College of Micronesia – FSM

Visioning Summit

2012

August 8 & 9, 2012

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Introduction

The College of Micronesia – FSM hosted a Visioning Summit for external and internal stakeholders on August 8 & 9, 2012, at the FSM – China Friendship Sports Center on its national campus. The Visioning Summit was timed to coincide with the initial steps in developing a new five year Strategic Plan for the college.

Purpose of the Visioning Summit

The Visioning Summit was designed to:

- Review the college's existing Strategic Plan to ascertain what was accomplished and to make recommendations on aspects of the plan still relevant,
- Review the current college Mission and Values in view of changing conditions and determine what might still be pertinent in developing and/or revising the Mission and Values of the college.
- Review and make recommendations on the college's Integrated Educational Master Plan (IEMP) to better align the plan for greater impact on improving student learning and achievement, and
- Review and discuss the Assessment of the College's Communication Plan: Purposeful Dialogue at COM-FSM.

The agenda for the Visioning Summit can be found in Appendix A.

Organization of the Visioning Summit

The Visioning Summit was organized to foster purposeful dialogue and to allow participant's active engagement. Short introductions were provided for each of the major issues addressed during the Visioning Summit followed by group breakout sessions. A series of guiding questions were provided to assist with consistency of discussions, but groups were encouraged to explore areas they felt were not adequately covered. Originally, eight different groups were organized by colors, with trained facilitators to discuss and make recommendations on vital issues facing the college. In some cases, two groups were collapsed into one to facilitate discussions. Details of the groups' discussions and recommendations can be found in Appendix B (the appendix attempts as much as possible to reflect the group's responses with only minor editing, in some cases similar responses were combined. The groups also conducted a visual prioritization related to the Mission and can be viewed in Appendix C.

A number of key documents were provided to the groups to facilitate discussions. Included were:

- 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).

The college's Institutional Research & Planning website http://www.comfsm.fm/irpo/ provides access to the background documents for the summit.

Participants: External and Internal

There were one hundred forty eight external and internal stakeholders participating in the college's visioning summit. External participants included department secretaries from the FSM national government, senators from the Pohnpei State Legislature, and representative of the FSM Development Bank, FSM Congress, National Department of Education, Yap State Department of Education, SPC and Moylan's Insurance. All campuses and departments of the college were represented including student representatives from the national campus.   A full listing of participants is located in Appendix D.

Major Components of the Visioning Summit

The following is a brief summary of the discussions and recommendations of the breakout sessions. The information has been edited to reduce duplication and in some cases grouped into categories for easier reading.

Where we are: A review of the Strategic Plan (Breakout session 1)

Commitments - The College is committed to fostering student success in academic and technical training areas, but also must have greater focus on providing a high quality workforce for the FSM as a small island developing nation. The college is also committed to meeting the Institutional Learning Outcomes (ILOs) established for the college. To assist in meeting the college's commitments greater emphasis needs to be placed on a culture of evidence. A major commitment is to remain fully accredited and continuously improving.

Relevance of Current Goals – The discussion

groups generally determined that the goals of the current plan are still considered relevant, but effort needs to be taken in resource allocation against the goals and greater emphasis on implementation of the goals against Key Performance Indicators (KPI). Current strategic goals of the college are: 1) promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively; 2) provide institutional support to foster student success and satisfaction; 3) create an adequate, healthy and functional learning and working environment; 4) foster effective communication; 5) invest in sufficient, qualified, and effective human resources; 6) insure sufficient and well-managed fiscal resources that maintain financial stability; 7) build a partnering and service network for community, workforce and economic development; 8) promote the uniqueness of our community, cultivate respect for individual differences and champion diversity; and 9) provide for continuous improvement of programs, services and college environment.

Environmental Changes – Key changes in recent years affecting the college and its planning include: changes in Pell Grant eligibility, reductions in JEMCO awarded funding from the Compact Education Sector Grant, and transformation in technology with emphasis on social networking.

Where we are: Mission Alignment (Breakout session 2)

What do Mission statements mean – Purpose of the college and a promise to our students.

Unclear Terms – Terms that need to be considered closely in revision of the Mission statement include: globally connected, uniquely Micronesian and historical diverse. Further, "assisting" and "development" can be interpreted in very broad ways – does the college interpret these terms in the same way as the FSM government?

Issues to address: Mission needs to directly address student learning outcomes (SLOs), accountability and increased interaction with stakeholders in determining what programs and services to offer.

Mission Statement Components

Who are we? – US accredited, heavily dependent on Compact funds, committed to continuous improvement, and no longer the only institution of higher education in the nation.

Who do we serve? – The college serves students who speak English as a foreign language, traditional high school graduates, career and technical groups, pre and in-service teachers, and specialized training groups.

What is our social political basis, mandate or need? – The college must respond to state/national needs for development, and serve as an intellectual center for the nation.

What do we value? – Some values that the participants thought the college should exhibit include: commitment, professionalism, integrity, teamwork, family, accountability and acceptance of diversity.

How are we distinctive? – We are distinctive due to our geographical location in the Western Pacific, small population spread over a vast area of ocean, and serving diverse students with diverse backgrounds, languages and cultures.

Alignment with the Integrated Educational Master Plan (IEMP) (Breakout session 3 & 5)

Comments – Clarification on the difference between a strategic plan and the integrated education master plan were requested. The IEMP could be made stronger with greater student body and external stakeholder input.

Recommendations – As part of the review of the IEMP, a number of recommendations were made by the various groups. The IEMP should have greater focus on measuring and improving student learning outcomes at the institutional, program and course levels. A lead person should be identified for each activity with specific KPIs established. A tracking system for graduates needs to be established and maintained. Clearly establish program priorities. Develop mechanisms for increased student and stakeholder input. Increase the design and delivery of training programs to meet needs of the current and future FSM workforce. Improve communication on the IEMP including impact of changes resulting from implementing the plan and continual review of the plan by each division, office and campus. Make the college the first choice for higher education in the FSM.

What are we doing well now? (Breakout session 4)

Note: This section was a review of the assessment report – Purposeful Dialogue at COM-FSM: An Analysis of the COM-FSM Communications Plan and ACCJC Recommendation One with Recommendations (2012)

Strengths – Communication is seen as improving with increased transparency across the college, but the importance of oral communication in Micronesia needs to be recognized.

Weakness –There is a gap and lack of recommendations regarding improving communication with and external stakeholders.

Recommendations – Develop more effective and efficiency strategies for communicating priority and routine items with the college community with an emphasis on effective email communication and alternate means of communication and face to face meetings.

Next Steps

This Visioning Summit is only the first step, phase I, towards developing the college's new Strategic Plan (2013 – 2017). There will be follow-up sessions at each state campus, phase II, between September and November and additional meetings with external Stakeholders to solicit their views between October and December 2012. The college's new strategic plan will be completed by January 2013.

Appendix A – Agenda

<p align="center">College of Micronesia - FSM
Visioning Summit (Part I)
August 8 & 9, 2012
FSM – China Friendship Sports Center</p>

Wednesday - August 8, 2012	
Time	**Activity**
8:30 – 9:00 AM	Breakfast & sign in
9:00 – 9:30 AM	Opening remarks • Timeline/Map for the next 6 months • Overview of the summit
9:30 – 12:00 AM	Where we are: A review of our Strategic Plan: • Solidifying commitments in existing Strategic Plan. • Identify components of Strategic Plan still relevant to us as a community and a college. • Strategic Plan assessment. • Where we want to be, grounded in reality. • How does our Strategic Plan align with what we say we want to do?
12:00 – 1:00 PM	Lunch
1:30 – 4:30 PM	Where we are: Mission Alignment: • A promise statement. • Does our Strategic Plan align with and support our mission: What is missing towards fulfilling our promise? • Does our mission need to be more carefully defined: Do we need the missing components? • Can we deliver on our promise? What are we doing well, where are the gaps?
4:30 – 5:00 PM	Summary Day 1

Thursday - August 9, 2012	
Time	**Activity**
8:30 – 9:00 AM	Breakfast & sign in
9:00 – 11:00 AM	Alignment with Integrated Educational Master Plan (EMP) • Review Integrated EMP. • How well does our mission statement/promise statement align with our Integrated Educational Master Plan? Identify gaps.
11:00 AM – 12:00 Noon	What are we doing well now? • Communication Plan assessment • Recommendations
12:00 – 1:00 PM	Lunch
1:00 - 4:30 PM	Alignment with Integrated Educational Master Plan (EMP) -- continued • Review Integrated EMP. • How well does our mission statement/promise statement align with our Integrated Educational Master Plan? Identify gaps. • SLOs, Program Assessment, Program Review
4:30 – 5:00 PM	Wrap up and NEXT STEPS – Preface Visioning Part II & Part III & repetition on Yap, Kosrae, and Chuuk.

Appendix B – Summaries of Breakout Sessions[1]

Breakout Session 1 SUMMARY: Where we are: A review of our Strategic Plan

Topic	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 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.
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 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?	**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 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 power); Pohnpei campus LRC no changes although increase

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[1] This appendix attempts as much as possible to reflect the group's responses with only minor editing, in some cases similar responses were combined into one statement.

		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 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 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 current strategic plan align with what we want to be?	**Alignment**: 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.

Breakout Session 2 SUMMARY: Where we are: Mission Alignment

Guiding Question	Summary of Responses
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 learning.
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.
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?	**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 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;

g. How are we distinctive?	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 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,

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

Guiding Question	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 undertaken? k) Other questions?	**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 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) ▪ 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 FSM workforce ▪ Avoid potential problems by making staff and faculty
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 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

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 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

develop and support the need for the goal/objective?	*Additional Strategy/Action 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 are development needs that the college can address
	   o 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	**Recommendations:** ▪ **The plan needs to fully reflect SLOs in all areas and be the focus of the mission and plan** ▪ Improve linkages of nonacademic programs to SLOs ▪ Possible new institutional learning outcome (idea of

and Program Review as a stepping board to completing the Strategic Plan.	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

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 – 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.

Appendix C – Visual Prioritization Results

Visual Prioritization

Whom do we serve?

Purple			Yellow			Black	
Answers	**Points**		**Answer**	**Points**		**Answers**	**Points**
Traditional College age students-meets an entrance criteria	30		Students who qualify through our entrance procedures.	12		Student of English as a foreign language	23
New and in-service teachers	20		The nation as a whole	9		Diverse cultural backgrounds	21
Specialized training groups	16		Communities through indirect/direct services	7		Community	7
Career and Technical education groups	16						
Non-traditional	14						
Traditional college age students-open access	7						
Adult education-enhancement of basic skills and parental skills	1						

Red/Orange			Blue/Teal	
Answers	**Points**		**Answers**	**Points**
Students who meet admission criteria	15		Students who qualify through our entrance procedures	12
Employers(DOE, BOFSM, Health Services, Private sectors, COM-FSM	12		Communities through indirect/direct services	7
Parents	9		The nation as a whole	9
Governments thru training	2			
Higher(4th year) education institution	3			
Communities	9			

What do we value?

Yellow		Black		Black	
Answers	**Points**	**Answers**	**Points**	**Answers**	**Points**
Learner-centered	7	High quality education	14	Student of English as a foreign language	23
Innovation	6	Learner-centeredness	10	Diverse cultural backgrounds	21
Honesty	6	Teamwork and accountability	10	Community	7
Ethical Behavior	6	We promote values of universal human rights	4		
Commitment and hard work	6	Our cultures and identities	3		
Teamwork	6	Professional behavior	3		
Accountability	6	Commitment and hard work	3		
Professional behavior	5	Innovation	2		
Cultural Values	5	Honesty and ethical behavior	1		

Blue/Teal	
Answers	**Points**
Learner-centered	7
Innovation	6
Honesty	6
Ethical Behavior	6
Commitment and hard work	6
Teamwork	6
Accountability	6
Professional behavior	5
Cultural Values	5
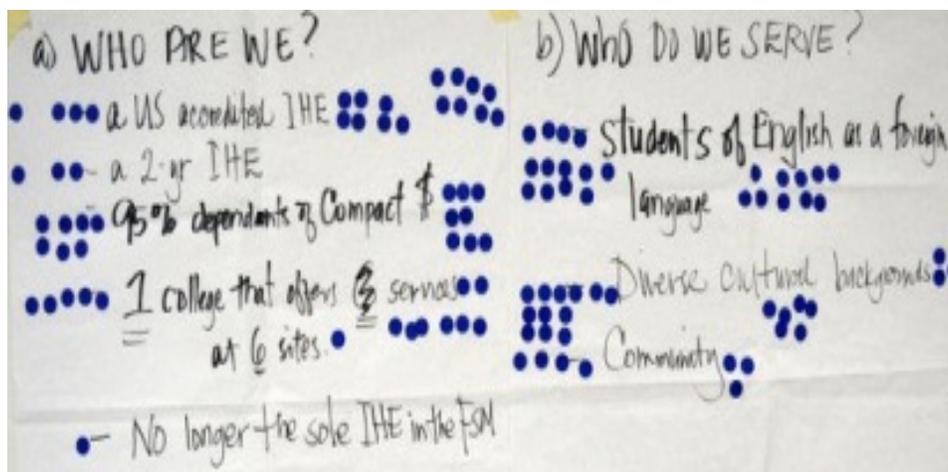
Who Are We?

Black		Blue/Teal		Green	
Answers	**Points**	**Answers**	**Points**	**Answers**	**Points**
A U.S accredited institution of higher learning	19	Institution of Higher Education	12	National Institution of Higher Education for FSM.	15
95% dependent of Compact money	15	Learner Centered	12	The institution of first choice to meet training needs for FSM(this is what we want to be)	14
1 college that offer services at 6 sites	14	Uniquely Micronesian	7		
A 2 year institution of higher learning	3	(unique) Diversity	6	Micronesian college dedicated to continuous improvement & student centered learning	10
No longer the sole institution of higher learning in the FSM	1	Globally connected	5		
		Member of WASC	1		
		Public Corporation	0		

How are we distinctive?

Yellow		Black		Blue/Teal	
Answers	**Points**	**Answers**	**Points**	**Answers**	**Points**
Almost 100% of the students depend on Pell grant	12	An institution of higher education in geographically remote, economically stagnant, highly diverse, widely dispersed, high expectation environment	21	Small population spread over a vast area of Ocean	15
Small population spread over a vast area of Ocean	11			Almost 100% of the students depend on Pell grant	14
Geographical location	10			Geographical location	10
Diverse language & cultures	7	New college in a young developing country	14	Diverse language & cultures	8
		Family Friendly Environment	10		

Appendix D - Participants

COM-FSM Visioning Summit 2012 - Participants

External Participants

First Name	Last Name	Agency
Catherine	Allen	Congress of the FSM
Sebastian	Amor	Pohnpei Department of Education
Dominic	Fanasug	Yap Department of Education
Melner	Isaac	Moylan's Insurance
Francis I	Itimai	Government of the Federated States of Micronesia
Augustine	Kohler	Government of the Federated States of Micronesia
Ishmael	Lebehn	Pohnpei State Legislature
Sendilina	Lekka	Pohnpei State Legislature
Edgar	Lickaneth	Pohnpei State Legislature
Rupeni	Mario	Secretariat of the Pacific Community
Anna	Mendiola	FSM Development Bank
Lorin	Robert	Government of the Federated States of Micronesia
Jesse	Sidney	FSM Department of Education
Magdalena	Walter	Pohnpei State Legislature

Internal Participants

FirstName	LastName	Campus
Reedson	Abraham	National

FirstName	LastName	Campus
Benjamin	Akkin	Chuuk
Francis	Alex	National
Allan	Alosima	Pohnpei
Jeff	Arnold	Pohnpei
Darcy	Augustine	National
Arbel	Ben	National
Alipherta	Benjamin	Pohnpei
Kathy	Benjamin	National
Snyther	Biza	National
Leilani	Biza	National
Taulung	Bollie L	Pohnpei
Teodoro	Bueno	Kosrae
Edper	Castro	National
Warren	Ching	National
Anna	Cruz	Pohnpei
Jim	Currie	College
Paul	Dacanay	National
Joseph	Daisy	College
Doman	Daoas	National
Mike	Dema	National
Mariana	Dereas	College
Cecilia	Dibay	Yap
Danny	Dumantay	National
Gardner	Edgar	Pohnpei
Eugene	Edmund	National
Churchill	Edward	BOR
Norma	Edwin	National
Delihna	Ehmes	National
Taylor	Elidok	Pohnpei
Meiwen	Enlet	National
Cooper	Etse	Pohnpei
Stanley	Etse	Pohnpei
Mathias	Ewarmai	FMI
Moses	Faimau	Yap
Mary	Figir	BOR
Paul	Gallen	National
Emmanuela	Garcia	Pohnpei

FirstName	LastName	Campus	FirstName	LastName	Campus
Joe	Habuchmai	College	Marian	Medalla	National
Hadleen	Hadley	National	Francisco	Mendiola	National
William	Haglelgam	National	Maurine	Mendiola	National
Jennifer	Hainrick	National	Kasio	Mida	BOR
Eddie	Haleyalig	National	McGurruth	Miguel	National
Rita	Harris	Pohnpei	Sue	Moses	National
Frankie	Harriss	College	Sven	Mueller	National
Kathy	Hayes	National	Rencelly	Nelson	National
Jimmy	Hicks	National	Mike	Nena	Kosrae
Alton	Higashi	Chuuk	Joey	Oducado	National
Chris	Igem	FMI	Alfred	Olter	National
Angelburt	Igemera	National	Cindy	Pastor	Pohnpei
Angelburt	Igemera	National	Kasiano	Paul	National
Benina	Ilon	National	Ross	Perkins	National
Ikoli	Ilongo	National	Debra	Perman	Pohnpei
Engly	Ioanis	National	Nelchor	Permitez	Pohnpei
Mike	Ioanis	National	Kiyoshi	Phillip	National
Grilly	Jack	National	Jackson	Phillip	National
Ambelly	Jacob	National	Augustine	Primo	Pohnpei
Semens	James	Pohnpei	Rafael	Pulmano	National
Castro	Joab	National	John	Ranahan	National
Diaz	Joseph	Pohnpei	Jean	Ranahan	Pohnpei
Kind	Kanto	Chuuk	Bastor	Raymond	National
Resida	Keller	National	Cirilo	Reccana	Pohnpei
Ketiner	Kenneth	National	Juvelina	Rempis	National
Kalwin	Kephas	Kosrae	Sshermick	Rieuo	National
Mark	Kostka	National	Ringlen	Ringlen	College
Margaret	Lebehn	National	Monica	Rivera	National
Sinobu	Lebehn	National	Bruce	Robert	National
Dana	Leeling	National	Lourdes	Roboman	Yap
Nasako	Madsen	National	Joyce	Roby	Pohnpei
Marlene	Mangonon	National	Dacanay	Rudelyn	National
George	Mangonon	National	Joe	Saimon	National
Mariano	Marcus	Chuuk	Penselynn	Sam	National
Donre	Maria	Pohnpei	Lucia	Sam	National
Juvileen	Mariano	National	Karleen	Samuel	National
Marcellino	Martin	Pohnpei	Juan	Santos	National

FirstName	LastName	Campus
Morehna	Santos	National
Gordon	Segal	National
Vasantha	Senerathgoda	National
Loatis	Seneres	National
Phyllis	Sibanuz	Pohnpei
Karen	Simion	National
Edwin	Sione	Pohnpei
Shaun	Suliol	National
Stacy	Tadlock	Pohnpei
Sebastian	Tairuwepiy	National
Tobias	Tamerlan	Pohnpei
Amerihter	Thozes	National
Maika	Tuala	Chuuk
Poll	Twyla	Pohnpei
Yenti	Vergin	National
James	Washington	National
Patrick	Werthog	National
Akiko	William	National
Faustino	Yarofaisug	National
Xavior	Yarofmal	Pohnpei
Ruci	Yauvoli	National
Tetaake	Yeeting	National