Report : Phase II Visioning Summit

Kosrae Campus held phase two of the Visioning Summit (P2VS) on November 20, 2012 in the Upper SBDC. Following a structured agenda, the summit successfully ended with a confirming and disconfirming responses as input by the participants.

According to the agenda, the summit convened a general assembly with opening prayer by Reverend Michael Williams. An opening statement by Campus Dean phased in with briefings by Mrs. Mariana Ben Dereas, Vice President of Instructional Affairs on the Integrated Educational Master Plan followed by Ms. Frankie Harris, Vice President of Institutional Effectiveness and Quality Assurance who spoke on assessment, accreditation, what makes the summit an step in strategic plan development process.

Nena Mike led the group on the goal and objectives of the P2VS and assigned tasks for each color-coded group for the breakout session during the Phase I Visioning Summit which was held at the National Campus. . All groups were a mixed of internal and external stakeholders. Each group was given a topic to discuss and assigned to different venues: Yellow in Old ET, Green in LR1, Blue in LR2, and Red in SBDC Training Room. Two facilitators were assigned to each color groups. Rosalinda Bueno and Renton Isaac for Green; Paliknoa Sigrah and Dokowe George for Blue; Skipper Ittu and Roslin Reynolds; and Murphy Ribauw and Maver Jonathan for the Yellow groupThe coordinators took turn to go around and assist the discussions as they progressed. The After an hour and half, the color groups reconvened in whole group to report back on their topics. Each group allowed an opportunity for the audience to add and ask clarification questions about their findings (it took more time than expected).   New items were added to each question and clarification on issues provided by the vice presidents and moderators.

More than 55 participants attended the summit, a decent balance of external and internal stakeholders. Three student representatives actively participated in the breakout sessions and report back. The Director of Education and the high school principal and an elementary school principal; with education administrator of curriculum and evaluation; and two education specialists. Other distinguished individuals include Kenye Hairom, Skiller Jackson and his business counselor, Grant Ismael from Kosrae Visitor's Bureau, and Witson Phillip who is an alumnus of CCM, manager

FSMTC Kosrae, a prominent businessman, and a good friend of Kosrae Campus. At the end of the summit a message of appreciation was extended to all participants and the two vice presidents.

The outcomes of the breakout discussions and feedback from the whole group are contained in order of color groups Kosrae Response. In Appendices A-B are procedural documents about the P2VS and a list of participants on Appendix I.

GREEN GROUP KOSRAE RESPONSE:
Breakout Session 1 SUMMARY: Where we are: A review of our Strategic Plan

Topic	Response	Campus response

a) What are our commitments in the existing strategic plan? What commitments did we make to our stakeholders (students, parents, general community, college community, business and political leaders, other external stakeholders) through the existing strategic plan?	**Commitments:** Provide postsecondary academic and technical training to traditional and nontraditional students; provide a high qualified workforce; produce successful academically prepared students; foster student success with all aspects of the college aligned for student success; students should have skills and knowledge specified the ILOs; commitment could be improved by awareness, alignment and communication; management need to improve communication on efforts for meeting strategic goals; management team help with defining	• Update dates and related sections in the SP to reflect present conditions/other needs;
		External stakeholder: "If data prove that graduates are doing well, then leave things as is. But, the college must try to identify areas of strengths and weaknesses in the SP. Build on those strengths and improve areas of weakness."
		• KC is doing well in terms of SBDC services and in agriculture/food technology programs & services
		• The college should provide research and assessment when issues arise
		• Technical & social issues must be addressed to identify real solutions
		• Accreditation & retention of Pell Grant (status?)
		    o Accreditation standards recently raised…COM-FSM is still accredited, but is placed on probationary status
		    o Recent Pell legislation-30% of graduates can perform (gainful employment)
		    o Pell currently gives 600% lifetime eligibility for students
		    o U.S. taxpayers believe students are not serious about their education
		    o A reduction in the college funding from the FSM National Gov't…continual funding is questionable and is an accreditation issue in terms of

Topic	Response	Campus response
	and implementing values of the college; the college needs to focus on student outcomes; plans should be developed from ILOs (Institutional Learning Outcomes) that need to be turned into actual learning outcomes; STAKEHOLDERS: students, parents, government leaders, private sector, farmers, WASC, faculty, staff, politicians, US Department of Education/Congress, church community, IHEs, general public; graduate students with skills, increased knowledge, capacity to perform, and skills in communication.	financial stability and sustainability of the college
b) Which of the components of the strategic plan are still relevant for the college? What has changed since 2005 (economic, accreditation, expectations of students and faculty, social changes, regulatory change (PELL grant, etc.) technological	**Relevant goals:** All goals relevant, but reallocation of resources is needed to meet changing stakeholder expectations; goals need to link better to student success; goals are relevant, but some more important than others with financial, continuous	• Goals are still relevant • Seek new funding sources and maintain existing available resources •

Topic	Response	Campus response
changes, distance learning, student achievement trends, college readiness of high school graduates, competition from other IHEs) that might affect the relevancy of different components of the strategic plan?	improvement and quality staff leading (financial with loss of $2.8 m over 4 years); goals need to be reformatted to be more measureable; **Environmental scans:** Technology changes especially social networking (YouTube, Facebook, etc.) affecting connectedness; Changes in Pell grant eligibility (600% or 6 years, 67% of credits, etc.), impact certificate and college level students with new time constraints; college readiness of high school graduates low; communications has improved – people are better informed; distance learning is having a major impact across the world and the college needs to be prepared; JEMCO resolution reduces college funding from ESG by $2.8 million over 4 years; distance learning; need a tracking system (who is responsible?); job audit (reduce man	

Topic	Response	Campus response
	power); Pohnpei campus LRC no changes although increase in enrollment; track graduates versus employment in their field of study; vocational advisory group to foster support and promote linkage with work force.	
c) How well has the college fulfilled its commitments/promises to the various stakeholders? Are there commitments/promises that have not been fulfilled? Where are the gaps between our commitments and delivery?	**Fulfilling commitments:** Need data to answer question**;** general yes, but not well in area of recruitment of quality staff; student achievement; meeting needs of underprepared students; accreditation failings; communication with stakeholders for information, needs and evaluation; uniquely Micronesian aspect failures; we have a lack of Micronesians (college graduates) in higher positions in areas such as accounting and construction; we need to be concerned about the quality of our students; we have	• What are those commitments? • The college is not currently tracking targets, key indicators, and commitments. • College should conduct a periodical survey/employability of graduates? • Provide staff & faculty professional development opportunities (off-island training in their respective areas) • Hire consultant to identify gap & create tracking system

Topic	Response	Campus response
	meet some stakeholder needs in area of nursing ,etc.; need to improve in areas such as agriculture (what is really needed); concern about expatriates versus Micronesian employees and how and why they are hired; we get into a routine and don't want to upset the balance; action on all goals but "uneven"; next plan needs to link to FSM development plan and should be specific (measurable) and reference the needs and aspiration of our students; programs work in isolation – need to work together; lack of structure in place to provide an effective process to get things done.	
d) Where do we want to be (in 1 year, 3years, and 5 years)? How realistic and achievable are these ideas/desires/wants ?	**1 year:** fully accredited, long term funding identified, implementation of education master plan, improve communication with stakeholders; needs and sustainability assessment; need more articulated courses and	1 Year: Agree

Topic	Response	Campus response
	programs; full proficient in all levels and not just on the surface; maintain or increase student enrollment; **3 years:** Continuous improvement based on assessment and evaluation; improve completion rates; improve student life (clubs, improved residential, extracurricular, cafeteria, job placement); establish partnerships the community, advisory councils, workable tracking system of students; move into distance learning; maintain or increase student enrollment; need new HTM facilities and vocational building at Pohnpei campus. **5 years:** New sustainable organizational structure in place (based on needs assessment); be better able to adapt to external changes; host more BA and collaboration programs; proficient in all areas; maintain six campuses may be difficult; make COM-FSM first choice.	
e) How well does our	**Alignment**:	"Implementation is an issue" if:

Topic	Response	Campus response
current strategic plan align with what we want to be?	alignment OK, but implementation is an issue; reality is we are not familiar enough with the strategic plan; need evidence and data on what we are accomplishing and alignment of our work; alignment a problem because plan does not focus on SLOs; strategic goals need to be measureable and data driven.	- not everyone is aware - scarce resources - not having clear understanding of alignment - need more data/evidence to support achievements - establish baseline for every objective - use a generic rubric for system-wide activities - Do we need a strategic plan and also the IEMP? - Can we have good representations on governance?

BLUE GROUP KOSRAE RESPONSE:

Breakout Session 2 SUMMARY: Where we are: Mission Alignment

Guiding Question	Summary of Responses	Campus response
1. What does a mission statement mean in the context of higher education? **[Terms – promise, contract, purpose, guarantee, pledge, oath, vow]**	**Mission Statement:** The purpose of the institution; A promise to the nation; Promise to Students, Employers, Parents, and FSM Nation; What the college is to accomplish; Our chosen direction; A commitment; shared purpose/understanding; commitment to achieving student	The purpose of the institution; A promise to the nation, its Students, Parents, and Employers; What the college is to accomplish and its chosen direction. Commit to students than to FSM. "Assisting FSM" too broad, be more specific with stakeholders. - Not measureable indicators on objectives. Should sustainability be [inserted] mentioned in the mission statement. - Look at diversity, are we making the mission statement to sound good? - Technologically connected;

Guiding Question	Summary of Responses	Campus response
	learning.	- Interpretation of globally connected. Intercultural knowledge; diversity in our staffing and faculty. - As long as students are globally concerned. - Why are we looking at outside and not locally? -
2. How does the current strategic plan align with and support the mission? Are we fulfilling the (current) mission's promise? What components might be missing in fulfilling the promise of the mission?	**Terms that are unclear:** Globally connected; technical education same as vocational?; Uniquely Micronesian, historical diverse. **Issues to address:** mission does not directly address student learning outcomes; lack of internal accountability; level of interactivity with stakeholders; building local capacity; sustainability including financial stability; mission statement too broad; greater emphasis on employability skills. **Strategic goals:** Mission statement used for arriving at strategic goals (aligned); goals 7 & 8 need wording improvement.	Revisit realignment of strategic plan with the mission statement; if it worked for us for 20 some years, why change it now? - Students to be successful in local community and outside;

Guiding Question	Summary of Responses	Campus response
3. How might we better define our mission and promise to the nation? What about missing components – how would they define the mission? Some clarifying questions that might be considered: a. Who are we? b. Who do we serve? c. What is our social and political basis, mandate, or need? d. How do we respond to this basis? e. How do we respond to stakeholders? f. What do we value? g. How are we distinctive?	**Who are we?** US accredited IHE; 95% dependent on Compact funds; no longer the sole IHE in the FSM; serve students of English as a foreign language and different cultural backgrounds; a college in a geographically remote - young developing nation; public corporation; learning centered; Micronesian college committed to continuous improvement; the institution of first choice for meeting training needs for the FSM (we want to be). **Who do we serve?** Speakers of English as a foreign language; traditional college students (open access or meets entrance criteria); specialized training groups; career and technical education groups; non-traditional; adult education; new and in-service teachers; college needs to address this issue in terms of prioritization and resources. **What is our social and political basis, mandate, or need?** Need to address	Additional objective specific to SPG 6.

Guiding Question	Summary of Responses	Campus response
	additional national/state issues; national development; college as an intellectual center for the community; recommendation for eliminating last three words of the mission "for student learning"; improvement of living conditions of the population; teacher training; economic priorities of the nation and states; clarification of our mandate (Title 40 etc.). **What do we value?** High quality education; commitment; professionalism; integrity; teamwork; family; accountability; acceptance of diversity; learning centeredness; cultural values; innovation; honesty; ethical behavior; commitment and hard work; accountability. **How are we distinctive?** Geographical location; small population spread over a vast area of ocean; diverse languages and cultures; almost 100% of students depend on	

Guiding Question	Summary of Responses	Campus response
	PELL grant.	
4. How realistic and achievable are the changes to the mission we are defining? What are our strengths (what we are doing well) and weaknesses (what are the gaps from where we want to be and our current status) that will allow us to meet the mission requirements? Is this a mission we can deliver on?	Changes can be achievable as we have: Strengths: dedicated faculty and staff, our diversity, we have perseverance despite challenges; we have high demand for our services, concurrent enrollment at different sites. GAP: We need to provide more robust services to meet demand, Weakness: Graduates do not meet academic standards of other US IHE's, low graduation rates, our results from remediation programs is weak,	Encouraging and strengthening bridging the gap between high school and the college. To consider remedial program transfer to high school…prepare them for college at high school.

RED GROUP KOSRAE RESPONSE:

Breakout Session 3 & 5 SUMMARY: Alignment with Integrated Educational Master Plan (EMP)

Guiding Question	Response	Campus response
1) Review the Integrated Master Plan.		

Sample questions that might be used:
a) What are the major elements of each plan?
b) Are the priorities clear?
c) Is it clear when the strategy/actions will be undertaken?
d) Is it clear who is responsible for accomplishing the strategy/action?
e) Is it clear how you will know if the strategy/action was successful?
f) Do the key performance indicators reflect what is to be accomplished?
g) Are the different sections of the plan integrated with the instructional component?
h) What else might be included in the plan?
i) What might be eliminated from the plan?
j) What kind of problems might arise in implementing the EMP? What mitigation might be
	Comments:
	▪ Student Body Association (SBA) input needed
	▪ We need to clarify the difference between the strategic plan and the integrated educational master plan
	▪ Elements: student success and employability, quality instructional and human resources, facilities, financial stability, quality student life
	Questions:
	▪ What is the difference between "ongoing" and "continuous"
	▪ Are the dollar figures sufficient to support the plan?
	▪ Where is the overall data collection warehouse?
	Recommendations:
	▪ **Emphasis on measuring and improving student learning (Institutional, program and course Student Learning Outcomes (SLOs) must be #1 priority of the college and plan**
	▪ Clearly identify who is the "Lead" person (primarily
		Comments:
		• Limited time to review the plan
		  o Not enough time to work on this; need whole day or whole week.
		• We concurred the SBA input is needed
		  o SBA not mentioned enough in the plan.
		
		Questions:
		• Is this IEMP in line with the FSM strategic plan?
		• Is this IEMP addressing findings from the last five years (2006-2011 Strategic Plan)?
		• Why do we keep those plans if we don't have money?
		  o Plan vs. costs. Not knowing how much money is coming in.
		  o Too much computerized information. Vision (sight) poor.
		
		Recommendations:
		• Clear and measurable indicators to measure success rate
		• Internship incentives

Guiding Question	Response	Campus response
undertaken? k) Other questions?	responsibility-accountability) for each activity ▪ Establish specific targets for KPIs and establish baseline data for all components of the plan ▪ Establish a tracking system for graduates ▪ Establish career and job placement programs ▪ Consider reformatting the plan based on goals with electronic links ▪ Be able to prove to employers that our graduates are the best ▪ Establish program priorities (sustainability, short term trainings, collaboration with K – 12, first year experience program, recruitment and retention of new employees)	• MOU among stakeholders for employment opportunities • Data matrix that indicates performance measures and outcomes measures • Activity outputs should be specified for budget allocation matter • Proper advising that promotes students' motivation o Student advising is poor; students lose interest when they don't receive guidance. •
Alternate set of sample questions that might be used (from James Mulik - Sandy Pond): 1. Do the goals/objectives enhance student learning? Why or why not? 2. Do the goals/objectives advance the effectiveness of the institution? Why or why not? 3. Is the goal really a priority for the college? Why or why not? 4. Does the goal advance the 9 strategic goals of the college? Why or why not? 5. Does the estimate cost of accomplishing the goal justify pursuing the goal? (This could a discussion regarding	▪ Increase SBA involvement through leadership training, mentoring and campus outreach ▪ There should be increased dialogue on the plan prior to implementation and regarding changes of the plan ▪ Improve CRE community trainings and linkages to instructional affairs ▪ Improve library facilities at state campuses ▪ Assess the training needs of the current	

Guiding Question	Response	Campus response

return on investment; could the money be spent better elsewhere, etc.) 6. Does the goal have a solid assessment plan? If not, then I suggest that the goal either needs to develop one; be rewritten/reconsidered; or not funded. Assessment of the goals/objectives are crucial as they are the proof/evidence that the goal has been met and the college has changed for the better as a result of the resources spent. NOTE: My feeling is that all goals and objectives must have stated, good assessment/evaluation plans before any resources are dedicated to them. 7. Can any goals and/or objectives of the various plans be combined so that work is not done in silos? NOTE: Having all of the goals and objectives in one, master template will assist with making linkages (and identifying competing ideas) among the various goals and plans. 8. Is the goal and/or objective data informed? i.e. has good use of data been used to develop and support the need for the goal/objective?	FSM workforce
	▪ Avoid potential problems by making staff and faculty aware now of changes coming system-wide
	▪ References in the plan should address other plan components and not just strategic goals
	▪ Supervisors need to update subordinates on EMP
	▪ Each program needs to have a continual review of their section
	
	Integrated Master Plan Item Specific:
	
	AP 1. **Credit and non-credit courses and programs**
	Major elements: sustainability, quality assurance, and consistency Consistency? How?
	  -Content based on approved course outline
	  -Uniform pre-and posttests for each course
	Priorities (Are they clear?): All of the above are important
	Strategies/Actions:
	Responsible: Insert *"lead"* immediately before the title/person who will be leading (primarily responsible) the group.
	Timeline: The use of the term "*ongoing*" versus "*continuing*." Insert "date started." **Ongoing** may be taken as a continuing process.
	KPIs: We should not only look in terms of how we are performing; also comparison with how other colleges (in the region) is performing. Establish specific target %, #, benchmarks
	
	AP 2. **Employability and job placement rates of**	

Guiding Question	Response	Campus response
	students/graduates	
	Major elements: work experience, on-the-job training, job fair, employers/external stakeholders (Employability: consider looking → available employment)	
	Priorities: Courses that should be taught = employable students. College is doing its share in respect to the FSM's (*Nation as a whole*) goals/priorities.	
	Strategies/Action Steps: Add/Clarify *Create a tracking system (database) of our graduates.* *-Communication from matriculation to graduation to post graduation.* *-Establish job and career placement* *-Resource allocated, how realistic? (AP 2, strategy 2.2)* *-Employment priority to COM-FSM graduates (working with potential employers/external stakeholders).* *-We need to prove to the employers that our graduates are the best – we want employers to "want" COM students over everyone else!!..Put COM on the map.* *Responsible:* Who is the lead person (primarily responsibility) and members? Who is in-charge? Accountable? *KPIs:* Fill in the # and % with actual figures; benchmarks *-Under Strategy 2.2 (Performance Indicator) – In lieu of employer survey, # and % of students attending Job Fair subsequently got hired.*	
	AP 4. Provide adequate library and student services. *Major elements:* Adequate support services, students and the college, *Priorities:* Student needs *Strategies:* No direct connection between *Strategy 4.1 of AP 4* and its KPIs, resources *Additional Strategy/Action*	

Guiding Question	Response	Campus response
	Step: 4.7. Look into the feasibility of, and establishing/operating a day-care center to address the needs of students/faculty/staff with young kids (children). *KPIs:* KPI for Strategy 4.6, AP 4 is broad. Further, why site visits (under resources needed) vs. reported KPI. In lieu of site visit, *training* is recommended delegated to site librarians. Establish specific target %, #, benchmarks. Adopt rubrics. Provide relevant training and technical support to people who are already in the workplace (*see* AP 2). AP6.3 key performance indicator should be for all courses. AP4, delete the word 'adequate'; instead of provide; use enhance.	

2) How well does our draft/tentative mission statement/promise statement align with our Integrated Educational Master Plan? Identify gaps.	**Comments:**
	▪ Plan does not focus sufficiently on student learning outcomes; mission needs to define the SLOs as the priority
	▪ Gaps:
	  o Improve linkages between college and FSM on developmental priorities of the nation and how the college responds
	  o Improve dialogue with state and national leaders (public and private) on what	

Guiding Question	Response	Campus response
	are development needs that the college can address ○ Need incentives for college graduates as first priority for employment in the FSM ▪ We do not have a draft/tentative revised mission statement at this time ▪ Quality and Consistency (AP 1). YES, *see "Continuously improving and student centered"* phrase ▪ Employability and job placement (AP 2). YES, *see* "assisting in the development of …" and "providing academic, career …." phrases ▪ Support services to the students and the college (AP 4). YES, *See "Student centered institution ..." phrase.* ▪ EMP tends to be top heavy **Recommendations:** ▪ Consider reorganization of the plan based on goals and not instructional units	
3) Explore the linkages between the EMP, draft/tentative mission and SLOs (Institutional, Program, and Course), Program Assessment and	**Recommendations:** ▪ **The plan needs to fully reflect SLOs in all areas and be the focus of the mission and plan** ▪ Improve linkages of	

Guiding Question	Response	Campus response
Program Review as a stepping board to completing the Strategic Plan.	nonacademic programs to SLOs ▪ Possible new institutional learning outcome (idea of citizenship) to instill in students the idea that they should help develop the nation or go abroad and be an ambassador/advocate for FSM ▪ Create a matrix for quick overview of linkages	

YELLOW GROUP KOSRAE RESPONSE:

Breakout Session 4 SUMMARY: How well are we doing now?

Guiding questions	Response	
Review of the communications plan assessment and recommendations. **a)** In general, how are we doing in communications at the college? **b)** What are the major findings of the Communications Plan Assessment? Do we agree with those findings? **c)** What are the major recommendations of the Communications Plan assessment? Do we agree with those recommendations?	**Strengths:** Communication from administration is much better; traditional use of oral communication still effective; college website is very good and getting better – majority of staff and students use the website for information; assessment addresses issues of dialogue for decision making and protocols; information panels are a plus; greater transparency in policy formulation; better communications between campuses; some improvement in acknowledgment of emails; easier to approach the big bosses in person. **Weaknesses:** Report difficult to read without survey question; communication is uneven, important information is not communicated; time given was not enough for everyone to complete the survey for the communications plan review; communication with stakeholders needs improvement; too much last minute communication; communication gap for general community; hard for faculty to participate in meetings due to class schedules; TRIO programs not mentioned in plans; no clear recommendations on how to improve communication with stakeholders; concern over ethics and personal/professional behavior on email communications –	1. How can we prove that the communication from the Administration is much better? 2. To what extend external stakeholders are informed of communication improvement of the college. 3. Inter-campus communication between campuses. 4. Lack of commun ication between state campuses. 5. Untimely information sharing from National Campus to state campuses. 6. No direct answer to campus queries. 7. Availibility of communication infracstructure on campus. Add few more T-1 lines or higher bandwidth. College to upgrade communication services. 8. Improve communicaition with stakeholders. 9. Why Kosrae Campus responses on the survey have a higher rate of strongly agree. 10. What does it mean by last minute communication? 11. Emailing positive.

	personal feelings are being communicated to all; technology not being used to full potential and sometimes misused; lack of privacy on confidential issues; disparity of technology; committee membership and active committee participation. **Recommendations:** Use mass email for summaries and hard copies for entire report; needs a cover summary with highlights, graphics; continue short relevant data reports; continue publications in KP; consider computerized phone answer call center; develop a FAQ page for the college: need training in use of email and how to communicate effectively; acknowledgement of information being communicated is equally important; use of local language can be a sensitive factor/issue (e.g. Washan Kamarain); use language that can be understood by all; need to clarify communication channels; need a structure for monitoring communications; improve the branding of the college; develop strategies to make people more aware of and appreciate the college; promote the college's image through students/alumni; training in general communications; include TRIO program in plans to meet college objectives; develop a communication protocols policy book.	12. Newsletter distribution should be improved/hardcopy. 13. Hard copy additional cost. 14. Wiki page to be more user friendly. 15. Washan Kamarain – use English as official language in the college system. What document is this referring to? Use a common language. 16. We agree to most recommendations. 17. Student(SBA) provides minutes 18. Listserve for students. Capability for faculty and others to use listserve in Webmail. 19. Availability of phone extensions. Even for students. 20. Reinstate Broadcast station(KC 88.5 FM)

Learner-Centered Team Commitment

APPENDIX A

November 15, 2012

«Mr.» «Lipar » «George»
«Planner»
«State of Kosrae»
«Tofol»
«Address_2»
«Kosrae», «FM» «96944»

Dear «Mr.» «George»,
I am happy to invite you to the upcoming College of Micronesia – FSM Kosrae Campus Visioning Summit on November 20, 2012, at the Upper SBDC on Kosrae Campus at 12:30 P.M.

The Visioning Summit will include two major topics: Vision for the college - What do our stakeholders want the college to be; and Mission statement - What is our promise to our stakeholders. It is my hope that the discussions surrounding our collective vision of the college will form the basis for the development of the college's new strategic plan over the coming months.

I welcome your active participation throughout the half-day summit.

As well, we will contact you in December and January to further solicit your input on the development of the college's strategic plan.

I invite you to confirm your attendance by contacting the Campus Dean's Office at (691) 370-3191 or kosrae@comfsm.fm. A report of the summit will be provided to you.

Once again, please join us at the summit and thank you for supporting the only institution of higher education for the Federated States of Micronesia.

Sincerely,

Kalwin Kephas
Campus Dean

cc: VPIA, Mariana Ben Dereas
        President, Joseph Daisy, Ed.D.

Appendix B

Agenda

Phase II Visioning Summit
November 20, 2012
1:00 P.M. – 4:30 P.M.
Upper SBDC - Kosrae Campus

12:30 P.M.   Snacks

                Opening Prayer

1:00   Opening Statement

                Visioning Summit Goals/Objectives

1:25 P.M.   Breakout Session –

                        Green – Strategic Plan   (Facilitators: Rosalinda Bueno, Renton Isaac)

                        Blue – Mission Alignment   (Facilitators: Paliknoa Sigrah, Dokowe George)

                        Red – Integrated Educ MPlan   (Facilitators: Skipper Ittu, Roslin Reynolds)

                        Yellow – Comm. Plan Asmnt   (Facilitators: Murphy Ribauw and Eileen Nena*)

2:45 – 3:25   Report Back – Feedback from group Green, Yellow

3:25 – 3:35   Break

3:35 – 4:15   Report Back – Feedback from group Red, Blue

4:30 P.M.   Closing Remarks

Handouts: Integrated Educational Master Plan (2012)
                College of Micronesia – FSM Strategic Plan (2006 – 2011)
                Assessment of the 2006 – 2011 College of Micronesia – FSM Strategic plan (2012)
                Purposeful Dialogue at COM-FSM: An Analysis of the COM-FSM Communications
                        Plan and ACCJC Recommendation One with Recommendations (2012)
                President's White Paper - COM-FSM Quality, Sustainability, and Success: A
                        Framework for Planning and Action (2012).

*Absent

Appendix C

Phase II Visioning Summit for College of Micronesia-FSM
November 20, 2012
1:00-4:30 P.M.
Upper SBDC Kosrae Campus

Goal:

Review Phase I Visioning Summit Report and provide input for improvement of the College Mission and Strategic Goals.

Objectives:

- ✓ Use forms, whether you agree with report or not agree.
- ✓ Expand on areas of high priority or low priority and things that are special to our campus or state.
  - o Check for consistencies and inconsistencies in reference to Phase I Visioning Summit Report with what we know and experience.
  - o List down and/or expand for changes or amendments of report; provide comments for each section reviewed.
- ✓ Report findings to IRPO and VPIA.

Appendix D

Opening Statement: Phase II Visioning Summit
Kalwin Kephas

Good Afternoon! Students, Friends, Colleagues, and distinguished guests welcome to COM-FSM Phase II Visioning Summit. I am indebted to the support and presence of our esteemed external stakeholders for taking their time to participate and contribute to the development of the College's Strategic Plan. It is a plan that will drive our daily operations, performance, and use of resources.

Prior to the Board of Regents approval of the 2006-2011 Strategic Plan, Kosrae Campus took the liberty to enjoy the existence of the Kosrae Educational Reform Plan entitled, *A Framework for Educational Transformation*, a plan developed by Kosrae Department of Education in consultation with Asian Development Bank. Chapter Seven of that plan focused on some thoughts about COM-FSM Kosrae Campus.

- That Kosrae Campus' role should be consistent with the mission, plans, and objectives of the main campus, but should be tailored to serve the unique needs, circumstances, and plans of Kosrae State.

- That Kosrae Campus' unique mission as the sole center for higher education in the State places a demand on the campus to serve the state community as a viable institution of higher learning.
- That it not only teaches and awards degrees, but also adopts a program of research and service which serves government agencies and schools, Kosrae village communities and local organizations which serves the interest of the public.

Those thoughts were translated into a working document and into the 2006-2011 Strategic Plan which was approved by the Board of Regents. The College has gone through some major changes, restructuring and reorganization during the implementation phase of the Plan.

It is 2012 and we need a new strategic plan, a plan that represents new thinking and trends of the nation, states, and the college community. A strategic plan drives our daily operations, performance, and use of resources. Today, we gather in this room to review what have already been started to by national government representatives, private sector representatives, and non-government organizations. I would like to take this opportunity to welcome each and every one of you to Phase II of the COM-FSM Visioning Summit.

We are again blessed to have two of our vice presidents visiting us this week. They are here for their regular site visits and I have asked them to become part of our summit by briefing the college community and our friends about urgent issues and undertakings of the college.

I will call VP of Instructional Affairs, my superior first then VP for Institutional Effectiveness and Quality Assurance for their remarks. Mariana Ben Dereas, VPIA; Frankie Harris, VPIEQA.

Appendices:

APPENDIX A: Invitation Letter
APPENDIX B: P2VS Agenda
APPENDIX C: Goal and Objectives
APPENDIX D: Opening Statement
APPENDIX E: List of Participants