

# College of Micronesia-FSM

## Integrated Educational Master Plan (IEMP) Evaluation Report 2013-2016



September 2016

## Table of Contents

<b>Instructional Affairs Summary .....</b>	<b>3</b>
Table 1.1. IA Outcomes Achievement and Overview .....	3
Outcomes met .....	3
Outcomes Inactivated.....	3
Outcomes Not Met .....	4
Outcomes with No Data .....	4
Last year of IEMP (2017) and beyond .....	4
<b>Enrollment Management and Student Services .....</b>	<b>5</b>
Table 2.1. EMSS Outcomes Achievement Overview .....	5
Table 2.2. EMSS Outcomes that have been met and actions taken .....	5
Table 2.3. EMSS Outcomes that were not met and some actions taken .....	8
Table 2.4. EMSS Outcome that was made inactive .....	9
Table 2.5. Outcomes and Action Steps for Enrollment Management and Student Services .....	9
<b>Information Technology Summary.....</b>	<b>11</b>
Table 3.1. ITO Outcomes Achievement Overview .....	11
<b>Administrative Services.....</b>	<b>12</b>
Table 4.1. Administrative Services Outcomes Achievement Overview .....	12
Outcomes Met.....	12
Outcomes Not Met:.....	13
Outcomes with No Data: .....	14
<b>CRE/Land Grant .....</b>	<b>14</b>
<b>Appendix 1: Instructional Affairs .....</b>	<b>15</b>
<b>Appendix 2: Enrollment Management and Student Services.....</b>	<b>51</b>
<b>Appendix 3: Information Technology .....</b>	<b>58</b>
<b>Appendix 4: Human Resources .....</b>	<b>66</b>
<b>Appendix 5: Facilities &amp; Campus Environment .....</b>	<b>77</b>
<b>Appendix 6: Administrative Services.....</b>	<b>82</b>
<b>Appendix 7: CRE/LG .....</b>	<b>86</b>

### Integrated Educational Master Plan (IEMP) Summary of Actions

Components	# of items	# of active outcomes	Outcomes met	Outcomes not met	No data
1 Plan Component Instructional Affairs	55	36	24	12	9
2 Plan Component Student Services	9	9	5	3	1
3 Plan Component Information Technology	10	9	9	0	1
4 Plan Component Human Resources	22	22	21	1	1
5 Plan Component FCE	9	8	6	3	0
6 Plan Component Administrative Services	4	4	4	0	0
7 Plan Component CRE_LG	43 <sup>1</sup>	Incomplete Data			

<sup>1</sup> A report from CRE was not submitted

## Instructional Affairs Summary

The instructional affairs (IA) section of the Integrated Educational Master Plan (IEMP) contains seven major action plans with fifty-five specific plans or outcomes (Table 1.1).

**Table 1.1. IA Outcomes Achievement and Overview**

Action Plan	# of active outcomes	# of inactive outcomes	Outcomes met	Outcomes not met	Outcomes with No data
AP 1 (23)	15	3	9	4 & 2 N/A	5
AP 2 (5)	5	0	4	1	0
AP 3 (10)	8	2	7	1 no target	0
AP 4 (7)	4	0	2	2	3
AP 5 (5)	4	1	2	2 no info.	0
AP 6 (4)	0	4	0	0	0
AP 7 (1)	0	0	0	0	1
<b>TOTALS (55)</b>	<b>36</b>	<b>10</b>	<b>24</b>	<b>12</b>	<b>9</b>

### Outcomes met

There are 36 active outcomes for Instructional Affairs and 24 outcomes have been met since 2013. Highlights are:

- Program review and assessment, and program prioritization are all standard practice at the college. The reports are used for program improvement and resource allocation.
- Using SIS data to inform master schedules has allowed for more strategic scheduling of courses.
- Short-term trainings were offered in Pohnpei and need to be increased in the other states.
- Public Health and Nursing programs were initiated with grant money and are now integrated into the regular budget of the college.
- Achieving College Excellence (ACE) continues to have a 60% completion rate but we need to examine success in gateway courses the following semester. ACE students are not as successful as those who placed into the college level courses.
- The trial counseling program has submitted a proposal for a full-time coordinator/instructor and the outcome is pending the results of the 2016 program review.
- Part-time faculty members continue to assist in many divisions of the instructional area. Many of these faculty members have served the college for a number of years.

### Outcomes Inactivated

Ten outcomes were made inactive due to updates in the plan. These are:

- Distance learning

- Appropriate facilities (instructional affairs does not have direct control over this outcome except to provide facilities and maintenance with input from IA.)
- Recruitment and retention of non-traditional students (no definition yet for non-traditional students). Once a definition is adopted for non-traditional students, data can be collected and specific strategies to recruit and retain these students can be implemented.
- Distance learning training for faculty
- Faculty teaching loads for distance learning
- Decision-making grids – old grids are no longer in use. Governance structure was changed.
- Integrate uniquely Micronesian language and culture. “Uniquely” was removed from the college mission statement. Language, culture and civic responsibility are still promoted as part of the general education learning outcomes (Goal 4 Ethics and Culture; PSLOs 4.1, 4.2, 4.3, 4.4 and 4.5). (4 IEMP outcomes)

### Outcomes Not Met

- Articulation agreements/pathways
- Number of marine science students in field studies
- Program completer use of career counseling and job placement services/no established service provider
- Percent of college ready students
- College 101 course not ready for implementation
- Job fair not implemented
- Library collections not yet available online

### Outcomes with No Data

- Trio grant data reported was 2016 or baseline.
- Percent of faculty with updated technology and positive rating on communications survey
- Transfer counseling (consult SS counselors)
- Linking extra and co-curricular activities with instructional affairs
- Early intervention software or system
- Finalizing COMET update and other admission criteria
- FSM-FMI data

### Last year of IEMP (2017) and beyond

Instructional Affairs (IA) will continue to work on the outcomes not met at the time of this report. Establishing articulation agreements and pathways remains a focus at the college and supports student success. Improving career advisement and implementing a job fair will help address the issue of the low rating on the CCSSE item of faculty-student interaction. Addressing first year experiences, field experiences, and preparing students for college will all help the college increase retention and improve time to graduation.

The current outcomes being addressed require more than one year of work and follow the outcomes outlined in the Quality Focus Essay (QFE) which has a timeline until 2019. IA will continue on this path and actually achieve the outcomes and complete the work before changing directions. Items of concern identified in the Foundations of Excellence (FoE) and Gateway to Completion work, the 2016 Visioning Summit, new strategic

plan, and program reviews will provide guidance on other directions instructional affairs should address. Other factors that have potential influence on the future of instruction at COM-FSM are accreditation policies and standards and the U.S. Department of Education regulations. A detailed evaluation of the IA portion of the IEMP is provided in Appendix 1.

## Enrollment Management and Student Services

There are nine outcomes in the college’s Integrated Educational Master Plan (IEMP) that relate to Enrollment Management and Student Services (EMSS). Of these eight outcomes, five have been met, three were not met, and one was made inactive due to either update in the plan or no data collected (or available) (Table 2.1).

Table 2.1. EMSS Outcomes Achievement Overview

Action Plan	No. of Outcomes	Outcomes Met	Outcomes Not Met	Inactive Outcomes	Outcomes with No Data
SS1. Marketing and recruitment	1	0	0	1	1
SS2. Student progression.	6	4	2	0	0
SS3. Career services	1	0	1	0	0
SS4. Admissions, registration and matriculation	1	1	0	0	0
<b>Total</b>	<b>9</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>1</b>

Table 2.2. EMSS Outcomes that have been met and actions taken

<b>Action Plan</b>	SS2. Student progression (ILOs, quality of student life, persistence, retention, completion, graduation)	<b>Outcome</b>	2.2. Strengthen support mechanisms for at-risk students, and improving student progression.
<b>Actions Taken</b>			
<ol style="list-style-type: none"> <li>Counseling services are available at all campuses to: (a) assist students in establishing or clarifying appropriate educational and vocational goals, and (b) assist them with challenges (or problems) of academic, social or personal nature.</li> <li>Free tutorial services are made available to students throughout the academic year. Students come in to receive the additional help they need on assignments or to receive supplemental work to develop their academic weaknesses. Some students come in on their own while academic advisors or instructors refer others.</li> <li>In the 2014 Community College Survey of Student Engagement (CCSSE), the college received a mean rating of 3.36 in terms of providing support that students need to help them succeed at the college. The rating is higher if compared to those received by small colleges and the 2014 cohort. Additionally, in the 2015 National Community College Benchmark Project (NCCBP), the college scored in the 99th percentile on the CCSSE Support for Learner Benchmark Mean as compared to the national data representing 248 community colleges.</li> <li>Improved tutoring support for the college’s Achieving College Excellence (ACE). ACE instructors continue to work closely with counselors and tutors in providing weekly tutorial sessions for ACE students, e.g., 31 (or 69%) of the 45 students who had enrolled for the second session of ACE at the Career and Technical Education Center (CTEC) in Pohnpei successfully passed prescribed ACE course and were advanced to degree-level.</li> </ol>			

<p>5. The college's new student orientation is the critical first step to promoting "Student Success." As such, EMSS has expanded the student orientation by providing (a) regular orientation each fall, spring, and summer terms, and (b) extended orientation sessions. For examples, on March 18, 2015, "A quick guide to using myShark (Student Portal)" was presented to students in the Micronesian Studies program; on June 24, 2016, and June 28, 2016, orientation sessions were conducted for first-time in college (freshman) new students who registered for summer 2016 classes at the National Campus, and the 26 participants of the Doctors and Dentist For Tomorrow (DDFT) program, respectively; and on August 4, 2016, orientation session for first-time-in-college new students.</p>			
<p>6. Counseling services organize a <a href="#">variety of workshops and activities</a> to enhance students' educational experiences, and to complement classroom instructions. These workshops and activities are organized and coordinated in collaboration with instructional affairs and other units on campus including external government and private agencies or programs. The topics range from test-taking skills, study skills, managing test anxiety, resume writing and job interview skills to career day.</p>			
<p>7. The roles of the college's peer coaches (then, peer guides) have been expanded beyond the new student orientation week.</p>			
<b>Action Plan</b>	SS2. Student progression (ILOs, quality of student life, persistence, retention, completion, graduation)	<b>Outcome</b>	2.3. Formalize collaborative and integrated process with program faculty and student services staff for counseling and tutoring assistance.
<b>Actions Taken</b>			
<p>1. Counseling and tutorial services are provided for all students. Collaboration with instructors has begun with e-mail referrals of students, and a panel discussion with instructors during the March 13, 2015, workshop for faculty addressing Student Success and "Just in Time Intervention."</p> <p>2. On August 14, 2015, counselors and Financial Aid Office (FAO) staff were invited by the college's department of instructional affairs to provide a presentation (information sharing and discussion) to the members of faculty about available student support programs and services that compliment instruction.</p> <p>3. Counseling services further reported that ten instructors have one tutor attend their class (es) to provide tutorial services.</p> <p>4. EMSS continue to collaborate with the department of instructional affairs especially in providing trainings for faculty members on guide to using the myShark portal, online submission of grades, and others. For example, On August 1, 2016, VPEMSS facilitated training for faculty members at National Campus and CTEC Pohnpei on using the myShark portal to effectively advise students with their program requirements and information necessary for students to be successful.</p>			
<b>Action Plan</b>	SS2. Student progression (ILOs, quality of student life, persistence, retention, completion, graduation)	<b>Outcome</b>	2.4. Develop and implement a student services staff development plan directed at supporting student success.
<b>Actions Taken</b>			
<p>1. On June 24, 2014, the college's EMSS department (then SS department) had developed <a href="#">2014-2019 Professional Development Priorities</a>, in conjunction with the college's strategic directions on investing and building strong capacity of human capital, and focusing on student success.</p> <p>2. EMSS provided an array of training sessions to student support services supervisors and staff on assessments and reviews of student support services, from scheduled department-level meetings, special meetings, and department's mini summits. As results, student support services units are able to effectively and efficiently conduct and complete annual assessments and biennial reviews to: (a) evaluate quality of programs and services; (b) identify strengths and areas for improvement including what and how programs and services can contribute to student learning and development; and (c) inform program enhancement.</p>			

<b>Action Plan</b>	SS2. Student progression (ILOs, quality of student life, persistence, retention, completion, graduation)	<b>Outcome</b>	2.5. Develop and implement a comprehensive student life program that focuses on student development and leadership, obtaining ILOs, and increasing opportunities for cultural diversity.
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**Actions Taken**

1. EMSS continues to offer an array of co- and extra-curricular activities designed to promote student development and engagement. A schedule of these activities is available online.
2. Student leadership is developed through the Student Body Association (SBA), and recognized student clubs.
3. **Student clubs** are vital components of the total educational experience at the college where students participate in activities geared at enhancing their educational and career training or social activities that reflect special interests including cultural events, community service projects, and others.
4. On March 6, 2015, the college's Board of Regents approved BP 2200 that includes the establishment of the Student Success Committee (SSC) as one of the standing committees at the college. The committee's functions include: (a) draft or revise policies and/or procedures assigned to or identified by the committee relating to student life, counseling, tutoring, and collaborations between instructional, student support, student services, and other units in support of student success; (b) review and provide input on all major documents relating to student life, counseling, tutoring, and other areas of student support; (c) review and provide input on metrics such as retention, course completion rates, graduation rates, time to graduation, and other measures of student success; and (d) review and provide input on major programs, projects, and initiatives related to student success and retention.

<b>Action Plan</b>	SS4. Admissions, registration and matriculation	<b>Outcome</b>	4.1. Review and update COMET entrance testing for validity, reliability, security, standardizing of testing procedures, and entrance criteria.
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**Actions Taken**

1. In 2013, the reading test was changed to Nelson-Denny Reading Test (NDRT) after a **pilot study** conducted fall 2012, with 200 first-year students.
2. The college's department of instructional affairs conducted in fall 2014 a **small study** about the COMET and the ACCUPLACER® to determine whether students are placed about the same using COMET as they did using a standardized placement test such as ACCUPLACER®. The study involved 86 new freshmen were given the paper based ACCUPLACER® Companion Tests for ESL English and math. 81 of the students placed into degree programs at COM-FSM, four students placed in Achieving College Excellence (COM-FSM developmental courses) and one student was a certificate student as placed by COMET during spring 2014. COMET and ACCUPLACER® are different tests, so the comparison of these two tests is based on placement. Results of the study showed: (a) the COMET reading test placed 79 of the 86 students into degree program as compared to 66 of the 86 students using ACCUPLACER®; and (b) the COMET math test seems to place students higher than the ACCUPLACER® test, i.e., 43 students placed into college level math compared to four students using ACCUPLACER®.
3. EMSS continues to provide training on COMET proctoring to ensure consistency in the administration of the COMET, including using the COMET entrance criteria to determine program and course placement (ESL, EN, and MS). For examples, on January 26, 2016, COMET proctors' meeting, and during EMSS site visits to the state campuses.
4. The Recruitment, Admissions, and Retention Committee (RARC) continues to: (a) preview and evaluate the reliability and validity of COMET; (b) review statistical analysis of testing data; and (c) if needed, make recommendations to the president through VPEMSS.

**Table 2.3. EMSS Outcomes that were not met and some actions taken**

<b>Action Plan</b>	SS2. Student progression (ILOs, quality of student life, persistence, retention, completion, graduation)	<b>Outcome</b>	2.1. Increase the success of first-year students through improving coordination of first-year experience programs and developing a College 101 course required for all new students.
<b>Actions Taken</b>			
<ol style="list-style-type: none"> <li>1. This is still a work in progress.</li> <li>2. The college is yet to develop and implement college 101 course that will be required for all new students.</li> <li>3. On July 14, 2015, the Office of Insular Affairs, US Department of Interior, notified COM-FSM that its grant proposal had been selected to receive TAP grant amounting to \$103,160.00, subject to award period beginning July 6, 2015, and ending, September 30, 2017.</li> <li>4. COM-FSM TAP grant project is composed three major programs: (a) student success study program; (b) retention program; and (c) pathway to graduation program. Additionally, under this TAP grant project, the college will partner with an institution that could provide professional services to improve its student retention and persistence to graduation; thus, reversing recent declines in student success.</li> <li>5. On November 11, 2015, the college entered into a Memorandum of Understanding (MOU) with John N. Gardner Institute (JNGI) for Excellence in Undergraduate Education, a leader in higher education student success. Under the MOU, the college contracts JNGI’s consultancy and professional services by employing three of its signature processes: Foundations of Excellence®, Gateways to Completion®, and Retention Performance Management®. Specifically, the Foundations of Excellence® is a one-year process that focuses on creating an evidenced-based action plan to improve student success and retention of first-year students.</li> <li>6. While the works related to the college’s student success study program, retention program, and pathway to graduation, are in progress, the EMSS continues to provide student support services in its commitment to promoting student success. These services include tutoring and counseling, peer and mentoring, orientation for freshman students, an array of co-curricular workshops and extra-curricular activities, financial aid and scholarship, and others.</li> </ol>			
<b>Action Plan</b>	SS2. Student progression (ILOs, quality of student life, persistence, retention, completion, graduation)	<b>Outcome</b>	2.6. Enhance the timeliness of advising and referrals by adopting a computer software program to coordinate and integrate faculty advising program with counseling and tutoring programs.
<b>Actions Taken</b>			
<ol style="list-style-type: none"> <li>1. This is a work in progress.</li> <li>2. EMSS is currently in the process of exploring for an ideal application that (a) supports the initiatives and responsibilities of all student success stakeholders; (b) aggregates multi-system data to streamline workflow associated with the early identification and advising of at-risk students; and (b) provides intervention, remediation, and collaboration tools to help keep students on path from admittance to graduation.</li> <li>3. Nevertheless, a channel through the instructors, counselors, and tutorial services is ongoing to further improve counseling and tutorial services. Collaboration with instructors has begun with e-mails referrals of students, a panel discussion with instructors during the March 13, 2015, workshop for faculty addressing student success, and "just-in-time intervention," and Collaboration with instructors has begun with e-mails referrals of students, and a panel discussion with instructors during the March 13, 2015, workshop for faculty addressing student success, and "just-in-time intervention."</li> </ol>			
<b>Action Plan</b>	SS3. Career services (ILOs, transfer, job placement)	<b>Outcome</b>	3.1. Formalize a career counseling and job placement program.
<b>Actions Taken</b>			



1. A job placement program is yet to be formalized. The college does not have (or yet to create) a career and job placement counselors as envisioned under the IEMP.
2. While career guidance and counseling is among the general services provided by the counseling services, EMSS plans to expand these services to include job placement.
3. Nevertheless, counseling services continue to provide activities, such as [career day and job fair](#).

**Table 2.4. EMSS Outcome that was made inactive**

Action Plan	SS1. Marketing and recruitment	Outcome	1.1. Create, improve, and implement a process to increase recruitment of non-traditional students into programs.
<b>Actions Taken</b>			
<ol style="list-style-type: none"> <li>1. On February 17, 2015, EMSS developed and implemented a <a href="#">recruitment and enrolment action plan</a> to: (a) increase visibility, awareness, and knowledge about the college, and opportunities available for students; (b) improve execution of multi-modal enrolment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach.</li> <li>2. The initial implementation of the plan piloted the launching at each campus location of the first-ever college fair on March to April 2015. As a result, the college registered 278 new students during summer 2015 representing an increase of 93 (or 50.27%) new students over summer 2014, i.e., new students are at their highest level for the last five summer period. On April 2016, the department also launched the second college fair at each campus location.</li> <li>3. The plan’s targeted priority groups include traditional first time freshman, transfer, and other students.</li> <li>4. The college is yet to institutionally define “non-traditional student” as a starting point to planning.</li> </ol>			

**Table 2.5. Outcomes and Action Steps for Enrollment Management and Student Services**

<b>Outcome</b>	SS1. Develop and implement an effective and sustainable college-wide strategy for identifying and supporting students who are considered to be at-risk of academic failure or attrition (new, modified version of SS2, 2.2).
<b>Action Steps</b>	1.1. Strengthen collaboration and coordination between academic, learning support, and student support staff to ensure availability of resources including access to services to support at-risk students (see IEMP SS2, 2.3).
	1.2. Implement (or use) technology to enhance college-wide capacity to efficiently track and outreach to students, enhance the timeliness of advising, and integrate academic advising and learning and student support services (see IEMP SS2, 2.6).
	1.3. Explore and implement the use of an assessment tool to obtain a holistic view of factors that affect student success allowing better selection and placement of new students (new).
<b>Outcome</b>	SS2. Increase the success of first-year students (course completion, persistence, and retention)
<b>Action Steps</b>	2.1. In collaboration and coordination with instructional and learning support services, develop and implement a College 101 course required for all new students (see IEMP SS2, 2.1)
	2.2. Continue working with the John N. Gardner Institute for Excellence in Undergraduate Education, the Foundational Dimensions® work groups, student success committee, and other units to completing and implementing a success plan for students during their first-year of college (new).
	2.3. Develop and implement a college-wide comprehensive student life program that focuses on student leadership and development, enhances student engagement and satisfaction (new).

	2.4. Increase student engagement and involvement by facilitating increased participation in co- and extra-curricular activities as measured by an increase in the number of students participating in clubs as well as the number of club activities on campus and off campus (new).
<b>Outcome</b>	SS3. Stabilize enrollment targets in head counts, registered credits, and full-time equivalent students including average credit load (new)
<b>Action Steps</b>	3.1. Create, improve, and implement a coordinated marketing, recruitment, and outreach program to increase enrollment of targeted priority groups, i.e., traditional first time freshman, transfer, and traditional <sup>2</sup> students (new, modified version of SS1, 1.1).
	3.2. Increase visibility, awareness, and knowledge about the college, and opportunities available for students (new).
	3.2. Improve execution of multi-modal enrolment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach (new).
	3.3. In collaboration and coordination with instructional affairs, develop and implement alternative scheduling (block scheduling, 6-week sessions, etc.) to improve student success and retention (new).
	3.4. Further strengthen recruitment efforts through the development and implementation of strategic marketing tools, such as but by no means not limited to, innovative use of web and social media marketing, creative services, and others. Additionally, continue to host early college awareness activities, e.g., college fairs and visits, career exploration for prospective students and the general public, ads utilizing print and broadcast media, exposition, and others (new).
	3.5. Build strong ties with the local K12 schools in order to increase partnerships, outreaches, activities, and events designed to retain students through graduation and better prepare them for postsecondary education (new).
	3.6. In collaboration and coordination with instructional affairs, continue to offer summer transition program for income new students and first- time in college freshman students, and promote the college's early and dual enrollment programs (new).
<b>Outcome</b>	SS4. Formalize a career counseling and job placement program (see SS3, 3.1).
<b>Action Steps</b>	4.1. Expand the roles and the services provided by counseling services to include job placement assistance or services (new).
	4.2. Develop and implement a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices (new).
	4.3. Continue to facilitate and/or provide activities designed to help students acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in community, and better prepare them for changing workplace, e.g., career day, job fair, and others (new).
	4.4. Provide comprehensive career development and transfer services to assist students in all phases of career decision making, planning and preparing, gaining experience and success outcomes (new).

Further details on the evaluation of the EMSS section of the IEMP are provided in Appendix 2.

<sup>2</sup>College needs to institutionally define "traditional students."

## Information Technology Summary

The Information Technology section of the Integrated Educational Master Plan contains two major action plans with 10 specific strategies/action steps (Table 3.1).

**Table 3.1. ITO Outcomes Achievement Overview**

Action Plan	No. of active outcomes	No. of inactive outcomes	Outcomes Met	Outcomes Not Met	Outcomes with No Data
TP1 (7)	6	1	6	TP1.5	1
TP2 (3)	3	0	3	0	0
<b>TOTALS (10)</b>	<b>9</b>	<b>1</b>	<b>9</b>	<b>1</b>	<b>1</b>

There are two major action plans with 10 outcomes, nine of which are active/met and one that is not met.

The two Major plans are to deliver effective technology services to support college services, and to enhance physical infrastructure to support communication and information services. Main Intended Purposes are to:

- Maintain and expand COM-FSM mission critical systems such as the online Student Database, Student Information System (SIS), to continue to address the expanding needs of the COM-FSM system;
- In cooperation with Instructional Affairs, establish directions that link best instructional practices to ICT technologies; Facilities, infrastructure, support Staff, capacity building;
- Monitor and track new technologies and evaluate relevance for use at the college; for current and future ICT technologies and developments;
- Incorporate planning for ICT technologies into system design of all new programs and services college-wide; instructional, student services and administration based on SLOs; and
- Data Backup and Security: (Reference COM- FSM Communications Plan) to ensure continuity of programs and services supported by IT.

One outcome was inactive/not met due to circumstances and interdependencies in the plan:

TP1 / IT1.5 as part of system planning was to incorporate planning for ICT technologies into system design of all new programs and services college-wide; instructional, student services, and administration based on SLOs. The process of restructuring programs is ongoing, Instructional affairs is preparing to restructure the associate degree and certificate programs. IT will be involved in these discussions to assist with alignment of appropriate technologies to enhance technology support for SLOs as the process matures. Meanwhile IT will monitor progress of revision of associate and certificate programs for ICT input and continue to pursue SLO tracking capabilities within the SIS.

Development from here is to continue to provide support to the institution and the new overall IEMP as it is developed. IT will maintain its two prime areas in the plan, which are to deliver effective technology services to support college services, and to enhance physical infrastructure to support communication and information services. Intended purposes will be reflective of specific needs in support of these and

other departments. New items of focus will probably include the area of increased database tracking/reporting capabilities. Options are currently being explored and will be included in future plans. Networking infrastructure too is an ever evolving field, data and observations will feed into technology improvement plans to further support technology services quality as well as stated plans.

Further details on the evaluation of the IT section of the IEMP are provided in Appendix 3.

## Administrative Services

The department has 34 active outcomes and 32 outcomes have been accomplished, or met, since the creation of the IEMP (Table 4.1). Many new outcomes were created but the IEMP has not reflected those changes. For the purpose of this summary evaluation, the report will only reflect the original activities and targets in the IEMP.

**Table 4.1. Administrative Services Outcomes Achievement Overview**

Action Plan	# of active outcomes	# of inactive outcomes	Outcomes met	Outcomes not met	Outcomes status
HR 3:1	3	0	3	0	95% completed
HR3:2	2	0	2	0	98%
HR3:3	3	0	2	1	No data
HR3:4	1	0	1	0	No data
HR3:5	4	0	4	0	Watson trainings completed
HR3:6	9	0	9	0	151 out of 165 needed positions filled- 14 pending
FCE1	1	0	1	0	\$8.5 million for fy17
FCE2	2	0	2	0	Budgeted for in fy2017
FCE3	1	0	1	0	To be released in FY2017 and onward
FCE 4	4	0	3	1	Director of Procurement and plan in place.
FCE 5	1	0	1	0	Facilities & Equip. inventory updated
AS 1	1	0	1	0	Budget Completed on schedule
AS 2	1	0	1	0	Audit completed on schedule
AS 3	1	0	1	0	Insurances paid on time.
<b>Total</b>	<b>34</b>	<b>0</b>	<b>32</b>	<b>2</b>	

### Outcomes Met

The following reflect outcomes that were met:

- Fully comply with policy on minimum qualifications BP6009 (faculty), BP6006 (employment policy). 99% of faculty staff meet minimum qualifications.

- Provided on-going professional development of faculty and staff at all campuses. 100% new faculty and staff were mentored.
- Consultant was hired to assist HRO in the development of an *Employee Manual* for the college. The manual is approximately 80 percent completed.
- Continue to broaden our recruitment announcement of faculty and staff on radios, internet websites, local newspapers, higher ed. newspapers, college website, and posters.
- Updated HR policies and placed them on the college website.
- Watson Trainings: February 2015, 81 participants; April 2016, 41 participants; May 2016, 124 participants; and June 2016, 24 participants.
- Forty of 44 needed or vacant positions in FY16 were filled. Three are pending.
- Fifty-four (54) needed positions and 50 already filled and 2 pending for student services.
- Five of six positions filled for IEQA regarding IT personnel.
- Submitted \$24 million dollars funding request to FSM to fund IDP for the next five years.
- Eight million five hundred thousand dollars now available for IDP or projects, namely projects constructions for the student services building at the National Campus and CTEC classrooms at Pohnpei campus and COMFIT have been funded.
- Ninety thousand dollars donated by the PRC for renovations of the gym floor.
- Annual contingency fund or emergency fund has reached \$215,000.
- Facilities Master Plan completed by Beca Consultancy Limited for COM-FSM in 2013.
- Continue to update all Preventative Maintenance Plans for all campus annually. This is now a routine for the college.
- Installed back up power for the Chuuk Campus (1 generator), National Campus (4 generators) to prevent interruptions to instructions.
- Continue conversion of all lightings at the college to LED types of light bulbs to save energy and signs to establish routine for employees to shut off lights and AC when longer needed.
- Provided Incentives (T-shirts) for offices with AC temperature 22 degrees Celsius or above.

#### Outcomes Not Met:

- Full use of the HR modules of the SAGE or MIP Program. A full-time personnel was hired at the HRO office and has made progress in uploading data in the module.
- Comprehensive review of the college salary scale to achieve a higher percentile compared to regional institutions to attract good faculty and staff to work at the college.
- Put in place tracking devices to measure energy usage at all campuses. The college has saved money under the utility budget from the past fiscal years.

## Outcomes with No Data:

- The college hired a consultant to recommend restructuring plans and improvements to services. A consultant from Australia reviewed the physical set up and personnel capabilities of the office and made recommendations.
  1. Business office staff were trained to do multi-tasking duties in the office.
  2. Business office Personnel were relocated from Pohnpei Campus to fill positions needed at the National campus.
  3. Improvements to the services provided by the business office is still ongoing.
- Director of Procurement Office was hired prior to the audit and accreditation date to address college asset and procurement management plan. New plans are being reviewed for implementation.
- The college new Procurement Office will now become another component of the IEMP pertaining to COM-FSM procurement of assets.

Further details on the evaluation of the Human Resources (HR) section of the IEMP are provided in Appendix 4, Facilities and Campus Environment (FCE) in Appendix 5, and Administrative Services (AS) in Appendix 6.

## CRE/Land Grant

No written evaluation was provided by CRE for inclusion in this IEMP evaluation. With the restructuring of CRE, the college will anticipate an update from CRE in the coming months as an addendum. The details of the CRE portion of the IEMP are provided in Appendix 7.

## Appendix 1: Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and noncredit courses and programs across sites.		Plan Number	AP1.1 Program reviews	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Time & effort	Theory
YES	YES	% of programs with program review completed per schedule and with % yearly assessment reports	100% of programs with program review completed per schedule and with 100% yearly assessment reports (Annual)	Program reviews were completed as per policy and procedures	Time & effort	1.1 Maintain the college at Sustainable Continuous Quality Improvement level in program review for ACCJC accreditation.
Adaptations		Assessment	Data			
Consideration to be given to changing the academic program review cycle to 4 year for Associate degrees and 2 Years for certificate programs (proposal with CAC spring 2016). The creation of an Assessment Team will impact the review process for quality assurance of program reviews.		100% of programs with program review completed per schedule and with 100% yearly assessment reports	100% <a href="http://www.comfsm.fm/?q=program-assessment">http://www.comfsm.fm/?q=program-assessment</a> Program Assessment summaries and Program Reviews			

## Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and noncredit courses and programs across sites.	Plan Number	AP1.2 Program prioritization		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment			Theory
Active	Met/Not Met	Key Performance Indicator	Target	AFT and Secretarial Sc./Bookkeeping are being modified to become feeder programs for degree programs. All degree programs reviewed for designation as terminal degree or transfer degree. VPIA BOR Report, Aug. 6-7, 2015.	Time & effort	1.2 Conduct academic program prioritization every 3 years determine prioritizes of the college and resource allocation 1.2a Evaluate the process of academic program prioritization every cycle
YES	YES	2nd cycle of academic program prioritization completed by AY 2013/14, 1st cycle of academic program prioritization process evaluation completed in AY 2012/13	% of recommendations of academic program prioritization implemented within 2 years of the completion of the 2nd cycle (Bi Annually)			
Adaptations		Assessment	Data			
Consider to be given to change the program prioritization in line with changes in the program review cycle.		% of recommendati of academic program prioritization implmented within 2 years of the completion of the 2nd cycle	3 of 5 (60%) recommendations implemented AFT and Secretarial Sc./Bookkeeping are being modified to become feeder programs for degree programs. All degree programs reviewed for designation as terminal degree or transfer degree. VPIA BOR Report, Aug. 6-7, 2015.			



**Instructional Affairs**

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.3 Master schedule	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
	YES	Increase 3 year graduation rate by 6%, number of credits taken per semester to be 12 per student, take Gen Ed courses only once	Graduate rate against targets, FTE against target, general education completion rates (Annual)	The 2nd college-wide master schedule was prepared based data driven from SIS	Time & effort  1.3 Prepare yearly data-driven "college-wide master schedule" for strategic scheduling of the upcoming year based on SIS and other data on programs, stakeholder and continuing student needs.	
Adaptations		Assessment	Data			
Research and obtain scheduling software		Graduate rate against targets, FTE against target, general education completion rates	2 of 3 measures met target. Grad. Rate = 6.1% Cohort 2012 – target met. FTE earned = 40.1% fall 2015 – target met.  Gen.Ed. Completion SLOs met 67.5% fall 2015 – spring 2016 – target not met. VPIEQA BOR Report, May 3, 2016.			

## Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.	Plan Number	AP1.4 CTE Training		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
YES	YES	# of workforce and short term trainings delivered against standardized processes with SLOs	95% of trainees meeting SLOs (Annual)	Public Health (2015-16) trainings = 51 for a total of 166 contact hours with 1,322 participants. 100% successful on SLOs. Training re-orientation standards based on Montreal protocols.	Training funding by grants	1.4 Enhance delivery of technical, workforce and short term training through developing standardized procedures across all campuses, development of SLOs for each training, enhance stakeholder management for workforce and short term training
Adaptations		Assessment	Data			
Extend training to all state campuses. Improve data collection and tracking of workforce short term trainings.		% of trainees meeting SLOs	100% Target met.			

## Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non-credit courses and programs across sites.		Plan Number	AP1.5 Articulation agreements		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose	
Difference		Measurement	Goals	Actions Taken			
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory	
YES	NO	# of articulation agreements	# of articulation agreements against targets (Annual)	1 articulation with Eastern Oregon University astern Oregon University - <a href="http://www.comfsm.fm/vpia/articulation/eosu/EOU">http://www.comfsm.fm/vpia/articulation/eosu/EOU</a> Transfer Agreement memo.pd		Time & effort	1.5 Update and develop articulation agreements with regional PPEC institutions and other partner institutions.
Adaptations		Assessment	Data				
Funding consideration for meeting and establishing articulations with regional and other IHEs with concentrations of COM-FSM students		# of articulation agreements against targets	1 in 3 years – target not met (1 each year)				

## Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.5a Practical experience marine science	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
YES	NO	% of marine science students involved in practice experience activities	Target is 23% (based on 10 students per semester with a program enrollment of 85 for the year)	MR 254 Field Experience All marine science students must take this course to graduate. 10 students may register each semester.	Grant funds for Marine Science from UH	1.5a Support marine science students with practical experience
Adaptations		Assessment	Data			
Revise target to meet MR 254 limits on enrollment. Improve retention of MR students.		% of marine science students involved in practice experience activities as per targets	17% of all marine science students have completed the course since 2013.			

## Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.6 Program completers support	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Time & effort	Theory
YES	N/A	% of progam completers seeking career counseling and job placement services, # and frequency of career counseling and job placment offerings	% of program completers seeking career counseling and job placement services against targets, # and frequency of career counseling and job placement offerings (Semester)	CTE and Nursing program assist student with career advisement		1.6 Establish, collaborate and integrate process with program faculty and student services staff for career counseling/job placement of program completers.
Adaptations		Assessment	Data			
CTE and Nursing program assist student with career advisement. Formal program needs to be established in cooperation with program faculty and student services for all students.		% of progam completers seeking career counseling and job placement services against targets, # and frequency of career counseling and job placment offerings	Career Counseling Center not established.			

## Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.7 "College Ready" students	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment			Theory
Active	Met/Not Met	Key Performance Indicator	Target	In conjunction with COMET administration, SS is recruiting students and discussing the importance of college readiness with K-12. Preliminary work has been undertaken by VPIA and Campus Deans to prepare a funding proposal to JEMCO/OIA for a college readiness programs with K-12. Special scheduling for Pohnpei high school graduates in summer 2016 for late entry into the college. Improved placement of new students from summer 2016 into required courses for their programs in fall 2016.	Operatons funding for travel to states.	1.7 Collaborate with K-12 system to articulate expectations of "college ready" students and increase by 2% annually college ready students
YES	N/A	% of college ready students	TBD % of college ready students against targets (Annual)			
Adaptations		Assessment	Data			
Followup funding proposal to JEMCO/OIA for a college readiness programs with K-12. Set target for intake of college ready students.		% of college ready students against targets	<p>No target, but % of admit to degree program is increasing and % of non-admit is decreasing. COMET Report Spring 2016, pg.6</p> <p>2015- 22% admitted to degree            2016 – 28% admitted to degree            2015 – 10% admitted to ACE            2016 – 22% admitted to ACE            2015 – 37% admitted to Cert.            2016 – 27% admitted to Cert.            2015 – 30% non-admit            2016 – 23% non-admit</p>			

## Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.7a Collaboration with State DOEs	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment			Theory
Active	Met/Not Met	Key Performance Indicator	Target	TRIO program continue working with elementary and high school students through after school, weekend and summer programs to improve college readiness.	Grant funding from US Department of Education.	1.7a Collaborate with State DOEs in developing strategies to improve instruction in these grade levels.
YES		Specified in grant	Annual 2% Increase of college ready students.			
Adaptations		Assessment	Data			
As specified in grant		As per grant	GU = 91%* UB = 100% TSP = 94%  Admission data 2016			

**Instructional Affairs**

<b>Outcomes/Objectives</b>		<b>AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.</b>		<b>Plan Number</b>	<b>AP1.7b Collaboration with PDOE</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>		<b>Theory</b>	
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>	TRIO program continue working with elementary and high school students through after school, weekend and summer programs to improve college readiness.	Grant funding from US Department of Education.	1.7b Collaborate with Pohnpei DOE in developing strategies to improve instruction in these grade levels
		Specified in grant	Annual 2% Increase of college ready students.			
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
As specified in grant		As per grant	*first year for seniors - 2016 GU = 91%* UB = 100% TSP = 94%  Admission data 2016			



### Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.7c Collaboration with PDOE (2)	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment		Theory	
Active	Met/Not Met	Key Performance Indicator	Target	TRIO program continue working with elementary and high school students through after school, weekend and summer programs to improve college readiness.	Grant funding from US Department of Education.	1.7c Collaborate with Pohnpic DOE to improve instructional in these grade levels.
		Specified in grant	Annual 2% Increase of college ready students.			
Adaptations		Assessment	Data			
As specified in grant		As per grant	GU = 91%* UB = 100% TSP = 94% Admission data 2016			

### Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.8 College 101	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment		Theory	
Active	Met/Not Met	Key Performance Indicator	Target	Same as SS1.1	Same as SS1.1	1.8 To increase the success rate of first year students through implementing a first year experience program including a College 101 course required for all new students.
Same as SS1.1	Same as SS1.1	% success rate for first year students	Same as SS1.1			
Adaptations		Assessment	Data			
Same as SS1.1		% success rate for first year students against target	Same as SS1.1			

### Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.9 Faculty communication across campuses	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment		Theory
		Key Performance Indicator	Target	Wireless networks have been extended to all campuses and classrooms. No communication survey administrated		1.9 Improve communications across all campuses by enhancing technology infrasturture and traning for faculty
		% of faculty with updated technology & % of faculty trained in use of technology, % of faculty positive rating on Communcation Survey	% of faculty with updated technology & % of faculty trained in use of technology, % of faculty positive rating on communication survey against targets (Annual)			
Adaptations		Assessment	Data			
Administer communications survey		% of faculty with updated technology & % of faculty trained in use of technology, % of faculty postivic rating on communica survey against targets				

### Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.10 Collaboration program faculty and student services	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment		Theory
		Key Performance Indicator	Target			1.10 Establish collaborative and integrated process with program faculty and student services staff for transfer counseling and assistance.
CHECK SS COUNSELORS		Transfer rate	Transfer rate against target (Annual – Fall Cohort)			
Adaptations		Assessment	Data			
		Transfer rate against target				

## Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.11 PHTP and Nursing to regular budget	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment	Theory	
YES	YES	Key Performance Indicator	Target	Both programs are now funded out of operations accounts	Operations funds	1.11 Transition and institutionalize the PHTP and Nursing by 2015 under regular budget funding.based on program prioritization and mission critical programs
Adaptations		Assessment	Data			
		% of PHTP and Nursing programs funded under regular budget as per target	Target met/goal complete. Public Health was funded under regular budget FY 2014 and Nursing FY 2016.			

## Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.12 Program specific pathways	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment	Theory	
Same as AP1.5	Same as AP1.5	Key Performance Indicator	Target	Same as AP1.5	Same as AP1.5	1.12 Develop new articulation pathways/partnerships for specific programs with regional institutions including partnership BA programs
Adaptations		Assessment	Data			
Same as AP1.5		# of articulation/ agreements against targets	Same as AP1.5			

**Instructional Affairs**

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.13 Developmental education	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Operational funds	Theory
YES	YES	ACE completion rates	ACE completion rates against targets (Semester) (Program set target of 60% success rate)	ACE coordinator was hired, but position currently vacant	Operational funds	1.13 Continue and improve developmental education at COM-FSM through faculty training, hiring of program coordinator and improved tutoring and counseling
Adaptations		Assessment	Data			
		ACE completion rates against targets	Target Met Course Completion Rates F2015 – 67.3%  <a href="http://www.comfsm.fm/irp/Data_Center/Program_Data_Sheets/2016/Fall_2015/Fall_2015_Program_Data_Sheets_Updates_for_All_Programs_and_Majors.xlsx">http://www.comfsm.fm/irp/Data_Center/Program_Data_Sheets/2016/Fall_2015/Fall_2015_Program_Data_Sheets_Updates_for_All_Programs_and_Majors.xlsx</a> SP 2015 – 67.9%  <a href="http://www.comfsm.fm/irp/Data_Center/Program_Data_Sheets/2016/Summary_Program_Data_Sheets/Course_Completion_Fall_and_Spring.xlsx">http://www.comfsm.fm/irp/Data_Center/Program_Data_Sheets/2016/Summary_Program_Data_Sheets/Course_Completion_Fall_and_Spring.xlsx</a>			

## Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.14 Distance learning	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment		Theory	
Active	Met/Not Met	Key Performance Indicator	Target	Based on accreditation visiting team, course development is pending policies and procedures for distance learning		1.14 Develop courses using Distance Learning methods to increase student access to required courses and electives to complete programs.
NO		3 year graduation rate	3 year graduate rate against targets (Annual)			
Adaptations		Assessment	Data			
Based on accreditation visiting team, course development is pending policies and procedures for distance learning		3 year graduate rate against targets	COM-FSM is not exploring the possibility of providing distance education opportunities at this time.			

## Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.15 Course facility needs	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment		Theory	
Active	Met/Not Met	Key Performance Indicator	Target			1.15 Assess and provide facility needs for all courses across COM FSM.
NO		% of courses delivered in appropriately equipped classrooms	% of courses delivered in appropriately equipped classrooms by targets (Semester)			
Adaptations		Assessment	Data			
Instructor to define and communicate specific classrooms needs (such as networking lab) to facilities/maintenance.		% of courses delivered in appropriate equipped classrooms by targets	(move to facilities/maintenance)			

**Instructional Affairs**

<b>Outcomes/Objectives</b>		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		<b>Plan Number</b>	AP1.16 Nontraditional students	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>			<b>Goals</b>	<b>Actions Taken</b>		
<b>Measurement</b>		<b>Treatment</b>			<b>Theory</b>	
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			1.16 Create, improve and implement a process to increase recruit of nontraditional students into programs.
NO		% nontraditional students	% of non-traditional students enrolled against targets (Annual)			
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		% of non- traditional students enrolled against targets	Definition of nontraditional students TBD			

**Instructional Affairs**

<b>Outcomes/Objectives</b>		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		<b>Plan Number</b>	AP1.17 Trial counseling	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>			<b>Goals</b>	<b>Actions Taken</b>		
<b>Measurement</b>		<b>Treatment</b>			<b>Theory</b>	
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>		Request for full-time faculty proposed to cabinet Feb. 2016. Waiting for 2014-2016 program review for final decision.	New position requested from operations funding
YES	YES	% increae in student enrollment in trail counseling program	10% increase in student enrollment in trial counseling program against targets (Annual)			
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
Review program review for recommendations on if full time faculty are needed for the trial counselor program. The FSM court system has requested possible extension of the program to include office management and paralegal staff training.		% increae in student enrollment in trail counseling program against targets	46% increase from fall 2013 to fall 2015.			

**Instructional Affairs**

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.	Plan Number	AP1.18 Faculty overloads	
Changes		Expected Outcome	2015-16 Outputs		Intended Purpose
Difference		Measurement	Goals	Actions Taken	
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory
YES	YES	Increase 3 year graduation rate by 6%, number of credits taken per semester to be 12 per student, take Gen Ed courses only once, SLOs (C,P,I)	ISS data as targets: Graduate rate against targets, FTE against target, general education completion rates (Annual)	Costs of providing part time faculty and overloads for existing faculty are computed and requested through the operations budget annually	1.18 Maintain number, quality and consistency of credit and non-credit courses offered across sites through provisions for part time faculty and overloads to existing faculty
Adaptations		Assessment	Data		
		Graduate rate against targets, FTE against target, general education completion rates	<p>Grad. Rate = 6.1% Cohort 2012 – target met.                      FTE earned = 40.1% fall 2015 – target met.                      VPIEQA BOR Report, May 3, 2016.                      Gen. Ed. Course Completion Rate = 74.2%</p> <p><a href="http://www.comfsm.fm/irp/Data_Center/Program_Data_Sheets/2016/Fall_2015/Fall_2015_Program_Data_Sheets_Updates_for_All_Programs_and_Majors.xlsx">http://www.comfsm.fm/irp/Data_Center/Program_Data_Sheets/2016/Fall_2015/Fall_2015_Program_Data_Sheets_Updates_for_All_Programs_and_Majors.xlsx</a>                      *Gen. Ed. course completion rates range from 51% to 100% and the range increases when looking at specific sections.</p>		

## Instructional Affairs

Outcomes/Objectives		AP1. Assure quality and consistency of credit and non- credit courses and programs across sites.		Plan Number	AP1.19 Course supplies and resources		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose	
			Goals	Actions Taken			
Difference		Measurement	Treatment			Theory	
Active	Met/Not Met	Key Performance Indicator	Target		Costs of providing instructional and LRC materials, supplies and instructional support materials are computed and requested through the operations budget annually	Operational budget	1.19 Maintain instructional delivery of credit and non-credit courses and programs across sites by providing base supplies and resources
YES	YES	Increase 3 year graduation rate by 6%, number of credits taken per semester to be 12 per student, take Gen Ed courses only once, SLOs (C,P,I)	"ISS data as targets: Graduate rate against targets, FTE against target, general education completion rates (Annual)"				
Adaptations		Assessment	Data				
		Graduate rate against targets, FTE against target, general education completion rates	Grad. Rate = 6.1% Cohort 2012 – target met. FTE earned = 40.1% fall 2015 – target met. VPIEQA BOR Report, May 3, 2016. Gen. Ed. Course Completion Rate = 74.2%  <a href="http://www.comfsm.fm/irp/Data_Center/Program_Data_Sheets/2016/Fall_2015/Fall_2015_Program_Data_Sheets_Updates_for_All_Programs_and_Majors.xlsx">http://www.comfsm.fm/irp/Data_Center/Program_Data_Sheets/2016/Fall_2015/Fall_2015_Program_Data_Sheets_Updates_for_All_Programs_and_Majors.xlsx</a> *Gen. Ed. course completion rates range from 51% to 100% and the range increases when looking at specific sections.				



### Instructional Affairs

Outcomes/Objectives		AP2. Improve employability and job placement rates of students and graduates.		Plan Number	AP2.1 Student work experience program	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory
YES	YES	% programsinvolved in work experience	75% programs involved in work experience programs against targets (Annual)	Programs have adapted a internship approach to addressing work experierence		2.1 Create and implement a work experience program through working with stakeholders in the pulbic and private sectors for hands on training
Adaptations		Assessment	Data			
NONE		% programsinvolved in work experience	All programs have provisions for internships expect liberal arts.			

### Instructional Affairs

Outcomes/Objectives		AP2. Improve employability and job placement rates of students and graduates.		Plan Number	AP2.2 Job fair	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory
YES	NO	Employer survey	Level of employer satisfaction with college graduates (Bi-annual)			2.2 Create and implement an annual job fair to increase visibility of students in the job market
Adaptations		Assessment	Data			
Revise KPI to reflect impact and satisfaction with job fair		Level of employer satisfaciton with college graduates	Not accomplished - no data collected			

## Instructional Affairs

Outcomes/Objectives		AP2. Improve employability and job placement rates of students and graduates.		Plan Number	AP2.3 Program advisory groups	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	CTE programs established separate advisory groups	Time & effort	2.3 Establish, reactivate and improve program advisory groups for stakeholder input on program assessment/review.
YES	YES	% of programs with advisory councils, # of advisory council recommendations implemented into college program	% of program with advisory councils and # of advisory council recommendations implemented against targets (Annual)			
Adaptations		Assessment	Data			
		% of program with advisory councils and # of advisory council recommendations implemented against targets	All CTE programs have advisory groups			

## Instructional Affairs

Outcomes/Objectives		AP2. Improve employability and job placement rates of students and graduates.		Plan Number	AP2.4 CTE scheduling	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	1 class offered evening spring 2016.	Operations budget and time & effort	2.4 Maximize Career and Technology Education (CTE) at Pohnpei Campus through creative scheduling
YES	YES	# of nighttime and weekend classes offered	# of nighttime and weekend classes offered against targets (Annual)			
Adaptations		Assessment	Data			
Survey students to determine if weekend and nighttime classes fit their needs		# of nighttime and weekend classes offered against targets	1 class offered evening spring 2016.			

## Instructional Affairs

Outcomes/Objectives		AP2. Improve employability and job placement rates of students and graduates.		Plan Number	AP2.5 Workforce training	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target			2.5 Increase capacity and improve the current process to provide timely workforce training based on stakeholder needs.
Same as AP1.4		# of workforce training in response to stakeholder needs				
Adaptations		Assessment	Data			
		# of workforce training in response to stakeholder needs against targets				

## Instructional Affairs

Outcomes/Objectives		AP3. Recruit, retain and cultivate a qualified, teaching/learner- centered faculty, learning resource staff, and student services.		Plan Number	AP3.1 Faculty evaluation process	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target			3.1 Revise and Implement a systematic faculty evaluation process.
YES	YES	% of faculty performing at a satisfactory level	95% of faculty will be satisfactory	Faculty are evaluated each semester by the supervisor and students in their class. Faculty are also evaluated annually by the supervisor using the college performance evaluation system. The semester evaluations use Class observation and the student evaluation (per course).	Regular ongoing activity, primary human resources.	
Adaptations		Assessment	Data			
NONE		% of faculty performing at a satisfactory level against targets	100% of faculty were rated			

### Instructional Affairs

Outcomes/Objectives		AP3. Recruit, retain and cultivate a qualified, teaching/learner- centered faculty, learning resource staff, and student services.		Plan Number	AP3.2 Faculty handbook/resource toolkit	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Faculty handbook was revised to reflect changes in tutoring program & requirement for faculty to sign Code of Ethics	Time & effort	3.2 Revise and implement faculty orientation program with handbook/resource toolkit.
YES	YES	Faculty retention rate	1 revision of faculty handbook			
Adaptations		Assessment	Data			
Revise to include a department based orientation program to supplement that provided by Human Resources		Faculty retention rate against targets	Faculty handbook revised in 2015			

### Instructional Affairs

Outcomes/Objectives		AP3. Recruit, retain and cultivate a qualified, teaching/learner- centered faculty, learning resource staff, and student services.		Plan Number	AP3.3 Review academic ranking system	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Faculty ranking is now included in their personnel actions. Ranks include professor, associate professor, assistant professor & instructor.	Operation costs	3.3 Review the academic ranking system used by the college for modification recommendations
YES	YES	Faculty retention rate	99% of faculty accurately ranked			
Adaptations		Assessment	Data			
NONE		Faculty retention rate against targets	100% of faculty ranked accurately			

## Instructional Affairs

Outcomes/Objectives		AP3. Recruit, retain and cultivate a qualified, teaching/learner- centered faculty, learning resource staff, and student services.		Plan Number	AP3.4 Faculty training	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Faculty training provided at the beginning of each semester, during annually professional development day and through participation in off island training, conferences and seminars and online programs. Cabinet minutes document off island training, conference and seminars as well as educational leave. Link LRC reports on wiki.		3.4 Provide training to keep instructors updated in occupations of programs.
YES		% of faculty receiving training in their occupation area	"% of faculty receiving training in their occupation area against targets (Annual)"			
Adaptations		Assessment	Data			
Professional development and trip reports related to faculty will be posted on the Instructional Affairs wiki.		% of faculty receiving training in their occupation area against targets				

## Instructional Affairs

Outcomes/Objectives		AP3. Recruit, retain and cultivate a qualified, teaching/learner- centered faculty, learning resource staff, and student services.		Plan Number	AP3.5 Nontraditional student advising	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Time & effort	Theory
YES	YES	% of nontradational students making satisfacoty progree thoward their career goal	100% of veterans are assisted by VPEMSS	The number of nontraditional students is limited. Verterns are assisted by the VPEMSS and other nontraditional students are assisted by Instructional Coordinators and the Dean Academic Programs.		
Adaptations		Assessment	Data			
Develop a clear definition of nontraditional students at COM-FSM and update a listing of nontraditional students each semester. Implment a program to recruit nontraditional students.		% of nontradational students making satisfacoty progree thoward their career goal against targets	100% of verterns recieve assistance from VPEMSS			

## Instructional Affairs

Outcomes/Objectives		AP3. Recruit, retain and cultivate a qualified, teaching/learner- centered faculty, learning resource staff, and student services.		Plan Number	AP3.6 Division chairs & program coordinators job responsibilities	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Time & effort	Theory
YES	YES	Program graduation rates, Program SLOs	95% of division chairs and program coordinators will provide satisfactorial on their performance evaluation	Reponsibilities of division chairs and program supervisors are specified in BP 6026.		
Adaptations		Assessment	Data			
Review and revise as necessary the division chair & porgram coordinator role and responsibiilities in relation to IC and DAP		Program graduation rares against targets	100% received a satisfactory rating on performance evaluaiton			

### Instructional Affairs

Outcomes/Objectives		AP3. Recruit, retain and cultivate a qualified, teaching/learner- centered faculty, learning resource staff, and student services.		Plan Number	AP3.7 Faculty sabbatical & learning exchanges		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose	
Difference		Measurement	Goals	Actions Taken			
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory	
YES	YES	Observations rubric - improvement in teaching	1 faculty/staff to teach at other campuses as needed	Art instructor travelled to Chuuk and Yap campuses to teach AR 101 Introduction to Art course in summer 2016.		Special contract under VPIA's Office.	3.7 Support faculty to participate in sabbatical and/or visiting professor/learning exchanges with other campuses and institutions
Adaptations		Assessment	Data				
Review the need for participation in sabbatical basic on available funding		Observations rubric - improvement in teaching	1 NC faculty aught AR101 at Chuuk & Yap campuses spring 2016				

### Instructional Affairs

Outcomes/Objectives		AP3. Recruit, retain and cultivate a qualified, teaching/learner- centered faculty, learning resource staff, and student services.		Plan Number	AP3.8 Faculty/staff local research		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose	
Difference		Measurement	Goals	Actions Taken			
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory	
YES	YES	# Actionable research findings	1 faculty/staff to conduct locally based reserach	Science instructors and students are involved in research projects such as crown of thorns and writing of research grants.		Grant funding through UH-Manoa & UH-Hilo & operatonal funds	3.8 Support faculty/staff to participate in locally based research
Adaptations		Assessment	Data				
NONE		# Actionable research findings implmented	3 faculty & their students participated in locall based reserach				

### Instructional Affairs

<b>Outcomes/Objectives</b>		AP3. Recruit, retain and cultivate a qualified, teaching/learner- centered faculty, learning resource staff, and student services.		<b>Plan Number</b>	AP3.9 Faculty distance learning training	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>		<b>Measurement</b>	<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>	<b>Treatment</b>		<b>Theory</b>
NO		# of distance learning ocures offered	# of distance learning courses offered against targets (Annual)			3.9 Conduct training for faculty to design and deliver courses using distance learning techniques
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
College will develop policies and procedures for distance learning prior to delviery of new courses		# of distance learning ocures offered against targets	Target met – May 9 2016.			

### Instructional Affairs

<b>Outcomes/Objectives</b>		AP3. Recruit, retain and cultivate a qualified, teaching/learner- centered faculty, learning resource staff, and student services.		<b>Plan Number</b>	AP3.10 Faculty teaching loads including distance learning	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>		<b>Measurement</b>	<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>	<b>Treatment</b>		<b>Theory</b>
NO		% of faculty teaching loads and distance learning courses under new policy and procedure	HRC% of faculty teaching loads and distance learning course under new policy and procedure and CAC minutes (Annual)	College is using prior policies on teaching loads. Distance learning is under review.		3.10 Develop policy and procedures for faculty teaching loads that include distance learning courses
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		HRC% of faculty teaching loads and distance learning courses under new policy and procedure and CAC minutes	No policies developed at this time.			



## Instructional Affairs

Outcomes/Objectives		AP4 Provide adequate library and student services to support the students and college needs		Plan Number	AP4.1 Student success	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Student services is providing orientation and updates to faculty on available tutoring services, financial aid changes, and the registration process each semester during the faculty workshop period and annually during the professional development day.		4.1 Assess, improve, and implement student service processes through staff training, collaboration with faculty and other departments, revised processes and procedures to improve student success
YES		Retention rate, graduation rate, progression rate, persistence rate, SLOs (C,P,I)	Retention rate, graduation rate, progression rate, persistence rate against targets (Annual)			
Adaptations		Assessment	Data			
		Retention rate, graduation rate, progression rate, persistence rate against targets				

## Instructional Affairs

Outcomes/Objectives		AP4 Provide adequate library and student services to support the students and college needs		Plan Number	AP4.2 Tracking student success	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Need input from SS		4.2 Establish a linkage between instruction and student services through developing a comprehensive student life program, tracking of referrals by faculty to tutoring and counseling, coordinated planning and delivery of student orientation between instruc
		Retention rate, graduation rate, progression rate, persistence rate, SLOs (C,P,I)	Graduation rate, retention rate, progression, persistence rate, transfer rate, course completion against targets (Annual)			
Adaptations		Assessment	Data			
		Graduation rate, retention rate, progression persistence rate, transfer rate, course completion against targets				

### Instructional Affairs

Outcomes/Objectives		AP4 Provide adequate library and student services to support the students and college needs		Plan Number	AP4.2a Linking peer and institutional counseling	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment		Theory	
Active	Met/Not Met	Key Performance Indicator	Target	Need input from SS		4.2a Establish linkages with Instructional and Peer Counseling that will assist the development and implementation of the student life program
		Specified in grant				
Adaptations		Assessment	Data			

### Instructional Affairs

Outcomes/Objectives		AP4 Provide adequate library and student services to support the students and college needs		Plan Number	AP4.3 Coordinating advising, counseling & tutoring	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment		Theory	
Active	Met/Not Met	Key Performance Indicator	Target	Need input from SS and VPIA on acuplacer data		4.3 Enhance the timeliness of advising and referrals by adopting a computer software program to coordinate and integrate faculty advising program with counseling and tutoring programs.
		% of students on mid deficiency, course completion rate	% of students on mid deficiency, course completion rate against targets (Semester)			
Adaptations		Assessment	Data			
		% of students on mid deficiency, course completion rate against targets				

## Instructional Affairs

<b>Outcomes/Objectives</b>		AP4 Provide adequate library and student services to support the students and college needs		<b>Plan Number</b>	AP4.4 Library management program	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>			<b>Theory</b>
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>	Site visits conducted in 2014 to train staff and export data for migration into KOHA; Dialogue with IT consultant, Ken Girrard, with the use of the KOHA system found to be a reliable program to migrate to: Update to current version done 2015, maintained by IT; Contract for tech support may be needed with KOHA providers	None	4.4 Adopt a new library management system appropriate for a college library setting. (Card catalog, circulation, reporting, inventory modules)
YES	NO	% satisfaction rate for LRC	All campus libraries will have their collections accessible online			
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
Changing target date to launch pending IT Director's approval to move forward with the program and contract agreement with KOHA developers		LRC annual survey of customer satisfaction	National campus LRC only has collections accessible online			

## Instructional Affairs

Outcomes/Objectives		AP4 Provide adequate library and student services to support the students and college needs	Plan Number	AP4.5 LRC usability and services		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	None	4.5 Enhance the usability and access to the LRC services and resources through 1) Implement Internet accessible union catalog that includes all college library holdings for all sites and 2) Update the LRC website, 3) develop/update campus collection plan,
YES	NO	% satisfaction rate for LRC, Access & usage rates	All campus libraries will have their collections accessible online	Site visits conducted in 2014 to train staff and export data for migration into KOHA; Dialogue with IT consultant, Ken Girrard, with the use of the KOHA system found to be a reliable program to migrate to: Update to current version done 2015, maintained by IT; Contract for tech support needed with KOHA developers; LRC website is updated with new resources, i.e. Academic OneFile, PERC, eBooks Community Collection; Some training done for state campus librarians and cataloger		
Adaptations		Assessment	Data			
Changing target date to launch pending IT Director's approval to move forward with the program and contract agreement with KOHA developers		% satisfaction rate for LRC, (Access rates LRC annual survey of customer satisfaction), Access and usage rates from Google analytics	National campus LRC only has collections accessible online			

## Instructional Affairs

<b>Outcomes/Objectives</b>		AP4 Provide adequate library and student services to support the students and college needs		<b>Plan Number</b>	AP4.6 LRC program review & assessment	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>			<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Measurement</b>	<b>Treatment</b>		<b>Theory</b>	
<b>Key Performance Indicator</b>	<b>Target</b>	<b>Program review completed in June 2015 for National campus LRC</b>		<b>Regular</b>	<b>4.6 Implement a program review and assessment cycle for LRC to enhance linkages between LRC, instruction and students services for student success</b>	
<b>Adaptations</b>	<b>Assessment</b>	<b>Data</b>				
Require each LRC site at campuses submit program review and compile into one for all LRCs as is done for monthly reports		Program review was completed for National Campus LRC; June 2015 – Previous reviews were in 2008 and 2005 in different formats; Yap campus LRC completed one in 2013				

## Instructional Affairs

<b>Outcomes/Objectives</b>		AP5 Provide timely communication and administrative support for instructional affairs across all sites.		<b>Plan Number</b>	AP5.1 Quarterly face-to-face meetings	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>			<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Measurement</b>	<b>Treatment</b>		<b>Theory</b>	
<b>Key Performance Indicator</b>	<b>Target</b>	<b>Regular ongoing meetings.</b>		<b>5.1 Conduct quarterly face- to-face faculty meetings at all campuses to enhance quality and consistency of programs</b>		
<b>Adaptations</b>	<b>Assessment</b>	<b>Data</b>				
Improve communication technology at the state campuses.	Program assessment reports	Minutes of CAC and general faculty meetings held semesterly and monthly within the divisions.				

## Instructional Affairs

Outcomes/Objectives		AP5 Provide timely communication and administrative support for instructional affairs across all sites.		Plan Number	AP5.2 Instructional affairs decision making	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory
NO		Satisfaction rate on information sharing and decision making question of the faculty/staff and student satisfaction surveys	Faculty/staff and student satisfaction surveys (Alternate years with CCSSE)	Decision grids are not currently in use		5.2 Review, implement and improve instructional affairs decision-making grids to enhance information sharing and shared governance.
Adaptations		Assessment	Data			
		faculty/staff and student satisfaction surveys				

## Instructional Affairs

Outcomes/Objectives		AP5 Provide timely communication and administrative support for instructional affairs across all sites.		Plan Number	AP5.3 Faculty training in SIS	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory
YES	YES	Use rate of faculty for SIS	95% of faculty using SIS	SS provides training on faculty input of grades into the SIS, information on academic planing and progress, avaiallbe sections for enrollment advising conducted each semester during faculty workshops and on request		5.3 Review and improve the use of SIS for faculty use through training in capabilities and use of SIS and standardize reporting formats
Adaptations		Assessment	Data			
Training for SIS needs to be expanded to include finaical inputs and reporting to improve finanical aspects of program reviews and improved advising to students on progress toward a degree		faculty/staff satisfaction surveys	100% of faculty using SIS			

### Instructional Affairs

<b>Outcomes/Objectives</b>		AP5 Provide timely communication and administrative support for instructional affairs across all sites.		<b>Plan Number</b>	AP5.4 COMET testing improvement	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>			<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Measurement</b>	<b>Treatment</b>		<b>Theory</b>	
		<b>Key Performance Indicator</b>	<b>Target</b>	Need VPIA & VPEMSS		5.4 Review and update COMET entrance testing for validity, reliability, security, standardization of testing procedures and entrance criteria
		Satisfactory rating on COMET rubric				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
Dean of Assessment hired summer 16 to review and take appropriate actions		Rubric for evaluation of COMET validity, reliability, security, standardization of testing procedures and entrance criteria	Rubric for evaluation of COMET validity, reliability, security, standardization of testing procedures and entrance criteria (Fall 2013)			

### Instructional Affairs

<b>Outcomes/Objectives</b>		AP5 Provide timely communication and administrative support for instructional affairs across all sites.		<b>Plan Number</b>	AP5.5 Articulation and transfer information access	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>			<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Measurement</b>	<b>Treatment</b>		<b>Theory</b>	
		<b>Key Performance Indicator</b>	<b>Target</b>	Articulation information available on website and in catalog. Articulation agreement with Eastern Oregon University revised in 2015.		5.5 Present updated articulation and transfer information on website and in college catalog to improve student awareness and participation.
YES		Transfer rate (external)	95 % of information on articulation and transfer available on website			
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
Review and update of articulation agreements conducted and new agreements developed as per strategic plan		establish baseline for transfer rate and set goals for increase of transfer rate for PPEC and other institutions	100% of information on articulation and transfer available on website			

### Instructional Affairs

Outcomes/Objectives		AP6 Integrate Uniquely Micronesian language and culture.	Plan Number	AP6.1 National Language and Cultural Institute		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target			6.1 Establish the National Language and Cultural Institute to promote cultural awareness and values, and promote preservation and expansion of Micronesian languages
NO		# of activities and participants in institution activities, # of research papers, # of training sessions				
Adaptations		Assessment	Data			
		Established in Institution setup				

### Instructional Affairs

Outcomes/Objectives		AP6 Integrate Uniquely Micronesian language and culture.	Plan Number	AP6.2 Micronesian language courses		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target			6.2 Develop Micronesian language course outlines to promote preservation and expansion of Micronesian languages
NO		% of student proficiency in more than one Micronesian Languages				
Adaptations		Assessment	Data			
		% of student proficiency in Micronesian Languages				



### Instructional Affairs

<b>Outcomes/Objectives</b>		AP6 Integrate Uniquely Micronesian language and culture.	<b>Plan Number</b>	AP6.3 Ocenaic literature course		
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>			<b>Theory</b>
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			6.3 Develop a new Oceanic literature course to enhance understanding of Pacific heritage
NO		% of students achieving course learning outcomes				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		% of students achieving course learning outcomes				

### Instructional Affairs

<b>Outcomes/Objectives</b>		AP6 Integrate the College's mission regarding the College's uniquely Micronesian identity into the study and promotion of Micronesian languages and culture.	<b>Plan Number</b>	AP6.4 Local based research topics		
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>			<b>Theory</b>
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			6.4 Identify new and improve existing locally-based research topics to integrate into all programs
NO		# of actionable research findings implemented				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		number of locally-based research, evaluations of projects				

## Instructional Affairs

<b>Outcomes/Objectives</b>		<b>AP7 Assist in meeting the FSM maritime and fisheries employment and training needs under MOU with the FSM National Government</b>		<b>Plan Number</b>	<b>AP7.1 FSM FMI</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>			<b>Theory</b>
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			7.1 Provide programs in navigation, marine engineering and fishing technology as well as training and retraining of sea faredrs needing to meet the STCW convention requirements at the FMI campus in Yap State and training sites across the FSM
		Graduation rates, retention rates,persitence rates, # of trained and retrained seafariers,				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		Graduation rates, retention rates, persitence rates, # of trained and retrained seafariers against targets	Input from Lourdes & Mathias			

## Appendix 2: Enrollment Management and Student Services

Outcomes/Objectives		SS1. Student progression (ILOs, quality of student life, persistence, retention, completion, graduation)	Plan Number	SS1.1 First year success rate		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
Yes	No, work is still in progress. The start-up was delayed due to a delay in initial contract with JNGI, the partner initial, which occurred in November 11, 2015, rather than August 2015. The timeline under the IEMP was fall 2013.	% success rate for first year students		<a href="#">Action taken on John N. Gardner Institute and other actions.</a>	Time and Efforts. Operational funds	1.1 To increase the success rate of first year students through improving coordination of first year experience programs and developing a College 101 course required for all new students.
Adaptations		Assessment	Data			
Complete works related to the Foundations of Excellence®, Gateways to Completion®, and Retention Performance Management®.		% success rate for first year students against target				

## Enrollment Management and Student Services

Outcomes/Objectives		SS1. Student progression (ILOs, quality of student life, persistence, retention, completion, graduation)		Plan Number	SS1.2 Student support services	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment	Theory	
Yes	Yes	Key Performance Indicator % success rate for at risk, progression rate for all students	88%	<a href="#">Actions taken by student support services.</a>	Time & effort. Operational funds.	1.2 Strengthen support mechanisms for at risk students and improving student progression
Adaptations		Assessment	Data			
Improvement in services and more collaboration with instructional affairs activities			TracDat (average of 4 yrs.)			

## Enrollment Management and Student Services

Outcomes/Objectives		SS1. Student progression (ILOs, quality of student life, persistence, retention, completion, graduation)		Plan Number	SS1.3 Faculty and student services collaboration		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose	
Difference		Measurement	Goals	Actions Taken			Treatment
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory	
Yes	YES	% success rate for at risk, progression rate for all students	Formalize collaborative and integrated process with program faculty and student services staff for counseling and tutoring assistance. At least one 1 training/presentation on FAO at the begin of the school year. Intended to educate faculty on financ	Counseling and tutorial services are provided for all students. Collaboration with instructors has begun with e-mail referrals of students, and a panel discussion with instructors during the March 13, 2015, workshop for faculty addressing Student Success and "Just in Time Intervention." A channel through the instructors, counselors, and tutorial services is ongoing to further improve counseling and tutorial services. With this, the counseling and tutorial services will further improve by instituting in fall 2015, a just-in-time alert response system especially for at-risk students. Two Financial aid presentations on Satisfactory Academic Policy with faculty members during fall 2015 faculty workshop and during faculty professional development in March 2016		Time & effort. Operational funds.	1.3 Formalize collaborative and integrated process with program faculty and student services staff for counseling and tutoring assistance.
Adaptations		Assessment	Data				
Extend collaborative services to State FAO/C with faculty members		Transfer rate against target	TracDat annual data (15-16)				

## Enrollment Management and Student Services

Outcomes/Objectives		SS2 Marketing & Recruitment		Plan Number	SS2.1 Nontraditional student recruitment	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		2.1 Create, improve and implement a process to increase recruitment of nontraditional students into programs.
Yes		% nontraditional students		<a href="#">Actions taken to address nontraditional students.</a>		
Adaptations		Assessment	Data			
Need to develop a clear definition of nontraditional students.		% of non- traditional students enrolled against targets				

## Enrollment Management and Student Services

Outcomes/Objectives		SS2. Student progression (ILOs, quality of student life, persistence, retention, completion, graduation)		Plan Number	SS2.2 Student services staff development	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		2.2 Develop and implemented a student service staff development plan directed at supporting student success.
YES		Retention rate, graduation rate, progression rate, persistence rate, SLOs (C,P,I)		On June 24, 2014, the college's EMSS department (then SS department) had developed 2014-2019 Professional Development Priorities, in conjunction with the college's strategic directions on investing and building strong capacity of human capital, and focusing on student success. See <a href="http://wiki.comfsm.fm/@api/deki/files/4748/=Student_Services_Priorities.pdf">http://wiki.comfsm.fm/@api/deki/files/4748/=Student_Services_Priorities.pdf</a> .		
Adaptations		Assessment	Data			
Budget is needed for the Student Services Staff Development Program.		Retention rate, graduation rate, progression rate, persistence rate against targets				

## Enrollment Management and Student Services

Outcomes/Objectives		SS2. Student progression (ILOs, quality of student life, persistence, retention, completion, graduation)	Plan Number	SS2.3 Student life program		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	<a href="#">Actions taken for student life program.</a>		2.3 Develop and implement a comprehensive student life program that focuses on student development and leadership, obtaining ILOs, and increasing opportunities for cultural diversity.
YES		Retention rate, graduation rate, progression rate, persistence rate, ILOs and satisfaction	Online calendar of student Activities			
Adaptations		Assessment	Data			
Current calendar is focused on national campus, expand to all campuses		Graduation rate, retention rate, progression persistence rate, transfer rate, course completion against targets				

## Enrollment Management and Student Services

Outcomes/Objectives		SS2. Student progression (ILOs, quality of student life, persistence, retention, completion, graduation)		Plan Number	SS2.4 Student success tracking	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment		Theory	
Active	Met/Not Met	Key Performance Indicator	Target	<p>In progress, the college is still exploring options to ideal computer software program to coordinate and integrate advising program with counseling and tutoring programs, e.g., Copley. Concurrently, the myShark faculty portal serves as one of the academic advising tools allowing advisors to view academic records of their advisee, degree completion (degree audit) report, available sections, grades, etc. The college's counselors continue to collaborate with academic advisors and faculty members to identifying at-risk students and referring them to the college's tutoring program for intervention and support. Upon requests of faculty members, tutors sit in-class to ensure continuity and congruence of the tutoring services extended to tutees.</p>	<p>2.4 Enhance the timeliness of advising and referrals by adopting a computer software program to coordinate and integrate faculty advising program with counseling and tutoring programs.</p>	
YES	YES	% of students on mid deficiency, course completion rate	Institution Set Standards			
Adaptations		Assessment	Data			
		% of students on mid deficiency, course completion rate against targets	ISS			



## Enrollment Management and Student Services

Outcomes/Objectives		SS3 Career services (ILOs, transfer, job placement)		Plan Number	SS3.1 Career counseling & job placement	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment			Theory
Active	Met/Not Met	Key Performance Indicator	Target	The college's counselors continue to provide workshops, such as career, interview, resume writing, and others. The college does not have (or yet to create) a career and job placement counselor as envisioned under the IEMP given the resources-related challenge.		3.1 Formalize a career counseling and job placement program
YES		% of program completers seeking career counseling and job placement services, # and frequency of career counseling and job placement offerings				
Adaptations		Assessment	Data			
Improve record keeping for counseling services and assistance to students. Consider budgeting for a job placement counselor.		% of program completers seeking career counseling and job placement services against targets, # and frequency of career counseling and job placement offerings	Workshops listing provided by counseling services			

## Enrollment Management and Student Services

Outcomes/Objectives		SS4 Admissions, Registration & Matriculation		Plan Number	SS4.1 COMET testing	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment			Theory
Active	Met/Not Met	Key Performance Indicator	Target	<a href="#">Actions taken on COMET &amp; Accuplacer.</a>		5.4 Review and update COMET entrance testing for validity, reliability, security, standardization of testing procedures and entrance criteria
YES	YES	Satisfactory rating on COMET rubric	Compare study of COMET & ACUPLACER			
Adaptations		Assessment	Data			
Recommendation to conduct additional test study of COMET versus ACUPLACER with wider set of test subjects		Rubric for evaluation of COMET validity, reliability, security, standardization of testing procedures and entrance criteria	VPIA completed study			

### Appendix 3: Information Technology

Outcomes/Objectives		TP1 To deliver effective technology services to support college services	Plan Number	IT1.1 Maintenance & Expansion of IT services		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory
YES	YES	% of filled positions & Retention Rate, network efficiency (indicators such as; latency, wait time, cache hits etc.)	5 of 6 filled positions (Note: 1) only 1 programmer position was budgeted 2) addressed only national campus personnel, 3) IT personnel at states under Campus Deans)	1) To address outside recruitment of staff, career opportunities within the COM-FSM system are emphasized in terms of professional and personal development. 2) Steps being taken to attract qualified programmers even limitations of salary offered (very low for skill sets needed).		Standard salary levels for COM-FSM (not attractive or competitive for IT positions with the skill sets needed to maintain and expand IT systems for higher education).
Adaptations		Assessment	Data			
Proposed enhancements to SIS including pre-admission module, financial aid transcript, linking external Learning Management Software to SIS for tracking and reporting SLO information.		% of filled positions against targets & Retention Rate against targets. Network efficiency against targets.	5 of 6 positions filled & 5/6 positions retained			TP1.1 Maintenance and expansion of systems to accommodate and support mission critical technology functions; Internet lease line cost, central networks, pbx phone systems, central servers, databases, systems software/security, web services. Build Information Systems that dynamically manage website content: Campus-managed alerts and news items, for display in Campus-specific alerts or other priority communications. Improve network systems, provide for Instructional Support and User support in general.

## Information Technology

Outcomes/Objectives		TP1 To deliver effective technology services to support college services	Plan Number	IT1.2 IT mission critical systems			
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose	
Difference		Measurement	Goals	Actions Taken			Treatment
Active	Met/Not Met	Key Performance Indicator	Target	Programming on installed system wide smart switches to improve data traffic shaping (~ biweekly adjustments). Redesign of wiring, placement of switches, replacement of existing equipment, power locations, wifi antenna placement, Virtual Private Networks (VPN) for isolation of systems and improved security at Pohnpei campus in preparation of new construction to replace existing vocational & TRIO building. Programming adjustments on the SIS - AR module, improved reporting capacity to OAR for college reporting to external agencies.		Operations & tech fee funds for switches and other equipment. Travel funding from CRE to accommodate satellite dish installation at Chuuk, Kosrae and Yap campuses.	TP1.2 Maintain and expand COM-FSM mission critical systems such as the online Student Database to continue to address the expanding needs of the COM- FSM system
YES	YES	% system up-time excluding external factors (telecom, energy, etc.) # of new modules and # of improvements on existing modules	90% uptime				
Adaptations		Assessment	Data				
		% system up-time excluding external factors (telecom, energy, etc.) # of new models and # of improvement on existing modules against targets	100% Uptime				

## Information Technology

Outcomes/Objectives		TP1 To deliver effective technology services to support college services	Plan Number	IT1.3 Cooperation with faculty on ICT technologies		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Operational budget (tech fee)	TP1.3 In cooperation with Instructional Affairs, establish directions that link best instructional practices to ICT technologies; Facilities, infrastructure, support Staff, capacity building.
YES	YES	# of technology initiatives implemented in collaboration with instructional affairs	4 Interactive panel across campuses, extend wifi to classrooms in at least 3 campuses, refresh a minimum of two computer labs.	1) Interactive panels installed in computer and chemistry laboratories (4 National campus and 1 new panel in each state campus). 2) Wifi extended to classrooms all campuses. 3) Computer labs refreshed (2 National 1 Chuuk) Link to article on interactive panels		
Adaptations		Assessment	Data			
Additional training on use and care of interactive panels as well as seeking tech options for automation.		# of technology initiatives implemented in collaboration with instructional affairs against targets	8 interactive panels installed, wifi extended to classrooms at all campuses, 3 computer labs refreshed.			

## Information Technology

Outcomes/Objectives		TP1 To deliver effective technology services to support college services		Plan Number	IT1.4 Monitor vulnerabilities & research ICT trends	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment		Theory
YES	YES	# of technology initiatives implemented in collaboration with instructional affairs	Daily review of relevant news and information recognized IT information sources and system logs	Monitor daily vulnerabilities from computer emergency readiness teams (CERT). Conduct research on issues such as accurate time for beginning and ending of class sessions, experiment with drones for high angle video & photography for publication use. research based on CERT warnings, research on wifi appropriate for maximum penetration & interactive panels appropriate for instructional use.		TP1.4 Monitor and track new technologies and evaluate relevance for use at the college; for current and future ICT technologies and developments.
Adaptations		Assessment	Data			
Participate in annual IT security conferences where vulnerabilities are discussion and projection of future threats		Reports	Daily review completed including system generated root reports, warning bulletins from CERT sites on vulnerabilities related to system hardware and software			

## Information Technology

Outcomes/Objectives		TP1 To deliver effective technology services to support college services		Plan Number	IT1.5 ICT system planning	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment		Theory
NO		% of new program designs linking ICT to SLOs		Instructional affairs is preparing to restructure the associate degree and certificate programs. IT will be involved in these discussions to assist with alignment of appropriate technologies to enhance technology support for SLOs.		TP1.5 Incorporate planning for ICT technologies into system design of all new programs and services college-wide; instructional, student services and administration based on SLOs.
Adaptations		Assessment	Data			
Monitor progress of revision of associate and certificate programs for ICT input.		Documentation of planning that links ICT to SLOs				

**Information Technology**

Outcomes/Objectives		TP1 To deliver effective technology services to support college services		Plan Number	IT2.6 Data backup and security	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Battery backup management improvements to prevent disruptions for short power outages in the midst of a backup.	< \$1,000 from operations expense & ~ 100 manpower's research and planning	TP1.6 Data Backup and Security: (Reference COM- FSM Communications Plan) to ensure continuity of programs and services supported by IT
YES	YES	% of backup verifications confirmed successful	95% of daily backups			
Adaptations		Assessment	Data			
NONE		% of backup verification confirmed successful (documenta	99% of daily backups completed			

**Information Technology**

Outcomes/Objectives		TP1 To deliver effective technology services to support college services	Plan Number	IT1.7 Network security		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment			Theory
Active	Met/Not Met	Key Performance Indicator	Target	Same response as to IT1.4 Monitor vulnerabilities & research ICT trends which covers software & hardware security vulnerabilities.	Same response as to IT1.4 Monitor vulnerabilities & research ICT trends which covers software & hardware security vulnerabilities.	TP1.7 Monitor and maintain all network security apparatus employed by the COM-FSM and make response recommendations based on threats, continue to develop policies on security for internal data systems such as student, financial, and HR databases, and continue to upgrade systems such as network gateways to improve prevention capabilities capabilities. Continue daily scans of automated responses to known threats and remain vigilant to evidence of new threats to mission critical systems. and maintenance and expansion of core infrastructure (servers, networks, Internet and Intranet software), research and recommendations on trends in ICT industry with possible affect on the college and regional situation in support of core mission critical ICT systems in line with industry best practices appropriate to the college
YES	YES	% system up-time excluding external factors (telecom, energy, etc.) % of maintenance activities against maintenance plan, # of replacement units to upgrade capabilities to industry best practices	< 5% downtime due to security breaches or security compromises.			
Adaptations		Assessment	Data			
		% system up-time excluding external factors (telecom, energy, etc.) % of maintenance activities against maintenance plan, # of replacement units to upgrade capabilities to industry best practices against plan	0% downtime			

## Information Technology

Outcomes/Objectives		TP2 Enhance physical infrastructure to support communication and information services		Plan Number	IT2.1 System firmware & software upgrades	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
YES	YES	% system up-time excluding external factors (telecom, energy, etc.)	90% uptime	Installation of smart switches to allow improved management of virtual private networks (wifi, security cameras, shared printer's spooling, etc.), inter-building transfer speeds and updated monitoring software.	~ \$100,000 from tech fee	TP2.1 Rack and switch expansion and consolidation at National Campus. Servers, managed switches, system firmware and software upgrades for all campuses to ensure be more user friendly and accessible while ensuring security of college systems
Adaptations		Assessment	Data			
Identify and respond to changing needs based on network congestion, users patterns, monitoring and responding to security vulnerabilities on internal networks where user devices have vulnerabilities that impact local network performance.		% system up- time excluding external factors (telecom, energy, etc.) against target	100% uptime			

## Information Technology

Outcomes/Objectives		TP2 Enhance physical infrastructure to support communication and information services		Plan Number	IT2.2 Wireless security and access	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
YES	YES	% system up-time excluding external factors (telecom, energy, etc.)	4/5 of campuses have wifi access	Linked authentication to existing SIS protocols and users. Security on wifi defined for individual usage with user caps on bandwidth. selection of sites and installation of appropriate antenna types to meet complete campus coverage.	~ \$80,000 from tech fee fund and IT operational funding.	TP2.2 Authenticated and secure college-wide wireless connectivity at all sites over 802.x to expand services to be more user friendly and accessible while ensuring security of college systems
Adaptations		Assessment	Data			
Improve antenna and antenna placement, authentication software, update lists of blocked sites.		% system up-time excluding external factors (telecom, energy, etc.) against target	5/5 campuses have wifi access			



**Information Technology**

<b>Outcomes/Objectives</b>		TP2 Enhance physical infrastructure to support communication and information services		<b>Plan Number</b>	IT2.3 Computer labs refresh rate	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>		<b>Theory</b>	
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>	3 computer labs turned over (2 national and 1 Chuuk campus) (Pictures Available?)	Tech fee for computers, software and peripherals	TP2.3 Purchase technology refresh for computer labs based on 2 year cycle per lab, funds permitting. Inclusive of all networking needs, software to match curriculum and associated peripherals. Replacements are system wide.
YES	YES	% of computer laboratory equipment turned over based on 2 year cycle	Exceed turnover rate of 1 per campus every two years as needed			
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
NONE		% of computer laboratory equipment turned over based on 2 year cycle	all labs that are part of the refresh rotation have functioning equipment			

## Appendix 4: Human Resources

Outcomes/Objectives		HR1 Provide on- going professional development of faculty and staff	Plan Number		HR1.1 College wide staff development plan	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory
YES	YES	% of faculty/staff trained by campus % of trained faculty/staff meeting job minimum requirements	95% meet minimum qualifications	Fully comply with policy on minimum qualifications BP 6009 (faculty), FP 6006 (employment policy)		HR1.1 Develop and implement a comprehensive college-wide staff development plan that is linked to institutional priorities and respond to human resources needs.
Adaptations		Assessment	Data			
Continue to adhere to hiring policies on minimum qualifications.		% of faculty/staff trained by campus % of trained faculty/staff meeting job minimum requirements against targets	99% of faculty staff meet minimum qualifications			

### Human Resources

Outcomes/Objectives		HR1 Provide on- going professional development of faculty and staff	Plan Number		HR1.2 Tutoring program procedures	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory
NO	NO	% of tutors satisfactory completing orientation & training % of tutors evaluated annually				HR1.2 By fall 2012 the college will have revised the procedures for the tutoring program that includes orientation training, standardized pay scale, evaluation process
Adaptations		Assessment	Data			
Transferred to EMSS FY 2015		% of tutors oriented and trained against targets % of tutors evaluated annually meeting satisfactory criteria				

## Human Resources

Outcomes/Objectives		HR1 Provide on- going professional development of faculty and staff		Plan Number	HR 1.3 Mentoring program for new hires	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory
YES	YES	% of new hires having mentors % of new hires receiving satisfactory performance evaluation at six months and one year	95% new faculty and staff were mentored			HR1.3 'Develop and implement a mentoring program for all new hires by spring 2013
Adaptations		Assessment	Data			
Instructional affairs is conducting an informal mentoring programs for new faculty. Continue to informally mentor new hires.		% of new hires having mentors and meeting satisfactory performance evaluation at six months and one year	7/7 (100%) new faculty were mentored by division chairs 18/18 (100%) new staff were mentored by supervisors			

## Human Resources

Outcomes/Objectives		HR2 Recruit and retain top talented personnel to allow delivery of quality services.		Plan Number	HR2.1 Staff recruitment & retention policies & practices	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory
YES	YES	% of filled positions & Retention Rate of faculty/staff	Issues revised policies to 98% of personnel	Recruitment and retention policy revised 2015 and implemented. Employee handbook currently under development.		HR2.1 Update recruitment and retention policies and practices to ensure quality and retention of employees.
Adaptations		Assessment	Data			
Implment and train on the emplyment handbook (to be completed August 2016)		\$ of filled positions and Retention rate of faculty/staff against targets	100% of personnel recieved revised policies	~ \$20,000 for consultant assistance with employee handbook reprogrammed from opearational funding.		

## Human Resources

Outcomes/Objectives		HR2 Recruit and retain top talented personnel to allow delivery of quality services.	Plan Number	HR2.2 Micronesians development		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Broad distribution of college vacancy announcements within the FSM and to college and communities in the US where FSM students are in attendance.	~ \$1,500 for vacancy announcements on local media plus Pohnpei campus radio station announcements.	HR2.2: Enhance programs to promote the development of Micronesians to meet the employment needs of the college.
YES	YES	% of Micronesian faculty/staff				
Adaptations		Assessment	Data			
Use of social media for communicating vacancy announcements.		% of Micronesian faculty/staff against target				

## Human Resources

Outcomes/Objectives		HR3 Update personnel policies and procedures to meet on-going institutional and Human Resources needs	Plan Number	HR3.1 Personnel assessment		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	College wide assessment for maintenance and security positions conducted 2015. Implemented included creating full time positions under maintenance and security that were previously under special contracts.	Funding for new positions was transferred from contractual services to personnel.	HR3.1: Conduct personnel needs assessment college-wide. 5C2: Implement assessment results. 5C3: Provide policy review/information and trainings.
YES	YES	% of filled positions				
Adaptations		Assessment	Data			
Conduct college wide assessment for students services staffing level, special contracts for tutors (all programs)		% of filled positions against targets				

### Human Resources

<b>Outcomes/Objectives</b>		<b>HR3 Update personnel policies and procedures to meet on-going institutional and Human Resources needs</b>		<b>Plan Number</b>	<b>HR3.2 Policy &amp; processes short-term training</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>		<b>Measurement</b>	<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>	<b>Treatment</b>		<b>Theory</b>
NO		% of CTE faculty/staff meeting revised policy criteria				HR3.2:By Fall 2012, the college will have developed a comprehensive process and policy regarding short-term technical training program.
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
Instructional department covered this goal in their current curriculum handbook		Approved policies and procedures				

### Human Resources

<b>Outcomes/Objectives</b>		<b>HR3 Update personnel policies and procedures to meet on-going institutional and Human Resources needs</b>		<b>Plan Number</b>	<b>HR3.3 Salary levels against peer institutions</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>		<b>Measurement</b>	<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>	<b>Treatment</b>	<b>Theory</b>	
YES	YES	Salary percentile against peer institutions		Faculty salary and benefits compared with PCC and CMI as regional institutions using IPEDS data. Adjustment for overload payment scales for full time faculty was implemented in summer 2013.	Covered under operations budget.	HR3.3: Monitor and report college salary levels against peer institutions
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
For future peer comparisons other staff categories will be added.		Salary percentile against targets				

## Human Resources

Outcomes/Objectives		HR4: Provide administrative support for program improvements & Implementation		Plan Number	HR4.1 Personnel changes from program prioritization	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment	Theory	
YES	YES	Key Performance Indicator	% of personnel impacted by program prioritization receiving specialized assistance for transition	Program prioritizations to date have not recommended any elimination of programs and services or elimination or transfer of positions.	HR4.1: Provide support for processing of personnel affected as results of program prioritization	
Adaptations		Assessment	Data			
		Supervisor performance evaluations				

## Human Resources

Outcomes/Objectives		HR5: Provide administrative support for program improvements & Implementation		Plan Number	HR5.1 Leadership & organizational development program	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment	Theory	
YES	YES	Key Performance Indicator	% of improved performance evaluations of supervisors receiving leadership and organizational training	Febraury 2015 Watson Training - 81 participants, April 2016 Watson Training- 41 participants, May 2016 Watson Training- 124 Participants, June 2016 Administrative and Legal Training - 24 participants	covered under operational budget	HR5.1: Develop and implement a leadership and organizational development program to train all managers on the common aspect of supervisory [managing people, finance, information, priorities, policies, etc.]
Adaptations		Assessment	Data			
		Supervisor performance evaluations				

## Human Resources

Outcomes/Objectives		HR5: Provide administrative support for program improvements & Implementation		Plan Number	HR5.2 MIP implementation	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment		Theory
YES		Key Performance Indicator		BO/IT has expanded the number of terminal licensed under the MIT to include HR and downloaded MIT operational software on HR computers (May 2016). Data entry scheduled to begin in August 2016.	covered under operational budget	HR5.2: Improve effectiveness and efficiency of HR based on implementation of MIP module for Human Resources
		Processing time for HR documents, Report generation time				
Adaptations		Assessment	Data			
		Processing time for HR documents, Report generation time against targets				

## Human Resources

Outcomes/Objectives		HR5: Provide administrative support for program improvements & Implementation		Plan Number	HR5.3 Professional development	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment		Theory
NO	N/A	Key Performance Indicator		Membership and subscriptions are included in individual office, campus, department budget and not consolidated under HR.		HR5.3: Provide professional development opportunities through membership, subscription, and reference materials
		# of memberships and subscriptions used for professional development purposes	NONE			
Adaptations		Assessment	Data			
		Redo this strategy to reflect HR will survey office regarding memberships, subscriptions and impact on professional development.	# of membershi and subscription used for professiona developme purposes against target			

## Human Resources

Outcomes/Objectives		HR5: Provide administrative support for program improvements & Implementation		Plan Number	HR5.4 Attract qualified personnel for Office of President	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment			Theory
Active	Met/Not Met	Key Performance Indicator	Target	3 new positions (office of advancement & entrepreneurial center) hired other positions remain the same.	Office of Advancement funded initially by fund balance and for FY2017 operational funds. Entrepreneurial center funded by external grant.	HR5.4: Provide salary and benefits to attract and retain qualified personnel for Office of the President
YES		% of filled positions & Retention Rate for Office of the President	6/7 positions filled and 6/7 positions retained			
Adaptations		Assessment	Data			
		% of filled positions against targets & Retention Rate against targets	7/7 positions are filled, 7/7 positions retained; 1 position was eliminated			

## Human Resources

Outcomes/Objectives		HR6: Provide Human Resources to support program needs		Plan Number	HR6.1 Recruit and retain personnel Office of the President	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment			Theory
Active	Met/Not Met	Key Performance Indicator	Target	1 position was established and filled for a office of advancement and external affairs. Marketing coordination position was not established.	~ \$140,792 was requested in FY2017 from operations funds to support the Office of Advancement	HR6.1 Provide salary and benefits to attract and retain qualified and personnel for the Office of the President
YES	YES	% of filled positions & Retention Rate for Office of the President	1/2 new positions established			
Adaptations		Assessment	Data			
		% of filled positions against targets & Retention Rate against targets	1/2 new positions filled			



## Human Resources

Outcomes/Objectives		HR6: Provide Human Resources to support program needs		Plan Number	HR6.2 Recruit and retain personnel Office of the President	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment		Theory	
Active	Met/Not Met	Key Performance Indicator	Target	Funding by President's office for VOCRE personnel step increase as per terms of agreement with Land Grant Program	Covered under operations budget.	HR6.2 Provide salary and benefits to attract and retain qualified personnel for the Office of the President
YES	YES	% of filled positions & Retention Rate for Office of the President	1/1 positions			
Adaptations		Assessment	Data			
		% of filled positions against targets & Retention Rate against targets	1/1 positions			

## Human Resources

Outcomes/Objectives		HR6: Provide Human Resources to support program needs		Plan Number	HR6.3 Recruit and retain personnel Instructional Affairs	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment		Theory	
Active	Met/Not Met	Key Performance Indicator	Target	Annual budgets included the calculated cost of benefit programs all positions in the department	Covered under operations budget.	HR3.6.3: Provide salary and benefits to attract and retain qualified personnel for Instructional Affairs
YES	YES	% of filled positions & Retention Rate for instructional affairs				
Adaptations		Assessment	Data			
		% of filled positions against targets & Retention Rate against targets				

## Human Resources

Outcomes/Objectives		HR6: Provide Human Resources to support program needs		Plan Number	HR6.4 Recruit and retain personnel Instructional Affairs	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
YES	YES	% of filled positions & Retention Rate for instructional affairs	165 needed positions and 151 already filled, 14 are in the process of being filed	Dean of Assessment is filled and moved under IEQA, 1 Public Health Instructor at Chuuk Campus was hired, Library Assistant at Pohnpei Campus was hired. The other positions were not established.	Covered under operations budget.	HR6.4: Provide salary and benefits to attract and retain qualified personnel for Instructional Affairs
Adaptations		Assessment	Data			
Budget heads are to update on the needed positions to indicate budget year when positions will be available		% of filled positions against targets & Retention Rate against targets	165 needed positions and 151 already filled, 14 are in the process of being filed			

## Human Resources

Outcomes/Objectives		HR6: Provide Human Resources to support program needs		Plan Number	HR6.5 Recruit and retain personnel Administrative Services	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
YES	YES	% of filled positions & Retention Rate for instructional affairs		Annual budgets included the calculated cost of benefit programs all positions in the department	Covered under operations budget.	HR6.5: Provide salary and benefits to attract and retain qualified personnel for Administrative Services
Adaptations		Assessment	Data			
		% of filled positions against targets & Retention Rate against targets				

## Human Resources

Outcomes/Objectives		HR6: Provide Human Resources to support program needs		Plan Number	HR6.6 Recruit and retain personnel Student Services	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
YES	YES	% of filled positions & Retention Rate for instructional affairs	139 need positions and 134 already filled, 5 are in the process of being filled	40 of 44 needed positions in FY 2016 were filled, 3 are in the process of being filled, other listed positions were not established under this department.	Covered under operations budget.  HR3.6.6: Provide salary and benefits to attract and retain qualified personnel for Administrative Services	
Adaptations		Assessment	Data			
		% of filled positions against targets & Retention Rate against targets	139 need positions and 134 already filled, 5 are in the process of being filled			

## Human Resources

Outcomes/Objectives		HR6: Provide Human Resources to support program needs		Plan Number	HR6.7 Recruit and retain personnel Enrollment Management and Student Services	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
YES	YES	% of filled positions & Retention Rate for instructional affairs		Annual budgets included the calculated cost of benefit programs all positions in the department	Covered under operations budget.  HR3.6.7: Provide salary and benefits to attract and retain qualified personnel for Student Services	
Adaptations		Assessment	Data			
		% of filled positions against targets & Retention Rate against targets				

## Human Resources

Outcomes/Objectives		HR6: Provide Human Resources to support program needs		Plan Number	HR6.8 Recruit and retain personnel Enrollment Management and Student Services	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment		Theory	
Active	Met/Not Met	Key Performance Indicator	Target		Covered under operations budget.	HR3.6.8:Provide salary and benefits to attract and retain qualified personnel for student services
YES	YES	% of filled positions & Retention Rate for instructional affairs	54 needed positions and 50 already filled, 2 positions are in the process of being filled, no decision is made on the other 2 positions			
Adaptations		Assessment	Data			
		% of filled positions against targets & Retention Rate against targets	54 needed positions and 50 already filled, 2 positions are in the process of being filled, no decision is made on the other 2 positions			

## Human Resources

Outcomes/Objectives		HR6: Provide Human Resources to support program needs		Plan Number	HR6.9 Recruit and retain personnel Student Services	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment		Theory	
Active	Met/Not Met	Key Performance Indicator	Target	Annual budgets included the calculated cost of benefit programs all positions in the department	Covered under operations budget.	HR3.6.9:Provide salary and benefits to attract and retain qualified personnel for IEQA
YES	YES	% of filled positions & Retention Rate for instructional affairs	18 of the 20 needed positions are filled, the other 2 are in the process of being filled			
Adaptations		Assessment	Data			
		% of filled positions against targets & Retention Rate against targets	18 of the 20 needed positions are filled, the other 2 are in the process of being filled			

## Appendix 5: Facilities & Campus Environment

Outcomes/Objectives		FCE1 The college will maintain a comprehensive plan and sequence of prioritized facilities construction that is linked to the Instructional Master Plan and all components of the Comprehensive Master plan of the college. (see Appendix A)		Plan Number	FCE1.1 Comprehensive master plan	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
YES	FSM-NG approved \$7.6 million.	control consumption of energy (kw) usage, % of annual preventive maintenance activities completed, % of facilities accessible, campus crime statistics, maintain a minimum of good status on campus environment rubric	Request approximately \$13.0 from FSM-NG to implement projects according to priorities set forth in the Master Plan.	Requested approximately \$13.0 million from FSM-NG.	Human Resources	1.1.1 The comprehensive plan will be maintained and periodically updated based on the following criteria: 1.1.1.1 total cost of ownership (impact on operations, maintenance, replacement of assets, utilities, etc.) and cost benefit analysis 1.1.1.2 green construction (LEED standards) 1.1.1.3 cost benefit analysis 1.1.1.4 accessible 1.1.1.5 maintenance costs 1.1.1.6 replacement facilities needs 1.1.1.7 total funding available from Compact IDP sources 1.1.1.8 instructional and other components of the college's master plan 1.1.1.9 conducive to learning 1.1.1.10 grounds and campus environment 1.1.2 Research and recommend specific criteria to FSM and OIA for building construction for use by the college at each of the campuses and appropriate for the college's tropical/Micronesian environment
Adaptations		Assessment	Data			
Request funding for Chuuk Campus and Kosrae Campus projects.		maintain or improvement of current levels against KPIs	FSM-NG approved \$7.6 million for FY2017 budget.			

## Facilities & Campus Environment

Outcomes/Objectives		FCE2 Seek alternative funding for construction, alternative energy and other direct construction costs		Plan Number	FCE2.1 Alternative funding	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
YES	YES	Dollar amount and number of alternate funding donations received	\$50,000 annually	Funding sought from China Embassy and FSM National Government to fund repair of National Campus Gymnasium based on college's long term maintenance plan.	~ \$100,000 from China Embassy and \$115,000 from FSM National Government  FCE2.1 Use the comprehensive plan as the basis for seeking alternative funding for construction and major renovation from governments with diplomatic relations with the FSM, foundations, and public and private organizations	
Adaptations		Assessment	Data			
Seek funding for energy conservations and energy reduction.		Alternate funding received against targets	~ \$215,000 received			

## Facilities & Campus Environment

Outcomes/Objectives		FCE1.2 Seek alternative funding for construction, alternative energy and other direct construction costs		Plan Number	FCE2.1 the comprehensive plan	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
YES	YES	Dollar amount and number of alternate funding donations received	Completion of Facilities Master Plan to support funding of facilities	Outsourced Facilities Master Plan Study with input the college community and stakeholders	~ \$290,000 provided by Office of Insular Affairs, FSM provided \$7.6 million for projects starting in 2017.  FCE2.1 Use the comprehensive plan as the basis for seeking alternative funding for construction and major renovation from governments with diplomatic relations with the FSM, foundations, and public and private organizations	
Adaptations		Assessment	Data			
FSM allocated \$7.6 million to fund four college projects (Pohnpei campus technical classroom, multipurpose shop and infracture upgrade; National campus student center)		Alternate funding received against targets	Beca consulting completed the Facilites Master Plan Study (2013) for the college			

## Facilities & Campus Environment

Outcomes/Objectives		FCE3 Secure release of approved Compact Infrastructure Plan (CIP) projects		Plan Number	FCE3.1 CIP projects	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment	Theory	
	YES	% of CIP funds released	Develop and implement Facilities Master Pan	Facilities Master plan Study was conducted bby Beca international Lt. and completed in March 2013 while college projects were under suspension by JEMCO. Funding request submitted to FSM National Government based on Beca study in spring 2016	~ \$290,000 provided by Office of Insular Affairs	FCE3.1 Re-prioritize CIP projects based on instructional master plan to emphasize consolidation of selected CTE program at Pohnpei Campus to secure release of CIP funding from OIA
Adaptations		Assessment	Data			
The college will be following Beca recommendations in its funding submission to FSM NG and alternative funding sources.		# of CIP project a) approved b) constructed	Facilities Master Plan Study			

## Facilities & Campus Environment

Outcomes/Objectives		FCE4.1 Maintain and update a college facilities and fixed assets maintenance plan		Plan Number	FCE4.1 Annual preventive maintenance	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment	Theory	
	YES	maintain a minimum of good status against the building condition rubric/assessment form	Develop and implements preventative maintenance plan for all sites.	Conducted workshop to review and improve preventative maintenance plans. Developed AC unit inventory, and vehicle inventory and replacement plan. Developed flourescent light fixture inventory and light fixture replacement plan to reduce energy use.	In 15/16, 60% (\$150,000) of National campus maintenance funds was diverted to meet actual cost of Chuuk, Kosae & Pohnpei maintenance needs.	4.1 Prioritize preventive maintenance for all facilities and fixed assets at the college 2.1.2 Develop and implement a building status rubric/assessment form
Adaptations		Assessment	Data			
College wide energy conservations and energy reduction program will be prioritized in FY2017.		% of building in good status against building condition rubric/assessm form	Preventative Maintenance Plans for all sites			

**Facilities & Campus Environment**

Outcomes/Objectives		FCE4.1a Ensure consistency of power and water supply at all campuses		Plan Number	FCE4.1a Power & water	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment	Theory	
YES		% of time classes are operating in a normal fashion and not affected by power and water outages (outages lasting more than 30 minutes)		Purchased and installed generator for the residence hall, dining hall, dispensary and bookstore. Transferred generator from Chuuk Campus to National Campus to serve as stand-by generator for Maintenance Building, Security and IT Shop building.	Operations fund, facilities fee & contingency fund	FCE4.1a Provide electric, water, backup generators and fuel costs to ensure consistency of instructional and support operations
Adaptations		Assessment	Data			
Purchase of power generator for National campus gym & agriculture building		Consistency of power and water services to each site.				

**Facilities & Campus Environment**

Outcomes/Objectives		FCE4.1b Ensure facilities meet instructional and support needs		Plan Number	FCE4.1b Major repairs & renovation shedule	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment	Theory	
NO	37% complete	% of major renovations and repairs complete against schedule	Complete repair of 33% of total buildings college wide.	Long term maintenace plan		FCE4.1b Schedule major repairs and renovations of facilities to align with instructional and support services needs and minimize downtime of facilities
Adaptations		Assessment	Data			
Funds were used to support state campus building maintenance needs		Implementatio of major repairs and renovations plans.	Annual preventative maintenance plan			



## Facilities & Campus Environment

Outcomes/Objectives		FCE4.2 Provide operations support for maintenance contingency fund		Plan Number	FCE4.2 Maintenance contingency fund	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Installation of generator for national campus buildings M & N (ESS classroom, maintenance, security, CRE & IT)	~ \$20,000 from contingency fund	FCE4.2 Provide \$50,000 annually to maintenance contingency fund
YES	YES	\$ added yearly to maintenance contingency fund	~\$50,000 annually added to maintenance contingency fund			
Adaptations		Assessment	Data			
Contingency fund is used for unscheduled repair, maintenance, renovation		% change in maintenance contingency fund	\$50,000 received for maintenance contingency fund			

## Facilities & Campus Environment

Outcomes/Objectives		FCE5 Ensure that facilities and equipment meets need to support all programs and services as identified in the instructional plan		Plan Number	FCE5.1 Annual facilities inventory & plan review	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Facilities inventory updated, enrollment management indicators (facilities) updated	Human resources (time & effort)	5.1 Provide annual inventory of facilities and equipment to support programs and services. 3.1.2 Identify projects needed to ensure facilities needs for college programs and services. 3.1.3 Conduct annual review of the college's capital improvement project plan.
YES	YES	% of facilities and equipment available against instructional needs	EM indicators			
Adaptations		Assessment	Data			
Ongoing		% of facilities and equipment available against instructional needs	Enrollment Management indicator			

## Appendix 6: Administrative Services

Outcomes/Objectives		TP1 To deliver effective technology services to support college services	Plan Number	IT1.1 Maintenance & Expansion of IT services		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory
YES	YES	% of filled positions & Retention Rate, network efficiency (indicators such as; latency, wait time, cache hits etc.)	5 of 6 filled positions (Note: 1) only 1 programmer position was budgeted 2) addressed only national campus personnel, 3) IT personnel at states under Campus Deans)	1) To address outside recruitment of staff, career opportunities within the COM-FSM system are emphasized in terms of professional and personal development. 2) Steps being taken to attract qualified programmers even limitations of salary offered (very low for skill sets needed).		Standard salary levels for COM-FSM (not attractive or competitive for IT positions with the skill sets needed to maintain and expand IT systems for higher education).
Adaptations		Assessment	Data			
Proposed enhancements to SIS including pre-admission module, financial aid transcript, linking external Learning Management Software to SIS for tracking and reporting SLO information.		% of filled positions against targets & Retention Rate against targets. Network efficiency against targets.	5 of 6 positions filled & 5/6 positions retained			

Outcomes/Objectives		TP1 To deliver effective technology services to support college services	Plan Number	IT1.2 IT mission critical systems			
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose	
Difference		Measurement	Goals	Actions Taken			Treatment
Active	Met/Not Met	Key Performance Indicator	Target	Programming on installed system wide smart switches to improve data traffic shaping (~ biweekly adjustments). Redesign of wiring, placement of switches, replacement of existing equipment, power locations, wifi antenna placement, Virtual Private Networks (VPN) for isolation of systems and improved security at Pohnpei campus in preparation of new construction to replace existing vocational & TRIO building. Programming adjustments on the SIS - AR module, improved reporting capacity to OAR for college reporting to external agencies.		Operations & tech fee funds for switches and other equipment. Travel funding from CRE to accommodate satellite dish installation at Chuuk, Kosrae and Yap campuses.	TP1.2 Maintain and expand COM-FSM mission critical systems such as the online Student Database to continue to address the expanding needs of the COM- FSM system
YES	YES	% system up-time excluding external factors (telecom, energy, etc.) # of new modules and # of improvements on existing modules	90% uptime				
Adaptations		Assessment	Data				
		% system up-time excluding external factors (telecom, energy, etc.) # of new models and # of improvement on existing modules against targets	100% Uptime				

## Administrative Services

Outcomes/Objectives		TP1 To deliver effective technology services to support college services	Plan Number	IT1.3 Cooperation with faculty on ICT technologies		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Operational budget (tech fee)	TP1.3 In cooperation with Instructional Affairs, establish directions that link best instructional practices to ICT technologies; Facilities, infrastructure, support Staff, capacity building.
YES	YES	# of technology initiatives implemented in collaboration with instructional affairs	4 Interactive panel across campuses, extend wifi to classrooms in at least 3 campuses, refresh a minimum of two computer labs.	1) Interactive panels installed in computer and chemistry laboratories (4 National campus and 1 new panel in each state campus). 2) Wifi extended to classrooms all campuses. 3) Computer labs refreshed (2 National 1 Chuuk)		
Adaptations		Assessment	Data	Link to article on interactive panels		
Additional training on use and care of interactive panels as well as seeking tech options for automation.		# of technology initiatives implemented in collaboration with instructional affairs against targets	8 interactive panels installed, wifi extended to classrooms at all campuses, 3 computer labs refreshed.			

## Administrative Services

Outcomes/Objectives		TP1 To deliver effective technology services to support college services	Plan Number	IT1.4 Monitor vulnerabilities & research ICT trends		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target			
YES	YES	# of technology initiatives implemented in collaboration with instructional affairs	Daily review of relevant news and information recognized IT information sources and system logs	Monitor daily vulnerabilities from computer emergency readiness teams (CERT). Conduct research on issues such as accurate time for beginning and ending of class sessions, experiment with drones for high angle video & photography for publication use. research based on CERT warnings, research on wifi appropriate for maximum penetration & interactive panels appropriate for instructional use.	Time & effort, set up to receive CERT bulletins automatically, system generated root reports and developing and implementing appropriate interventions	TP1.4 Monitor and track new technologies and evaluate relevance for use at the college; for current and future ICT technologies and developments.
Adaptations		Assessment	Data			
Participate in annual IT security conferences where vulnerabilities are discussion and projection of future threats		Reports	Daily review completed including system generated root reports, warning bulletins from CERT sites on vulnerabilities related to system hardware and software			

## Appendix 7: CRE/LG

Outcomes/Objectives		6.01 Pro-actively address Food security issues in preparation for Climate Change effects	Plan Number	AES		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target			6.01.1 Preserve biodiversity through the identification and appropriate research on the control of pests and invasive species of non-indigenous and harmful organisms
YES		Links to other agencies maintained, all invasive species identified with locations, assisted control of one IS per year, no new terrestrial invasive established				
Adaptations		Assessment	Data			
		observations and reports by conservation NGOs and gov't agencies				

## CRE/LG

Outcomes/Objectives		6.01 Pro-actively address Food security issues in preparation for Climate Change effects	Plan Number	AES		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target			6.01.2 Select and continuously monitor available salt tolerant root crops and other staple foods
		Identify, multiply and distribute salt tolerant varieties of taro, sweet potato, and swamp taro suitable for consumers in FSM				
Adaptations		Assessment	Data			
		observation and research reports				

CRE/LG

Outcomes/Objectives		6.01 Pro-actively address Food security issues in preparation for Climate Change effects		Plan Number	AES	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory
		identify, develop, multiply and distribute disease resistant/tolerant food plant material, especially citrus in Kosrae, bananas and yams in Pohnpei and Swamp Taro in Yap				6.01.3 Identify, select, and/or breed food and fiber crops resistant to or tolerant of anticipated disease and pest conditions
Adaptations		Assessment	Data			
		observation and research reports				

CRE/LG

Outcomes/Objectives		6.02 Provide CRE salaries for AES/Hatch personnel		Plan Number	AES	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference		Measurement	Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory
YES	YES	% of filled positions & Retention Rate for AES research personnel, Minimum of 3 Hatch funded research projects	Filled position aes (researchers) 3/4, Retained aes( reserachers) 3/4; Filled aes (research assistants) 4/5; Retained aes (research assistants) 4/5	All positions filled & retained		6.02.1 Provide salary and benefits to attract and retain qualified personnel for research (AES) in agronomy and aquaculture
Adaptations		Assessment	Data			
NO		% of filled positions against targets & Retention Rate against targets	Filled position aes (researchers) 4/4, Retained aes( reserachers) 4/4; Filled aes (research assistants) 5/5; Retained aes (research assistants) 5/5			

**CRE/LG**

Outcomes/Objectives		6.03 Provide basic operational costs for AES/Hatch research programs		Plan Number	CRE	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment		Theory
		Key Performance Indicator				6.03.1 Provide basic operational costs to support research (AES) in agronomy and aquaculture
		# of Hatch funded research projects				
Adaptations		Assessment	Data			
		Minimum of 3 Hatch funded research projects				

**CRE/LG**

Outcomes/Objectives		6.04 Pprvide CRE CES salaries against Smith/Lever personnel		Plan Number	CRE	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment		Theory
		Key Performance Indicator				6.04.1 Provide salary and benefits to attract and retain qualified personnel for extension services in 7 approved core programs of the COM-Land Grant Program Plan of Work those being: 1) global Food Security and Hunger, 2) Climate Change, 3) Child Obesity, 4) Food Safety, 5) Aquaculture, 6) Families, Youth and Communities, 7) Sustainable Energy.
		% of filled positions & Retention Rate for CES extension program staff				
Adaptations		Assessment	Data			
		% of filled positions against targets & Retention Rate against targets				



**CRE/LG**

<b>Outcomes/Objectives</b>		<b>6.05 Provide basic operational costs to support extension outreach services through Smith/Lever</b>		<b>Plan Number</b>	<b>CRE</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>			<b>Theory</b>
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			<b>6.05.1 Provide basic operational costs to support extension services in 7 approved core programs of the COM-Land Grant Program Plan of Work those being: 1) global Food Security and Hunger, 2) Climate Change, 3) Child Obesity, 4) Food Safety, 5) Aquaculture, 6) Families, Youth and Communities, 7) Sustainable Energy.</b>
		% of clients receiving training, technical assistance, planning assistance, nutrition guidance who implemented aspects of the assistance received				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		% of clients receiving training, technical assistance, planning assistance, nutrition guidance who implemented aspects of the assistance received against targets				

**CRE/LG**

<b>Outcomes/Objectives</b>		6.06 Maximize US federal support for extension services through CRE/CES Smith/Lever programs		<b>Plan Number</b>	<b>CRE</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>			<b>Theory</b>
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			6.06.1 Develop MOU with FSM states for matching Smith/Lever programs to increase extension impact (Each state is eligible for matching funds made available from USDA each year. Dollar for dollar match is available based on approval from USDA of up to about \$35,000 per state)
		\$ match per state, # of state MOUs				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		\$ match per state, # of state MOUs				

**CRE/LG**

<b>Outcomes/Objectives</b>		6.07 Maintain or expand current level of agriculture education grants recieved in areas such as CRE/RI incl. DE		<b>Plan Number</b>	<b>CRE</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>			<b>Theory</b>
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			6.07.1 Provide well written grant proposals either as the college or as part of a consortium of land grant colleges that meet needs of the college
		\$ amount of grants received, # of grants recieved				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		\$ amount of grants received, # of grants recieved				

**CRE/LG**

<b>Outcomes/Objectives</b>		<b>6.08 Support CRE administration costs not covered by USDA land grant funding</b>		<b>Plan Number</b>	<b>CRE</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>			<b>Theory</b>
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			6.08.1 Provide primarily support for staff salary increases and benefits not covered by USDA land grant
		Retention rate for staff				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		Retention rate for staff				

**CRE/LG**

<b>Outcomes/Objectives</b>		<b>6.09 Develop sustainable food production systems that are responsive to climate change, acceptable to the communities served and a source of food security.</b>		<b>Plan Number</b>	<b>AES</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>			<b>Theory</b>
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			6.09.1 Identify and promote crop and livestock production and management techniques to respond to anticipated socio-economic and climatic changes
		Local Feed blend for pigs and chickens identified, 5- 10 deep litter demonstration systems established per state, 20 % decrease in number of EPA non-compliant piggeries				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		observation and survey of clients				

**CRE/LG**

<b>Outcomes/Objectives</b>		6.09 Develop sustainable food production systems that are responsive to climate change, acceptable to the communities served and a source of food security.		<b>Plan Number</b>	AES	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>			<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Measurement</b>	<b>Treatment</b>		<b>Theory</b>	
		<b>Key Performance Indicator</b>	<b>Target</b>			6.09.2 Work with limited resource farmers to identify alternative methods of food production such as home gardens, micro-gardening, container gardening, raised bed gardening
		5 or more farms and/or school demonstration sites established per year per state				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		observation and survey of clients				

**CRE/LG**

<b>Outcomes/Objectives</b>		6.09 Develop sustainable food production systems that are responsive to climate change, acceptable to the communities served and a source of food security.		<b>Plan Number</b>	CES	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>			<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Measurement</b>	<b>Treatment</b>		<b>Theory</b>	
		<b>Key Performance Indicator</b>	<b>Target</b>			6.09.3 Developing techniques for processed foods to support entrepreneurs in local and export markets, product storage and efficient usage
		Local foods that are competitive in price and ease of preparation to imported foods and are available in local outlets or are being prepared at home				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		observation and survey of clients				

**CRE/LG**

<b>Outcomes/Objectives</b>		6.09 Develop sustainable food production systems that are responsive to climate change, acceptable to the communities served and a source of food security.		<b>Plan Number</b>	AES	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>			<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Measurement</b>	<b>Treatment</b>		<b>Theory</b>	
		<b>Key Performance Indicator</b>	<b>Target</b>			6.09.4 Develop and promote locally appropriate climate-smart farming practices
		Local farmers in vulnerable situations are adapting techniques proposed by CRE				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		community preparations and pro-active attitude				

**CRE/LG**

<b>Outcomes/Objectives</b>		6.09 Develop sustainable food production systems that are responsive to climate change, acceptable to the communities served and a source of food security.		<b>Plan Number</b>	AES	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>			<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Measurement</b>	<b>Treatment</b>		<b>Theory</b>	
		<b>Key Performance Indicator</b>	<b>Target</b>			6.09.5 Implement other research to support the 7 approved core programs of the COM-Land Grant Program Plan of Work, namely: 1) Global Food Security and Hunger, 2) Climate Change, 3) Child Obesity, 4) Food Safety, 5) Aquaculture, 6) Families, Youth and Communities, 7) Sustainable Energy.
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			

**CRE/LG**

Outcomes/Objectives		6.10 Increased research capacity in Natural Resources and Food systems		Plan Number	CRE	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment		Theory	
Active	Met/Not Met	Key Performance Indicator	Target			6.10.1 Develop an Institute for Natural Science, Energy, Research and Training (INSERT) to be responsive, as a management unit and administrative tool, to the identified needs of State and National Governments and donor/funding agencies
		Institute in place with mandate, funding and Board of Directors				
Adaptations		Assessment	Data			
		legal documentation is in place, observation				

**CRE/LG**

Outcomes/Objectives		6.10 Increased research capacity in Natural Resources and Food systems		Plan Number	CRE	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
			Goals	Actions Taken		
Difference		Measurement	Treatment		Theory	
Active	Met/Not Met	Key Performance Indicator	Target			6.10.2 Implement research programs of interest to all State and National governments, local and international agencies and private industry
		Organizational structure of INSERT established and operating, \$300,000 per year in grants secured and researchers in place as needed				
Adaptations		Assessment	Data			
		record of research requested and enacted, minutes of Board meetings				

**CRE/LG**

Outcomes/Objectives		6.11 Maintain Research Laboratories in all states of the FSM		Plan Number	CRE	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory
		all positions are filled with appropriate staff				6.11.1 Identify and contract qualified research personnel in all states and for special projects
Adaptations		Assessment	Data			
		Observation				

**CRE/LG**

Outcomes/Objectives		6.11 Maintain Research Laboratories in all states of the FSM		Plan Number	CRE	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment		Theory
		Facilities are in top shape structurally and labs have the equipment required to conduct the proposed research and it is in good working order				6.11.2 Maintain research laboratories and equipment suitable for the identified needs of each state
Adaptations		Assessment	Data			
		Inventories, photo documentation of facilities conditions				

**CRE/LG**

<b>Outcomes/Objectives</b>		<b>6.12 Develop MOU with every state to move Extension functions to COM- FSM</b>		<b>Plan Number</b>	<b>CRE</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>			<b>Theory</b>
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			6.12.1 Describe benefits of collaborative efforts between CES and state government agencies work with states to identify appropriate transfers, secure MOUs, secure matching funds from LGP
		MOUs with all 4 states are in place				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		legally binding MOUs are in place with all states				

**CRE/LG**

<b>Outcomes/Objectives</b>		<b>6.12 Develop MOU with every state to move Extension functions to COM- FSM</b>		<b>Plan Number</b>	<b>CRE</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>			<b>Theory</b>
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			6.12.2 Secure state funds to match USDA funds for support of MOUs
		funds deposited, Annual Plan of Work developed				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		State satisfied with actions and reports				



**CRE/LG**

<b>Outcomes/Objectives</b>		<b>6.13 Provide comprehensive Extension services to the identified client communities</b>		<b>Plan Number</b>	<b>CRE</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>			<b>Theory</b>
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			6.13.1 Key Extension personnel are in place to plan and manage outreach efforts
		personnel are in place and observation of outcomes				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		outcomes of the state POW				

**CRE/LG**

<b>Outcomes/Objectives</b>		<b>6.13 Provide comprehensive Extension services to the identified client communities</b>		<b>Plan Number</b>	<b>CRE</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>			<b>Theory</b>
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			6.13.2 Develop cross training and staff development training program, procedures and recognition system for existing personnel
		surveys complete and recognition system approved by BOR an COM-LGP				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		cross training POW in place for future				

**CRE/LG**

Outcomes/Objectives		6.13 Provide comprehensive Extension services to the identified client communities		Plan Number	CRE	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Treatment		
Active	Met/Not Met	Key Performance Indicator	Target			Theory
		each extension staff member completes three training programs per year				6.13.3 Provide cross training and staff development training to existing personnel, apprentices and student interns
Adaptations		Assessment	Data			
		improved capacity of existing agents				

**CRE/LG**

Outcomes/Objectives		6.13 Provide comprehensive Extension services to the identified client communities		Plan Number	CRE	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Treatment		
Active	Met/Not Met	Key Performance Indicator	Target			Theory
		CRE is recognized as a prime source of guidance for policy development, grant proposal preparation in appropriate fields				6.13.4 Provide advisory services to collaborating government and international agencies
Adaptations		Assessment	Data			
		number of involvements in policy and grant development				

**CRE/LG**

<b>Outcomes/Objectives</b>		<b>6.13 Provide comprehensive Extension services to the identified client communities</b>		<b>Plan Number</b>	<b>CES</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>			<b>Goals</b>	<b>Actions Taken</b>		
<b>Measurement</b>		<b>Treatment</b>			<b>Theory</b>	
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			6.13.5 Provide outreach programs to support the 7 approved core programs of the COM-Land Grant Program Plan of Work those being: 1) Global Food Security and Hunger, 2) Climate Change, 3) Child Obesity, 4) Food Safety, 5) Aquaculture, 6) Families, Youth and Communities, 7) Sustainable Energy.
		as per the USDA annual reporting template				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		client survey and on-line reports from agents.				

**CRE/LG**

<b>Outcomes/Objectives</b>		<b>6.14 Increase Economic Development in the FSM</b>		<b>Plan Number</b>	<b>CES</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>			<b>Goals</b>	<b>Actions Taken</b>		
<b>Measurement</b>		<b>Treatment</b>			<b>Theory</b>	
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			6.14.1 Provide Entrepreneurship training for youth, farm families and community groups
		number of new small businesses started				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		client survey and on-line reports from agents.				

**CRE/LG**

Outcomes/Objectives		6.14 Increase Economic Development in the FSM		Plan Number	CRE	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment		Theory
		Key Performance Indicator				6.14.2 Provide management training, business planning and production as 'Transition from Subsistence to semi-Commercial farming' as a state-by-state training for ag. professionals Training of Trainers
		number of subsistence farmers transitioning to semi-commercial,				
Adaptations		Assessment	Data			
		Observation, post training testing				

**CRE/LG**

Outcomes/Objectives		6.14 Increase Economic Development in the FSM		Plan Number	CRE	
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Target	Treatment		Theory
		Key Performance Indicator				6.14.3 Provide Climate Change Management and Energy Management advisory to clients
		Plan of work in place, training material developed in vernacular agents trained				
Adaptations		Assessment	Data			
		number of households with improved knowledge of power needs and ability to conserve				

**CRE/LG**

<b>Outcomes/Objectives</b>		6.15 To provide effective and exemplary administration of CRE programs at COM-FSM to support efforts in the USDA Land Grant Plan of Work and to link the COM-FSM and the COM-LGP systems		<b>Plan Number</b>	<b>CRE</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>		<b>Measurement</b>	<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>	<b>Treatment</b>		<b>Theory</b>
		Communications with all state sites is improved with no issues taking more than one month to resolve				6.15.1 visit each state site at least once per year to assess programs and improve administration
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		observation, inventories and personnel satisfaction				

**CRE/LG**

<b>Outcomes/Objectives</b>		6.15 To provide effective and exemplary administration of CRE programs at COM-FSM to support efforts in the USDA Land Grant Plan of Work and to link the COM-FSM adn the COM-LGP systems		<b>Plan Number</b>	<b>CRE</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
			<b>Goals</b>	<b>Actions Taken</b>		
<b>Difference</b>		<b>Measurement</b>	<b>Treatment</b>			<b>Theory</b>
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>			6.15.2 Attend and report CRE activities and accomplishments to all COM- FSM and COM-Land Grant Program Board of Regents meetings
		appropriate reports are provided, COM-FSM interests are represented at COM-LGP meetings				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		COM-FSM and COM- LGP compatibility on all levels				

**CRE/LG**

<b>Outcomes/Objectives</b>		6.15 To provide effective and exemplary administration of CRE programs at COM-FSM to support efforts in the USDA Land Grant Plan of Work and to link the COM-FSM and the COM-LGP systems		<b>Plan Number</b>	<b>CRE</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>		<b>Measurement</b>	<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>	<b>Treatment</b>		<b>Theory</b>
		CRE has input to key state and national policy development, COM-FSM is recognized as a source of proven technological information based on research				6.15.3 Represent COM-FSM and CRE in an advisory capacity to State, National, and International agencies and conferences as requested or assigned by President
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		review of gov't policy papers, plans and reports, survey of agencies for CRE recognition				

**CRE/LG**

<b>Outcomes/Objectives</b>		6.15 To provide effective and exemplary administration of CRE programs at COM-FSM to support efforts in the USDA Land Grant Plan of Work and to link the COM-FSM and the COM-LGP systems		<b>Plan Number</b>	CRE	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>		<b>Measurement</b>	<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>	<b>Treatment</b>		<b>Theory</b>
		CRE Staff are paid comparable to all other COM-FSM personnel as determined by their job audit positioning and receive the same benefits as all COM-FSM employees and according to the Memorandum of Understanding with COM- LGP				6.15.4 Maintain a well prepared, professional and dedicated staff throughout the four states
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		positions are full and personnel stay in their positions for extended years				



**CRE/LG**

<b>Outcomes/Objectives</b>		6.15 To provide effective and exemplary administration of CRE programs at COM-FSM to support efforts in the USDA Land Grant Plan of Work and to link the COM-FSM and the COM-LGP systems		<b>Plan Number</b>	CRE	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>		<b>Measurement</b>	<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>	<b>Treatment</b>		<b>Theory</b>
		Requests are processed within two days to the BO, checks are released within one day of receiving from the BO. No documents are lost Account information is available on-demand				6.15.5 Provide exemplary administrative support for all state level programs and special projects
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		satisfaction of all state level staff, auditing and reconciliation with COM- LGP is clear				

**CRE/LG**

<b>Outcomes/Objectives</b>		6.15 To provide effective and exemplary administration of CRE programs at COM-FSM to support efforts in the USDA Land Grant Plan of Work and to link the COM-FSM and the COM-LGP systems		<b>Plan Number</b>	<b>CRE</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>		<b>Measurement</b>	<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>	<b>Treatment</b>		<b>Theory</b>
		researchers are provided with adequate laboratory space, Extension is provided with office and demonstration space, administration has office space on all state campuses, sufficient vehicles and equipment and supplies are provided				6.15.6 Provide and maintain appropriate physical facilities and resources for Extension and Research
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		observation, inventories and personnel satisfaction				

**CRE/LG**

<b>Outcomes/Objectives</b>		6.16 Support Instructional services		<b>Plan Number</b>	<b>CRE</b>	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>		<b>Measurement</b>	<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Key Performance Indicator</b>	<b>Target</b>	<b>Treatment</b>		<b>Theory</b>
		satisfaction of IA needs				6.16.1 Provide formal classroom instruction - either as resource person or as adjunct instructor
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		course evaluations				

**CRE/LG**

Outcomes/Objectives		6.16 Support Instructional services	Plan Number	CRE		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Treatment		Theory	
		<b>Key Performance Indicator</b>	<b>Target</b>			6.16.2 Assist Public and Private school systems for instructional support to incorporate Agriculture in the Classroom and gardening demonstrations and to review science curriculum as requested
		number of school gardens, incidence of Micronesia natural examples included in school sciences				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		DOE review				

**CRE/LG**

Outcomes/Objectives		6.16 Support Instructional services	Plan Number	CRE		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Measurement	Treatment		Theory	
		<b>Key Performance Indicator</b>	<b>Target</b>			6.16.3 Assist with bridging-the-gap programs and student recruitment efforts in public and private schools through efforts including Summer Science Fairs and Nature Clubs
		Nature clubs are in place, Science Fairs are conducted student recruitment materials are evident				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		survey incoming students				

**CRE/LG**

<b>Outcomes/Objectives</b>		6.17 Maintain well qualified and dedicated staff in all CES positions throughout the states and administrative office		<b>Plan Number</b>	CRE	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>			<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Measurement</b>	<b>Treatment</b>		<b>Theory</b>	
		<b>Key Performance Indicator</b>	<b>Target</b>			6.17.1 identify, contract and maintain well qualified staff in all states in all positions
		All positions are filled and programs are active				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		observation				

**CRE/LG**

<b>Outcomes/Objectives</b>		6.18 Increase Food and Nutrition awareness and promote healthy lifestyles		<b>Plan Number</b>	CES	
<b>Changes</b>		<b>Expected Outcome</b>	<b>2015-16 Outputs</b>		<b>2015-16 Inputs</b>	<b>Intended Purpose</b>
<b>Difference</b>			<b>Goals</b>	<b>Actions Taken</b>		
<b>Active</b>	<b>Met/Not Met</b>	<b>Measurement</b>	<b>Treatment</b>		<b>Theory</b>	
		<b>Key Performance Indicator</b>	<b>Target</b>			6.18.1 Provide EFNEP food and Nutrition training modules throughout FSM
		To provide full training to 200 clients in each state per year				
<b>Adaptations</b>		<b>Assessment</b>	<b>Data</b>			
		observation and client testing				

**CRE/LG**

Outcomes/Objectives		6.19 CRE/Resident Instruction	Plan Number	CRE		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
		ag students are better informed of agriculture and resource management in FSM				6.19.1 Support class and laboratory needs of AS Ag. and natural Resources and AFT programs through field demonstrations and in-class assistance to formal instructors
Adaptations		Assessment	Data			
		course assessments				

**CRE/LG**

Outcomes/Objectives		6.19 CRE/Resident Instruction	Plan Number	CRE		
Changes		Expected Outcome	2015-16 Outputs		2015-16 Inputs	Intended Purpose
Difference			Goals	Actions Taken		
Active	Met/Not Met	Key Performance Indicator	Target	Treatment	Theory	
		Ag. instructors throughout the COM-FSM system are better supported, at least \$6000 per year is dedicated to scholarships for on-going students, at least one student per year receives Experiential learning in a regional institute				6.19.2 Compete for and secure at least one grant per year to support instruction in Agriculture and Food related sciences
Adaptations		Assessment	Data			
		grant received				