	Director Maintenance	Francisco Mendiola
COM-FSM	Coordinator Security	Warren Ching
COM-FSM	Staff	Arbel Ben
COM-FSM Chuuk Campus	Staff	Marcello Ham
COM-FSM Chuuk Campus	Instructor	Roger Arnold
COM-FSM Chuuk Campus	Student Services Coordinator	Switer Eter

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<i>Agency</i>	<i>Title</i>	<i>First Name Last Name</i>
COM-FSM Chuuk Campus	Director	Joakim Peter
COM-FSM Chuuk Campus CRE	Assistant State Campus Director-LG	Ansina Kony
COM-FSM CRE	Vice President for CRE	Jim Currie
COM-FSM Kosrae Campus	Student Services Coordinator	Willer Benjamin
COM-FSM Kosrae Campus	Director	Kalwin Kephass
COM-FSM Kosrae Campus	Instructional Coordinator	Nena Mike
COM-FSM Kosrae Campus CRE	Dr.	Virendra Verma
COM-FSM LRC	Director	Sue Caldwell
COM-FSM LRC	Librarian	Bruce Robert
COM-FSM Pohnpei Campus	Director Upward Bound Program	Churchill Edward
COM-FSM Pohnpei Campus	Specialist SS & Recreation	Edwin Sione
COM-FSM Pohnpei Campus	Director	Penny Weilbacher
COM-FSM Pohnpei Campus	Fiscal Officer	Twyla Poll
COM-FSM Pohnpei Campus	Maintenance Supervisor	Tim Franklin
COM-FSM Pohnpei Campus	Coordinator SBDC	Herman Semes
COM-FSM Pohnpei Campus	Contract Specialist	Merins Race
COM-FSM Pohnpei Campus	Coordinator Student Services	Jeff Arnold
COM-FSM Pohnpei Campus	Director	Penny Weilbacher
COM-FSM Pohnpei Campus	Counselor	Cynthia Edwin
COM-FSM Pohnpei Campus	Campus Nurse	Marlou Gorospe
COM-FSM Pohnpei Campus	Secretary Student Services	Yoneko Kanichy
COM-FSM Pohnpei Campus	Counselor Student Services	Stanley Etse
COM-FSM Pohnpei Campus	Acting Director Talent Search	Rita Hadley
COM-FSM Pohnpei Campus	Instructor - Math	Evelyn Tadena
COM-FSM Pohnpei Campus	Instructor - English	Shirley Jano
COM-FSM Pohnpei Campus	Instructor - Vocational Education	Gardner Edgar
COM-FSM Pohnpei Campus	Assistant Professor	Howard Rice
COM-FSM Pohnpei Campus	Associate Professor	Phyllis Silbanuz
COM-FSM Pohnpei Campus	Instructional Coordinator	Maria Dison
COM-FSM Pohnpei Campus	Specialist Student Services	Rita Hinga

<i>Agency</i>	<i>Title</i>	<i>First Name Last Name</i>
COM-FSM Yap Campus	Instructional Coordinator	Gilmoon
COM-FSM Yap Campus	Director	Lourdes Roboman
COM-FSM Yap Campus CRE	Researcher	Murukesan Krishnapillai
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FSM Government	Assistant Secretary for Education	Weldis Welly
FSM Government	Vocational Education	Jesse Sidney
FSM Government	EMIS	David Syne
FSM Telecom Corp.	Staff	Ludickson Edward
Kosrae State Legislature	Chairman for ED & Cultural Affairs	Jefferson Timothy
Pohnpei State Government	Curriculum Pohnpei DOE	Reynold Albert
Pohnpei State Legislature	Chairman for Committee on Education	Naiten Phillip