

MIDTERM VISIT REPORT

NORTHERN MARIANAS COLLEGE

**P. O. Box 501250
Saipan, MP 96950**

**A Report Prepared for
the Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

**This report represents the findings of the evaluation team
that visited**

Northern Marianas College

on

October 26-27, 2009

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Northern Marianas College Report on Midterm Visit

October 26-27, 2009

Introduction and Overview

The Accrediting Commission for Community and Junior Colleges, at its June 2009 meeting, reviewed Northern Marianas College Show Cause Report of April 2009 and the report of the evaluation team which visited the college in April 2009. The Commission took action to accept the Northern Marianas College Show Cause report, remove the College from Show Cause and reaffirm the College's accreditation. Also, the Commission took action to require the College to submit an October 2009 Mid-Term Report followed by a visit of Commission representatives.

Accreditation History: Northern Marianas College's recent accreditation history is outlined to provide context to the October 2009 Mid-Term Report and evaluation team visit. The College underwent a comprehensive evaluation in October, 2006. As a result of that evaluation, the Commission took action at its January 2007 meeting to impose **Probation**, and to require the institution to correct several deficiencies. The College submitted a Progress Report in March 2007 and submitted a second Progress Report in October 2007. The October report was followed by an evaluation team visit. At its meeting of January 2008, upon review of the College reports and the October 2007 evaluation team report, the Commission acted to place Northern Marianas College on **Show Cause**. The Commission required the College to submit a special report in March 2008 on its actions to resolve some of the deficiencies identified by the accreditation teams. It was also required to submit a Show Cause Report, detailing why its accreditation should not be terminated, by October 15, 2008.

At its June 2008 meeting, the Commission acted to accept the Northern Marianas College March 2008 Special Report and continue the College on **Show Cause**. Because the institution had not addressed the findings of its external audit in a timely and effective manner, the College was also required to submit a Special Report in October 15, 2008, on its resolution of the 2007 fiscal year external audit findings. The report was to demonstrate that the College had resolved its recommendations on integrated planning and systematic program review (Recommendations 1 and 2). The report was followed by the November 2008 visit of Commission representatives.

At its January 2009 meeting, the Commission reviewed Northern Marianas College Show Cause Report of October 2008 and the report of the evaluation team which visited the college in November 2008. The Commission took action to accept Northern Marianas College Show Cause report, **continue the College on Show Cause**, and require the College to submit a Show Cause Report by April 1, 2009, with a visit of Commission representatives to follow.

At its June 2009 meeting, the Commission reviewed Northern Marianas College Show Cause Report of April 2009 and the report of the evaluation team which visited the college in April 2009. The Commission took action to accept the Northern Marianas College Show Cause report, **remove the College from Show Cause and reaffirm the College's accreditation.**

October 2009 Midterm Evaluation Visit: Northern Marianas College (NMC) submitted its Midterm Report to the Commission on October 15, 2009. An evaluation team visit was conducted on October 26-27, 2009, by Dr. Sherrill L. Amador, Team Chair, Commissioner, and former Palomar College Superintendent/President; and Dr. Worku Negash, Vice President, Administrative Services, Mission College. NMC was prepared for the visit and the team room had all the necessary documentation. The team found the NMC October 2009 Mid Term Report to be thorough and to represent an accurate self- evaluation and assessment of the college's institutional work since the 2006 Comprehensive Self Study.

The team met with the Board of Regents, the College President, Dean of Academic Programs and Services, Director of Institutional Effectiveness/ALO, Chief Financial & Administrative Officer, Chief Accountant, Bookstore Manager, Human Resources Manager, Institutional Researcher, Rota and Tinian Instructional Site Coordinators, Management Team, and members of the College Council (CC), Planning, Program Review & Outcomes Assessment Committee (PROAC), Budget and Finance Committee (BAFC), Faculty Senate, ASNMC Student Government, Staff Senate, and the Student Services Managers/Directors and Academic Council.

The team noted that the NMC had maintained the momentum of completing considerable institutional work since the last evaluation team visit in April 2009. And the team found a college that had changed considerably and positively since its October 2006 comprehensive evaluation team visit. NMC has documented structures and processes for governance and integrated planning and budgeting which include program review and student learning outcomes. The college's physical appearance also had improved. The entrance road had been paved; classrooms and building have been repaired, remodeled, and painted. And, NMC has acquired the necessary funding for its Facilities Plan.

It was obvious to the team that the NMC continues to take its accreditation responsibilities very seriously and is continuing to focus and prioritize its work to remain compliant with the Accreditation Standards as well as strive for institutional effectiveness.

College's Response to Recommendations and Commission Actions Letters

The visiting team's evaluation of Northern Marianas College, at the Mid Term, to comply with Eligibility Requirements #4 and #5, and to implement Commission Recommendations 1 and 2, and the Team Recommendations from the comprehensive visit of fall 2006 follow below:

Eligibility Requirement #4 Chief Executive Officer: The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies.

Observations and Analysis of Evidence: The current college president has served since 2007. In 2009, the president was evaluated by the Board of Regents, which used feedback from the Management Team and all college governance bodies. As a result, the president was reappointed by the Board with a four-year contract. The Board of Regents now has written policies (Board Policies 1001, 1016, and 1017) for recruitment, evaluation and reappointment of the president (chief executive officer). The Board held a retreat in July 2009 and at its July 15, 2009, board meeting adopted a document entitled *NMC President's Goals and Objectives, 2009-2010*, which consists of four primary goals to be used to evaluate the president's annual performance. This process is outlined in Board Policy 1017.

Conclusion: The College meets this ER.

Eligibility Requirement #5 Administrative Capacity: The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Observations and Analysis of Evidence: All seven of the president's management positions are filled. Three of the president's four-member executive team has been hired in the last four months, Dean of Academic Programs and Services, Chief Financial and Administrative Officer (third person to hold position in one year), and Director of Institutional Effectiveness and each were given two-year contracts. Two of three were internal candidates. Although all three positions are filled, it is too early to consider the administrative capacity as stable as the new team is experiencing a steep learning curve. The team strongly suggests that ways be found to encourage senior team members to continue serving the college. The four-year contract for the president and two-year contracts for the second tier management team is a good beginning. The team sees value in providing professional development opportunities to newer managers, especially those who may be new to their areas of responsibility.

Conclusion: The College meets this ER.

Commission Recommendation 1: Northern Marianas College must take appropriate steps to insure that the delivery system used to provide instruction to Tinian and Rota is completely reliable and works at all times, or discontinue offering classes via telecommunications. The College must also detail how it intends to provide educational services, including instruction and support services, that ensure the education obtained on those sites is the equivalent of that obtained on the main campus and meets all accreditation requirements.

Observations and Analysis of Evidence: The Board of Regents concluded that the college, under its current resources structure and enrollment analysis, could not sustain reliable and equivalent academic instruction programs and services at the Tinian and Rota

sites using the distance educational modality. At its October 8, 2007 meeting, the Board suspended instruction at the two sites, effective spring 2008.

Currently, the Rota and Tinian instructional sites focus on providing the following programs: Adult Basic Education, Upward Bound, Educational Talent Search, Cooperative Research Extension and Education Services (Agriculture and Aquaculture Extension), 4-H Club, and Expanded Food and Nutrition Education. With the upgrade of the video-teleconferencing (VTC) connectivity to 2.5 mbps in 2007, the college is able to provide the Rota and Tinian communities with opportunities to attend or participate in various activities throughout the Commonwealth of Northern Marianas Islands. And for the first time using VTC, the Congressional Delegate Election Debate was held on all three islands in 2008.

The Rota and Tinian coordinators completed the institutional program review process (Cycle 2) and both are active members of the strategic planning processes. The team found several examples of the two sites being considered in institutional planning. Also, in the *President's Goals and Objectives for 2009-10*, Goal 4 is about expanding the services that are offered at the Rota and Tinian instructional sites to help meet the professional and educational needs of the two islands. The activities call for the completion of a feasibility study on the provision of academic and nonacademic courses at the sites. The college president also stated to the team that the college is aware of the substantive change policies of the Commission as they pertain to the sites.

Conclusion: The College has implemented this recommendation.

Commission Recommendation 2: The governing board of Northern Marianas College must undergo sufficient training in accreditation requirements of the ACCJC.

Observations and Analysis of Evidence: Five of the seven Board of Regents positions are currently filled. One is pending Senate affirmation, and one is in process of the Governor's appointment. The Board of Regents has attended several training sessions on its roles and responsibilities. The board members have completed their self-evaluation instrument and have planned a retreat for November 11, 2009, for a discussion of the results. A review of Board minutes from January 2009 to present, reflect a board acting appropriate to its roles and responsibilities as stated in Standard IV.

Conclusion: The College has implemented this recommendation.

Team Recommendation 1: The college should review existing planning processes in order to establish and implement a shared vision for the future of the college with agreed upon priorities that:

- a. **Develops and implements budgeting and resource allocations guided by institutional needs for human resources and services.**
- b. **Includes the two centers on Tinian and Rota in the planning.**
- c. **Integrates all aspects of planning, evaluation, and resources allocation**
- d. **Is driven by college mission and goals**
- e. **Relies on faculty and staff participation**

**f. Is well documented and widely distributed
(Standards I.B.2., I.B.3., I.B.4., I.B.5., I.B.6., II.A.1., II.A.2., II.B.4.,
II.C., III.A., III.B., III.C., III.D., IV.A., IV.B., including various
subsections)**

Observations and Analysis of Evidence: : Northern Marianas College Board of Regents adopted its PROA Strategic Plan 2008-12 (SP 2009-12) on September 25, 2008. (The letters PROA represent the first letters of the College's four strategic goals.) NMC has a well-defined strategic planning process model that integrates program review (including student learning outcomes) and budget allocations and is based on the college mission and strategic goals. The governance structure for all planning, budgeting, and program review is detailed in the *Institutional Excellence Guide*. The April 09 *Manual for Planning, Program Review and Budgeting* outlines the processes and procedures for implementing institutional planning. The college has completed two program review cycles using this planning and budgeting model; and in November will begin the third cycle for the 2010-11 budget year. Funding is granted only to programs and services that have successfully completed their program review.

The Planning, Program Review, and Outcomes Assessment Committee (PROAC) is the participatory body composed of faculty, staff, student association representatives and administration including representatives from Rota and Tinian. PROAC reviews and sets priorities for budget needs identified in the program reviews and serves as the institutional planning committee. The PROAC recommendations requiring funding are reviewed by the Budget and Finance Committee (BAFC) also a participatory governance body. The final recommendations are made to the college president who approves the funding on an annual basis.

As part of the document review, the team requested copies of the 2008-09 budget to actual expenditures report and the 2009-10 annual budget. The staff of the Chief Financial and Administrative Office presented the requested documents. The financial reports of NMC indicate that the college is managing its funds well and is living within its means. The team suggests that the college incorporate the use of annual budgets on general funds as an added tool in financial projections and management.

The college bookstore is college owned and operated. Currently, it is partially subsidized by college funds. However, significant improvements have been made in the last couple of years and with the installation of new software, sales have improved. The bookstore manager plans to make the bookstore self sufficient within the next two years.

In fall, 2009, enrollment increased by 25% over spring 09. The team commends the efforts and resources invested to reach this level of achievement. The team encourages the college in the future to enhance its enrollment management plans by tying enrollment projections to budget projections annually to continue and possibly enhance the enrollment success achieved this fall.

The 2007/2008 audit report shows 14 findings. The college agreed with some of the findings, partially agreed with others and strongly disagreed with one finding.

The team reviewed all the evidence provided for the findings and verified that the college continues to meet the Commission's recommendations on the audit findings. On those findings with which the college partially agreed or strongly disagreed, the explanation included follow-up results with relevant federal agencies. The team checked correspondences with the said agencies and verified the evidence.

The auditing firm consistently recommended the creation and implementation of internal controls to avoid many of the noted concerns. The team has verified that the college has prepared a Standard Operating Procedure for all the cited areas including accounts receivables and travel authorization. The college has also developed and approved its Property Management and Accounting Manual.

PROAC has produced two Composite Reports for years 2008 and 2009. The report contains all program reviews, plus an evaluation of the processes. This information is used for prioritizing college activities and funding requests annually. NMC published its *Key Performance Indicators: Benchmarks* in May 2009 to assess institutional effectiveness. NMC published its first *Annual Institutional Effectiveness Performance Report* in September 09. It includes the evaluation of all strategic planning goals and planned activities using data analysis. Also in September, NMC published its first *Fact Book* for internal and external purposes.

Faculty and staff participation in planning processes continues to increase. The team suggests for further improvements that NMC develop an annual calendar for all governance and planning meetings, standard procedures/formats for agendas/minutes, and an agreed upon timing sequence for vetting draft documents to formal approval to ensure time for sufficient constituent input.

Conclusion: The College has implemented this recommendation and is at the proficiency level on ACCJC Rubric Evaluating Institutional Effectiveness in Planning. The team encourages NMC to continue with its plans and processes working toward refinement of processes and on the quality of the outcomes produced.

Team Recommendation 2: **The team recommends again that the college institutionalize a coordinated, systematic process for evaluating program effectiveness. This process should include definitions of learning outcomes for all programs, a determination of program relationships to labor markets, and objective measures of student performance, which can inform and guide decisions to improve programs. (Standards I.B.1., I.B.3., I.B.4, I.B.5, I.B.6, I.B.7., II.A.1., II.A.2., II.B.4., II.C., III.A., III.B., III.C., III.D., IV.A., IV.B.2.a., IV.B.2.b.)**

Observations and Analysis of Evidence: NMC's Student Learning Outcomes Comprehensive Implementation Program (SLOCIP) documents the assessment and program review process, which utilizes the Nichols Five-Column Model and specifies the

required report components. The program review process uses two templates to capture data for analysis: one for academic programs and one for academic support and administrative programs. The elements of the academic program consists of a brief history of the program, student achievement data (course completion, retention term-to-term, program completion or degree/certificate completion rates), human resources-faculty, technology resources, program SLO mapping, and recommendations for the program and for the institution. The elements of the academic support and administrative programs consist of a brief history, specific services/functions of the program, data/evidence, human , physical, technology resources, program SLO/administrative unit outcomes mapping, and recommendations for the program and institution.

The Planning, Program Review & Outcomes Assessment Committee (PROAC) reviews all program review reports and evaluates both the process and the outcomes. The results are published in composite reports. *Program Review 2008: A Composite Report of Academic Programs, Student Services Programs, and Administrative Programs* and the second report for 2009 have been completed. Using this process, the College has taken several planned actions as well as made many curriculum and services changes. Based on documented survey results, collaboration among all college units has improved and decisions are now based on data analysis as the research function has made major improvements in providing data and collection and analysis tools, such as TracDat and PowerCampus. The college is implementing ACCUPLACER in Math and ESL, and several standardized survey instruments on student engagement and learning assessment, all enhancing research data and analysis for institutional effectiveness.

At the end of the second cycle of program review, PROAC determined that participation was not at the same level as the first cycle. The team's review of the minutes found that PROAC is now focusing on the quality of work instead of all the processes and how to improve future participation and outcomes. The team commends the college on its self-evaluative behavior and desire to make improvements. The team suggests a refinement and simplification of the program review process and forms as the college begins cycle 3 in November/December. The team suggests a better sequencing of the process components to coincide with other institutional timelines, e.g. for curriculum changes to be implemented in time for catalog and schedule production. Also, the forms may need some simplification for easier processing by the unit members. Individual and group staff development activities must continue until all involved feel comfortable with the process. The team commends the college for the many staff development activities that have brought professional trainers to college on program review, student learning outcomes, and research tools and methodology and for the analysis of effectiveness of the training provided.

The team determined that the SLO portion of program review (SLOCIP) continues to be implemented as an integral part of program review. The results have brought improvements and changes to curriculum and services. All academic program SLOs were mapped to the revised general education SLOs in fall 2008. Program SLOs were assessed, as documented in the Composite Report. In addition, faculty assessed SLOs in more than 90% of the College's courses. The college is still working on refining

institutional (general education) SLOs and is considering institutional SLOs. The team suggests the college continue to improve on the quality of the SLOs and the measurement of them.

Conclusion: The College has implemented this recommendation. NMC has achieved the proficiency level on the ACCJC Rubric for Evaluating Institutional Effectiveness for Program Review. The college is approaching proficiency on the ACCJC Rubric for Evaluating Institutional Effectiveness for Student Learning Outcomes.

Team Recommendation 3: The college should provide quality assurance for instructional programs at distant sites and instruction through distance modalities. If alternative means of delivering equitable access to quality instruction is not available when technology fails, the college should suspend distance education at remote centers until new connectivity is established. (Standards II.A.1.b., II.A.2., II.A.2.d., II.C.1., II.C.1.a., II.C.1.b.)

This recommendation covers the same components as Commission Recommendation 1 within this report. Therefore, this recommendation has been implemented.

Team Recommendation 4: The team recommends the college complete the cycle of developing, measuring, analyzing, and discussing student learning outcomes, and acting on the findings, as part of a continuous effort of improvement. (Standards I.B.1., II.A.1.a., II.A.1.b., II.A.2., II.A.3., II.A.5., II.A.6., III.A.6., III.B.2.b., III.C.2., III.D.3., IV.A.5., IV.B.2.b.)

Observations and Analysis of Evidence: As indicated in Team Recommendation 2 of this report, NMC has implemented (summer 2007) the Student Learning Outcomes Comprehensive Implementation Program (SLOCIP) and it is embedded of its program review process (Form 1). To further support the College's commitment to program review as evidence in the work completed by all its constituents, in October 2008, College Council passed College Resolution No. 2008-01 Relative to Board Operations: Institutional Effectiveness-Policy 1025.

The college continues to focus on refining the tools for assessing SLO's as stated in Team Recommendation 2 of this report. PROAC continues in its role to evaluate the outcomes of the SLO assessments as reported by the individual units both academic and nonacademic in their annual program reviews. All employees have as a part of their evaluation, the responsibility to be involved, as appropriate, in SLO assessment.

Conclusion: The College has essentially implemented this recommendation. The team determined that by the college continuing its current processes and activities and addressing its self-identified refinements it will be well on course to meet proficiency by 2012 at the time of its next comprehensive self study.

Team Recommendation 5: The team recommends the college implement the employee evaluation processes that are in place in a timely and formal manner in

order to assure the effectiveness of its human resources and encourage improvement. (Standards II.A.2.a., III.A.1., III.D., IV.A.1., IV.A.4, IV.A.4., IV.B.)

Observations and Analysis of Evidence: The Board of Regents and college president have given marked importance to this recommendation by identifying staff evaluation as one of the four *College President 2009-10 Goals and Objectives*.

The team determined that staff evaluations have been done at employee anniversary dates and at the time of the team's visit, 80% of the staff has been evaluated. The team verified the evidence by reviewing five faculty, staff and administration evaluations. By December 2009, the college plans to achieve 100% completion rate with all employees evaluated by their annual anniversary dates. The college policy calls for annual evaluation of all employees.

NMC's recruitment practices provide opportunities to internal candidates, personnel from government agencies, and advertise openings via website postings on "highereducationjobs.com" and the Department of Labor website. The orientation program for new hires is also fully developed covering reviews of compensation, benefits, the evaluation process, online services, tour of campus, as well as introductions to college president, deans, supervisor and other staff as necessary.

The college hired a consultant to develop its Human Resources (HR) policies. The draft HR policy is currently being reviewed internally and is expected to be board approved in December 2009. Preparations for the HR procedures are underway.

Conclusion: The College has implemented this recommendation. The team commends the college for the importance it gave to staff evaluations and the completion rate it achieved.

Team Recommendation 6: The college should pursue funding to renovate or replace aging buildings with facilities that are appropriate to meet the current and future needs of the college. Standards III.B.1., III.B.1.a., III.B.1.b., III.B.2., III.B.2.a., III.B.2.b., III.D.1.a., III.D.1.b., III.D.1.c)

Observations and Analysis of Evidence: At NMC, the extensive repair, renovation and modernization of campus facilities is quite apparent today. Marked improvements in overall campus appearance and the conditions of several instructional buildings and campus roads have been achieved when contrasted with the physical conditions found by the 2006 visiting team. Buildings that were dilapidated and unfit for general or instructional use are today completely remodeled and have become hubs for programs and services and are serving faculty and students. The main road leading to the administrative and instructional buildings is also paved.

Facilities repair and renovation projects were prioritized based on how badly buildings were damaged or unsafe. The facilities that were in bad shape were repaired and renovated. Other buildings have been delayed awaiting the completion of the Facilities

Master Plan. The Board has selected a consultant firm to work on the Facilities Master Plan and the draft is expected in December 2009. The consultant firm is working closely with participatory bodies and user groups in preparing the draft.

Funding has been set aside to proceed with more repair, renovation and remodeling of other facilities as prescribed in the forthcoming Facilities Master Plan. The college has employed an experienced Facilities Manager to implement the future plans.

Conclusion: The College has implemented this recommendation. The team commends NMC for the marked facilities and campus road improvements as well as improvements in the general appearance of the campus.

Team Recommendation 7: The College should develop and implement a technology plan that evaluates, supports, and plans for the future of instructional, student services, and administrative functions across the College's sites. (Standards III.B.1; IIIB.1.a; III.B.1.b; III.B.2; III.B.2.a; III.B.2.b; III.D.1.a; III.D.1.b; III.B.1.c)

Observations and Analysis of Evidence: In October 2008, NMC has completed its *Information Technology (IT) Plan FY 2008-2010*. The college is making great strides toward implementing the plan.

The college currently runs and services 70 computers at different centers around campus including in dedicated labs, program centers, and the library making them easily accessible to students. Students have online accounts and enjoy access to wireless networks on campus.

While academic instruction has been suspended at Tinian and Rota, the team was encouraged to see that the Video-Teleconferencing (VTC) capabilities have been upgraded and serve all sites well. VTC has enhanced non-credit offerings and community related services at both Tinian and Rota campuses. All instructional classrooms are equipped with overhead projectors, TV monitors and network connectivity and met the standard of a "smart classroom."

The IT Department developed and finalized an *IT Resource Guide* in September 2009, which is both published and made available on line at the College's website.

As a result of two cycles of program review, IT has been allocated additional administrative and staff positions. A Distance Learning Coordinator was hired to support the educational component of IT. The coordinator has begun working with faculty on MOODLE training in support of the integration of technology in their classrooms. A database administrator has been hired to support all the core applications, especially the Power Campus and Sage Management Information Program (MIP) Fund Accounting systems. Also, a media specialist was hired for additional support to the Media Services Unit.

Conclusion: The College has implemented this recommendation. NMC is to be commended for successfully continuing to implement its plan. The team commends the college for aiming to become the technology leader in the region.

Team Recommendation 8: The College should develop and implement a governance process that focuses, integrates, and connects the various planning activities in a coherent institutional effort in which dialogue is open and sustained, that focuses on institutional mission and student learning, and by which there is ongoing assessment of that process. (Standards I.B; I.B.2.4; IV.A.1; IV.A.2.a; IV.A.3)

The **Observations and Analysis of Evidence** for this recommendation has been discussed as part of Team Recommendation 1 of this report.

Conclusion: The College has implemented this recommendation. All governance structures and processes for constituent participation in planning and institutional work are well documented and evaluated in several venues and documents.

Team Recommendation 9: The College is encouraged to establish sustained channels of communication with the legislature in an effort to enhance its operational budget and capital improvement projects. The College should reexamine and align its budget allocation priorities to retain and competitively recruit high quality faculty and staff to ensure the institution's effectiveness. (Standards III.A.1; III.B.1; III.B.2; III.D; IV.B.1.c; IV.B.2.b; IV.B.2.e)

Observations and Analysis of Evidence: During the October 2006 comprehensive team visit, the team visited the Commonwealth of Northern Marianas Islands Legislature to explain to the leadership the dire conditions at NMC. At that time, the team made it very clear to the Legislature that the college was in great need of financial support if it was to continue providing quality education to its students. That team stated that strong and consistent leadership at the Board of Regents, the college president and senior executive levels were extremely critical. The team also appealed for infusion of resources for the college to reach its potential.

During the October 2009 Mid Term visit, the team determined that the CNMI government has come through with its commitments made in 2006 and provided funds that have made significant differences in the improvements of the college. The college's planning processes and leadership's reporting on its successes and needs for improvement have assisted in these efforts to increase funding and support by CMNI and other U.S. Government agencies.

In 2006, many of the senior executive positions, including the office of the president were filled by interim staff. Today by contrast, all the five of the seven positions of the Board of Regents are filled (one is vacant due to death), the president has been given a vote of confidence by the Board with four-year contract and every senior executive position is filled with a permanent manager with a two-year contract.

The team did not see evidence of salary schedule surveys to examine its competitiveness. However, a consultant is currently working on a salary study to address this issue. Although, NMC is the only higher educational institution in CNMI; the team encourages the College to continue exploring ways of retaining quality leaders, faculty and staff.

Conclusion: The College has met this recommendation.

Northern Marianas College Self-Identified Planning Agendas from 2006

Comprehensive Self Study: The College identified 212 plans based on the four Accreditation Standards in its 2006 Self Study. To date the college has completed 120 plans, identified 50 plans as on-going, placed 9 plans as pending based on resources, and determined 23 plans require no action. A 107-page report, in matrix format, documents the specific actions for all 212 plans including the responsible person(s), what was accomplished, and the current status of completion. The team found the report to be very thorough and comprehensive. The activities/actions corresponded in many instances to what was reported as part of the responses to the Commission and Team Recommendations.

The Mid Term Report is appropriate and meets the requirements of the Commission.