

2004 Annual Report



NORTHERN MARIANAS COLLEGE

Degree and Certificate Programs

Bachelor of Science

Elementary Education

Associate in Arts

Liberal Arts, International Business

Associate in Science

Nursing, Natural Resources Management

Associate in Applied Science

Business Administration – Emphasis in
Accounting, Business Management,
Computer Applications, Office Technology
Administration, Sales & Marketing
Hospitality Management
Audio/Video Production

Criminal Justice
Construction Trades
Electrical Installation and Maintenance
Electronics
Refrigeration and Air Conditioning
Recreational Diving

Certificate of Achievement

Accounting
Business Management
Culinary Arts
Food and Beverage Services
Hospitality Management
Audio/Video Production
Hotel Operations
Computer Applications
Computer Programming

Network Technology
Office Technology Administration
Construction Trades
Electrical Installation and Maintenance
Electronics
Related Services
Sales and Marketing
Scientific Diving
Teaching a Second Language/Teaching a
Foreign Language (TSL/TFL)

V. Certificate of Completion

Accounting
Basic Corrections Officer
Basic Law Enforcement
Combined Law Enforcement

Early Childhood Education
Early Intervention
Hemodialysis Technician
Nursing Assistant

Business Management
Hospitality Management
Computer Applications
Office Technology Administration
Construction Trades

Fire Science Technology
Public Safety Diver
Sales and Marketing
Seamanship and Small Boat Handling
Sign Language Interpreter

Endorsement

Special Education Individualized Endorsement Plan

Northern Marianas College

P.O. Box 501250 Saipan, MP 96950

Saipan Tel: (670) 234-5498

Tinian Tel: (670) 433-0657

Rota Tel: (670) 532-9477

www.nmcnet.edu

TABLE OF CONTENTS

I. Message from the President	6
II. Brief History, Mission, and Scope of Programs	7
III. Board of Regents	8
IV. NMC Foundation	9
V. Academic Programs and Services	10
General Overview	10
Business Department	10
Film, Television, and Audio Visual Department	11
Human Performance and Athletics Department.....	14
Languages and Humanities Department.....	15
Nursing Department	16
School of Education.....	17
Sciences, Mathematics, and Technology Department.....	18
Social Sciences and Fine Arts Department.....	20
VI. Community Programs and Services	22
General Overview	22
Adult Basic Education.....	22
Community Development Institute	23
Cooperative Research, Extension, and Education Service (CREES)	25
Public Radio (KRNM)	29
Small Business Development Center (SBDC)	31
University Center for Excellence in Developmental Disabilities (UCEDD)	32
VII. Student Development	34
General Overview	34
Office of Admissions and Records	34
Academic Enrichment Programs.....	35
Educational Enrichment Center	35
Educational Talent Search Program.....	35
Student Support Services	36
Upward Bound Program	37
Career Services.....	38
Career Resource Center.....	39
Student Employment and Placement Services.....	39
Service Learning Program	39
Testing Program	39

Counseling Programs and Services	39
Academic Advising Services	40
Early Admissions/Special Admissions Program	40
Early Intervention Program	40
Probation, Suspension, and Dismissal Program	40
Disability Support Services	41
Financial Aid Office.....	41
Information and Learning Technology.....	42
Library Programs and Services	44
Office of Student Activities and Leadership	47
VIII. Support Units	48
General Overview.....	48
Administrative Services	48
Auxiliary Services	49
Department of Finance, Procurement, and the Budget.....	50
Office of Human Resources	52
Office of Institutional Effectiveness	53
Office of Marketing and Public Relations	55
IX. Governance Councils	57
College Council	57
Planning, Budget, and Evaluation Council (PBEC).....	57
Academic Council.....	59
Faculty Senate.....	60
Staff Senate	62
Associated Students of Northern Marianas College (ASNMC).....	62
X. Student Data	64
Degrees, Certificates, and Diplomas Awarded	64
Student Enrollment Data	65
XI. Financial Data.....	68
Total FY 2004 Revenues and Expenditures	68
 APPENDIX	
Commendations and Recommendations from the Accreditation Evaluation Report – January 2001	71

MESSAGE FROM THE PRESIDENT

Hafa Adai and Greetings from Northern Marianas College!

This has been an eventful and dramatic year for our College community. This report shows how we have fared during Academic Year 2003-2004 and it focuses on growth in the four major areas of the College: Academic Programs, Community Development, Student Services, and Institutional Governance.

To ensure program relevancy and foster greater communication among our local employers, NMC Advisory Councils to academic programs were revived or newly created for the following programs: Nursing, Business, Hospitality Management, and Science. The Languages and Humanities Department increased its language offerings at all our sites on Saipan, Tinian and Rota. The number of college-supplied laptops to instructors increased to 63, which means that almost every NMC instructor who would like a laptop can have one. In addition, a digital video projector has been mounted in nearly every NMC classroom for instructor and student use. We have also increased Internet access to every classroom with the most extensive wireless access system in the CNMI. These major institutional accomplishments help ensure that we provide our students with the highest level of course content, and the most fully integrated use of informational technology to enhance student learning.

The various departments within our Community Programs and Services (COMPASS) unit increased NMC's efforts to provide valuable learning opportunities for the CNMI community and the region through short-term courses, continuing education workshops, and technical assistance services.

As part of our continuous improvement efforts, we streamlined our registration process this past year, allowing students to enroll in their classes more efficiently. The Student Development unit worked diligently to upgrade critical student support services, including improved processes in facilitating international students' applications and registration, and disseminating information on immigration procedures, student visas, and housing accommodation services.

This year was definitely very challenging for NMC but we viewed these challenges as opportunities for development. We experienced a freeze in funding levels from the CNMI Government while programs and services continued to grow. Careful monitoring of operating expenses, receipt of supplemental funding from the CNMI Government, and prudent financial management practices helped the College to end Fiscal Year 2004 with a balanced budget. This year, we also embarked on an effort to improve and integrate our assessment, planning, and budgeting processes to enhance overall institutional decision making, and achieve greater efficiency in the allocation of College resources.

The NMC Board of Regents and I are committed to building the College's traditional strengths and to continuously enhance our reputation and overall institutional effectiveness. Our ongoing goal is to produce a new Strategic Master Plan that will serve as a dynamic roadmap to guide NMC's future direction. As part of our collective commitment, we've expanded and strengthened opportunities for better communication and shared governance between our institution and all our internal and external stakeholders.

We thank you for taking the time to learn about NMC's programs, activities, accomplishments, and institutional challenges. Our entire College community is dedicated to making NMC a more student-focused and community-centered learning institution.

Thanks and regards,

Tony V. Deleon Guerrero
President

BRIEF HISTORY, MISSION, AND SCOPE OF PROGRAMS

Northern Marianas College was established in 1981 when then-Governor Carlos S. Camacho created the College as an official governmental entity through executive order. The executive order established the College as one of the divisions within the Commonwealth Department of Education, and made it responsible for all training programs offered for government employees.

In 1983, P.L. 3-43 established the College as a public, nonprofit corporation with the Board of Education as its governing board. Then in 1985, P.L. 4-34 created a separate Board of Regents and granted the College autonomy in its fiscal and personnel affairs.

The College received its initial accreditation in 1985 from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, or WASC. That accreditation was reaffirmed in 1990, 1996, and 2001. Also in 2001, NMC received initial accreditation from WASC's Senior Commission to offer a baccalaureate degree program in elementary education. To date, NMC's dual accreditation status is unique in the western accreditation region, with the College being one of only a few two-year colleges in the nation to have been awarded this status. NMC was designated a Land Grant institution by the U.S. Congress in 1986.

Since its beginning, NMC has focused on meeting the higher education and vocational training needs of the CNMI. From the time of its first program in teacher education, NMC has strived to develop a comprehensive set of programs and services to meet the social, cultural, occupational, and economic development needs of its island communities on Saipan, Tinian, and Rota.

The mission of Northern Marianas College is to provide the best quality and most meaningful postsecondary and adult educational opportunities, for the purpose of improving the quality of life for the individual and for the Commonwealth as a whole.

The College carries out its mission through the following programs and services:

- associate degrees and postsecondary certificates of completion and achievement in a variety of fields
- a baccalaureate degree in elementary education
- pre-baccalaureate programs that enable students to transfer to four-year colleges and universities
- basic adult education, including life skills education and courses leading to the GED
- noncredit developmental programs in English and math
- noncredit courses for the public in areas of personal and professional interest
- a workforce development program that enables CNMI residents and businesses to develop and upgrade career skills
- workshops and seminars offered by the Small Business Development Center to aid new and prospective business owners, entrepreneurs, and private and public sector employees
- workshops and educational programs for farmers, homemakers, students, families with children, and other community members, provided by the various programs within Cooperative Research, Extension, and Education Service, or CREES
- facilitation of baccalaureate and graduate level degree programs from other colleges and universities, so that such opportunities are made available to Commonwealth residents who do not wish to leave home in pursuit of higher education
- student support activities, including admissions and financial aid services, counseling and academic advising, testing, tutoring, placement, and special assistance to disadvantaged students and other community members

BOARD OF REGENTS

Overview

Northern Marianas College is governed by a Board of Regents appointed by the CNMI Governor, with the advice and consent of the Senate. The authority of the Board is derived from the Commonwealth Constitution and statutes. The Board is responsible for ensuring that the College accomplishes its mission of providing quality educational programs and services to the community. Regents are guided by the highest standards of personal and professional integrity and ethical values. They are focused on the needs of the community and the best interests of each and every student. This focus is the basis of their decisions and the goals and objectives they establish for the College.

Accomplishments

In AY 2004 the BOR revised several sets of College policies, those governing Board Operations, Facilities Management, and Student Development.

In January 2004 the Board received ownership of La Fiesta Mall. This acquisition was made in response to the College's urgent need to expand and upgrade its present facility in As Terlaje, so as to maintain compliance with standards for the facilities of a community college, as outlined by WASC's Accrediting Commission for Community and Junior Colleges (ACCJC).

In March 2004 the Board attended a boardsmanship workshop for the Pacific Postsecondary Education Council (PPEC), sponsored by Northern Marianas College and facilitated by Dr. David Wolf and Mr. Robert Henry. The two-day workshop was attended by over 25 regents and trustees from the College of the Marshall Islands, Palau Community College, the University of Guam, and NMC.

In March and May 2004 the Board regained full membership with the appointments of Ms. Elaine H. Orilla, representing the island and community of Rota, and Mr. Jose C. Sablan, representing the island of Saipan and the private sector.

In May 2004 the Board held a one-day retreat. The retreat provided the foundation for establishing the vision and direction of the College for AY 2005, and for the new Strategic Master Plan.

In July 2004 the Board appointed Mr. Antonio V. Deleon Guerrero as President of NMC.

Membership

Kimberlyn King-Hinds, Chairperson (Tinian)
Margarita R. Olopai-Taitano, Vice Chairperson (Saipan)
Galvin S. Deleon Guerrero, Treasurer (Saipan)
Abelina M. Cing-Cabrera (Saipan)
Eloise A. Furey (Saipan)
Elaine H. Orilla (Rota)
Jose C. Sablan (Saipan)
Danny O. Wyatt, Honorary Faculty Regent
Joaquin O. Kiyoshi, Honorary Student Regent

NMC FOUNDATION

Overview

The NMC Board of Regents established the NMC Foundation in 1999 for the purpose of acquiring, managing, and disbursing funds from alternative sources to support the advancement of the College's educational programs and services. The Foundation is a nonprofit organization composed of committed community volunteers, primarily from the business sector, who are dedicated to improving higher education in the CNMI by encouraging private and public support for Northern Marianas College.

Accomplishments

In March 2004 the Foundation added a new member to its composition, Mr. Ivan Quichocho.

In FY 2004 the Foundation raised approximately \$57,000, net of expenses, in Educational Tax Credit and other donations for the College. Included in that amount are proceeds from the Second Annual NMC Foundation Golf Tournament which raised approximately \$45,000 for the College, net of expenses. The participation of Mr. Bruce Devlin, a professional golfer, contributed significantly to the tournament's success.

Membership

Jerry Tan, President
Galvin S. Deleon Guerrero, Vice President
David Burger, Treasurer
Felicidad Ogumoro, Secretary
Ron Barrineau
John Cox
Lee Delos Santos
Jerold Facey
Kimberlyn King-Hinds
Yoichi Matsumura
Joanna Pai
Ivan Quichocho
Ray Villagomez
Mike Von Siebenthal

ACADEMIC PROGRAMS AND SERVICES

General Overview

Academic Programs and Services is responsible for delivering NMC's associate-level degree and certificate curricula in a wide range of liberal arts, professional, technical, and vocational fields, including Accounting, Business Administration, Business Management, Computer Applications, Criminal Justice, Hospitality Management, Law Enforcement Administration, Liberal Arts, Nursing, Office Technology Administration, and Technical Trades. It also provides the general education foundation for NMC's baccalaureate degree in Elementary Education, as well as for baccalaureate degree programs (through both on-line and on-site participation) from several four-year institutions with which NMC has established formal agreements. In addition to college-level courses, the unit offers developmental curricula in English and Mathematics that enable students to acquire the skills necessary for academic success at the associate level.

Academic Programs and Services includes the Business Department; the Human Performance and Athletics Department; the Languages and Humanities Department; the Nursing Department; the Sciences, Mathematics, and Technology Department; the Social Sciences and Fine Arts Department; and the School of Education.

The Dean of Academic Programs and Services has general administrative responsibility for the unit and serves on several standing committees and ad hoc committees. These include the College Council; the Planning, Budget, and Evaluation Council (PBEC); and the Registration Committee.

The Dean meets regularly with the Department Chairs for a variety of institutional purposes, including the review of current and proposed curriculum and degree and certificate programs, review of new and revised course guides, and discussion of unit and institutional concerns.

BUSINESS DEPARTMENT

Overview

The Business Department provides quality education and training that helps prepare the people of the CNMI for leadership and management careers in private industry and the public sector. Students are offered the option of pursuing an Associate in Arts degree, an Associate in Applied Science degree, a Certificate of Completion, or a Certificate of Achievement in various career ladder tracks in business, tourism/hospitality, and computer applications areas. Degree and certificate programs are currently offered in accounting, business management, hospitality management, computer applications, sales and marketing, international business, and office technology administration. These programs are designed to provide marketable job skills that will enable students to pursue careers in banking, the tourism industry, communications companies, retail businesses, government agencies, and other business sectors.

The department also provides students with opportunities to work with public and private sector organizations, and to learn from the experiences of community leaders through its guest speaker program. This program brings together representatives of government agencies, the hospitality industry, the Saipan Chamber of Commerce, and other organizations to share their wealth of knowledge and experience with students as guest speakers in the classroom.

In addition, instructional services are provided for continuing education programs and workshops conducted through the NMC Business Development Center. These training programs create developmental opportunities for individuals in the CNMI workforce to enhance their administrative and managerial skills, as well as improve productivity and profitability.

Accomplishments

In AY 2004 the Business Department provided quality education and training to the people of the CNMI who wish to pursue business leadership and management careers in the public and private sectors. A number of students took on internship opportunities with various private sector companies including Verizon, Wallace Theatres, Pacific Islands Club Saipan, Aqua Resort Club, Price Costco, First Hawaiian Bank, Staywell Insurance, Budget Rent-a-Car, and Bank of Hawaii. Many private sector employees took advantage of the Department's offerings to upgrade their job skills in specific areas during the academic year.

The number of business degrees awarded in AY 2004 exhibited a 42% increase over the previous year, up from 26 to 37 associate degrees. There was also a significant increase in business certificates awarded, from one in 2003 to nine certificates awarded in AY 2004.

Department faculty have continued to review and update all program course guides to reflect changes and trends in the business world, and also to incorporate measurable student learning outcomes, or competencies. Many of the required textbooks and instructional materials for business courses have been updated.

In AY 2004 the newly formed Business Program Advisory Council (BPAC) held the first of its regular meetings. The BPAC is composed of CNMI business community leaders and NMC business instructors. The Council is providing valuable input with respect to qualities that will make students more successful after they graduate—qualities employers look for when hiring. BPAC members' guidance will help the Business Department and the College improve instruction, course design, and program content, and will better prepare NMC graduates for the real business world in the CNMI and beyond.

Also in AY 2004, the Department created a new Associate in Arts degree program in International Business, as part of the Pacific Gateway project to attract more international students. A majority of the courses in the A.A. in International Business degree program are transferable to four-year institutions.

At the onset of the academic year the Department hired a new, full-time hospitality and tourism instructor. The workload of this instructor has included reviewing and assessing the hospitality degree and certificate programs and current tourism course offerings; working with the NMC COMPASS unit to develop short-term community programs and courses that will meet the needs of the local tourism industry; collaborating with PSS to develop a 2+2 feeder system for students interested in taking business and tourism courses at NMC; collaborating with HANMI in establishing a Tourism Scholarship program; and promoting NMC's business and tourism programs throughout the community.

FILM, TELEVISION, AND AUDIO VISUAL DEPARTMENT

Overview

In AY 2004, with substantially increased enrollment, the Film, Television, and Audio Visual Department was officially established as a College department. The program teaches students the intricacies of the

film and television business through practical hands-on training in camera, sound, editing, and recording. Students can earn either a Certificate of Achievement or an A.A.S. degree.

The FTVAV program was designed to give a new voice to the younger generation while creating new jobs necessary for the healthy growth of the media industry in the CNMI. The program helps students develop their technical and creative abilities and strengthen basic academic skills. Deductive reasoning, mathematics, and English skills are constantly used and reinforced in every facet of the motion picture and television industries, and in the FTVAV program as well. Time-constrained decision making by students requires awareness of multiple disciplines and promotes a learning environment of decisive action.

Accomplishments

In AY 2004, three Certificates of Achievement and NMC's first A.A.S. degree in Audio/Video Production were awarded.

The year began with the production of a documentary about the CNMI's participation in the Tournament of Roses Parade in Pasadena, California. Senior student crew members documented the construction of the float, the exposure of the CNMI to a worldwide audience, and the achievement of being awarded the prize for Best International Float. A tour of several major motion picture facilities and a live viewing of *The Tonight Show* helped students understand the big picture of the film industry.

During the summer the Department developed a hybrid media training program with the Workforce Investment Agency. Under the terms of this agreement 60 trainees were provided by WIA to participate in an accelerated media program over the course of the summer. This 12-week program was designed to cover and document the commemoration of the 60th Anniversary of the Battles for Saipan and Tinian. Several film crews were assembled and utilized to cover every aspect of the event. Currently in postproduction, the resulting documentary will be completed by early Spring 2005.

Concurrently, a student crew was employed to shoot for Fast Carrier Productions, gathering footage and interviews for the documentary "The Pied Piper of Saipan, the Untold Story of Guy Gabaldan." This crew garnered letters of appreciation and praise from the documentary's producer, Steve Rubin.

Live, three-camera television productions completed in AY 2004 included 18 episodes of *Teen Talk Live*. Other multi-camera productions included the *Miss CNMI Beauty Pageant*, *Korean Marathon*, and 12th *Annual Marianas Cup Beach Volleyball Tournament*.

Dramatic productions included 10 episodes of *Journeys*, a dramatic "soap opera" style mini-series shot on location around Saipan; the short film *Dandan, Saipan*; and a news feature for Maui television, *The Saipan Report*.

Government and community projects completed during the year included an industrial-style anti-terrorist training film for the CNMI's Commonwealth Ports Authority; two projects for the Department of Public Health, promoting diabetes awareness (a short film, *Donkey Hindquarters*, and a PSA, *What's your Number*); the *Ninth Circuit Court Celebration*, a series of disabilities seminars; and a short film on typhoon preparedness for the Emergency Management Office. Other projects included two worship karaoke videos and two music CDs.

Finally, one student was afforded the opportunity to intern on a reality TV show, *Cowboy U*. for CMT network, shot on the island of Molokai in Hawaii. This represents the ultimate goal of the FTVAV program,

to give students the skills necessary to find employment in the motion picture and television industries, both at home and abroad.

HUMAN PERFORMANCE AND ATHLETICS DEPARTMENT

Overview

The Health and Physical Education (HPE) Department was approved as a separate department by the NMC Board of Regents in February 1999. In September 2003 the HPE Department changed its name to Human Performance and Athletics (HPA) Department, as approved by the BOR under the new NMC reorganization. HPA faculty and staff submitted the name change to reflect a significant service and role that NMC performs for the community. The Department has developed an athletic program to attract students and community participation and to promote a new image for the College.

HPA's mission is to educate individuals in improving personal and community wellness through human movement and health and leisure experiences that will produce leaders and role models equipped to serve and impact society at all levels. The development of ethical standards, quality leadership abilities, service orientation, excellent physical skills, and a positive response to competition and challenge are basic goals of the program.

The HPA faculty and staff are strongly committed to:

- 1) Providing opportunities for students seeking careers, experience, and knowledge in health, physical education, and athletics at an advanced level;
- 2) Emphasizing leadership development through involvement in sports; and
- 3) Promoting unity between NMC students, faculty, alumni, friends, and the CNMI community through a common identity and supportive fellowship.

The Department also facilitates the A.A.S. degree program in Recreational Diving and the Certificate of Completion program in Public Safety Diver, which are offered when there is sufficient demand.

Accomplishments

In AY 2004 the Department successfully recruited two full-time instructors to accommodate HPA classes offered and other important activities that assist in fulfilling the College's mission. It also recruited a full-time administrative assistant, and one work-study student whose duties include assisting in the operation of the gymnasium after hours and on weekends for the community.

The department initiated collaboration with the Federation of International Basketball Association (FIBA) in Australia, to develop a certificate in Coaching and Referee to be offered through NMC. Program faculty also developed an Intramural Sports Handbook to promote intramural sports at NMC.

- VI. HPA secured business sponsorship from Pacific Trading Company, Verizon, and SaipanCell to fund and promote the athletic program, with two goals in mind: (1) to attract students to the College, and (2) to help students develop their performance skills.**

- VII. *The Department has been meeting with the Mariana Islands Housing Authority (MIHA) and Commonwealth Development Authority (CDA) regarding the second phase of the Saipan Recreational Facility (SRF). This academic year has seen the successful implementation of a community organization and public program for the SRF, including its open-door schedule for the public.***
- VIII. *Through its former Gym Manager, HPA developed a Youth and Senior Basketball Development Program which is now being offered at NMC.***

The Basketball Level I Coaching course met the enrollment requirement in the Spring 2004 semester, and enrolled students received a Certificate from the Federation of International Basketball Association (FIBA) of Australia, through NMC, for the first time.

LANGUAGES AND HUMANITIES DEPARTMENT

Overview

NMC's Languages and Humanities Department is the largest academic department of the College, both in the size of its faculty and in the number of students it serves. Many of its courses are offered on Tinian and Rota as well as Saipan. The Department is responsible for four areas of instruction.

English Language Institute: Eleven different courses in developmental English are offered, from beginning to advanced levels. Course content includes reading and vocabulary development, writing and grammar skills, and listening and speaking improvement.

College English: Two levels of English Composition are offered which teach the fundamentals of academic research and writing. Also offered are Creative Writing and technical English for Criminal Justice majors.

Foreign Languages: The Department provides instruction in Japanese, Chinese, Chamorro, Carolinian, Spanish, and American Sign Language.

Humanities: The Humanities curriculum includes courses in Philosophy, World Religions, World Literature, Pacific Literature, and Speech Communication.

The Department also offers courses in Linguistics and ESL Methods for Education majors, leading to a Certificate of Achievement in TSL/TFL (Teaching a Second Language/Teaching a Foreign Language), as well as coursework leading to a Certificate of Completion in Sign Language Interpreter.

Accomplishments

In the past academic year, the Languages and Humanities Department increased its offerings in foreign languages on all three campuses and continued to serve large numbers of students enrolled in college-

level and developmental English courses. Following the merger of the Humanities curriculum with the Languages Department in 2002, by AY 2004 the Languages and Humanities Department had added those courses to its regular schedule.

In order to assist the prospective student population, the Languages and Humanities Department offers regular placement testing which consists of a standardized TOEFL and a writing test. Two hundred and sixty-three individuals took the placement test in July and August 2003 for placement in the Fall 2003 semester. In the months of October, November, and December, 91 students took the test, and in January, prior to the beginning of classes, an additional 171 took the test. In May, in preparation for summer registration, 62 individuals took the placement test.

NURSING DEPARTMENT

Overview

The mission of NMC's Nursing Department is to provide career guidance and education in nursing to those students of the CNMI and the Pacific Basin who desire to become Nursing Assistants, Hemodialysis Technicians, or Registered Nurses. To accomplish this commitment, the Department offers a Certificate of Completion for Nursing Assistants (NA) and Hemodialysis Technicians and an Associate in Science degree in Nursing (ADN). At the completion of the ADN program, the graduate is eligible for the National Computerized Licensure examination for Registered Nurses (NCLEX-RN), which leads to a Registered Nurse (RN) license in the Commonwealth and makes the student eligible for licensure in any U.S. state or territory.

The vision of the Department is to increase the number of locally trained and licensed nurses working in the various health care provider agencies in the CNMI as well as the Pacific region. It is to also provide an opportunity for any person residing in the CNMI to become educated to practice in the health care field.

Accomplishments

The major focus of the NMC nursing program is the success of its graduates. Eleven students graduated in May 2004. In the two-year cycle ending in Spring 2005, 12 students are enrolled and on their way to earning the A.S. degree in Nursing. In the two-year cycle ending in Spring 2006, 27 students are enrolled and pursuing the degree. The increase in student population has meant an increased level of concern for safety in the clinical situation. To address this concern one full-time instructor was added, making a total of five instructors available to the students. The Department was unable to offer the Nursing Assistant course in Spring 2004 because of a lack of faculty.

A new Hemodialysis Technician course is ready to be offered through the Commonwealth Health Center and NMC's Community Development Institute at the request of CHC.

The College's nursing students continue to be involved in community service and have been conducting blood pressure checks and blood sugar readings at various community events throughout the year. Nursing students fulfill the clinical component of the program by spending clinical hours, which vary each semester, at CHC. These activities are carried out under the close supervision of an instructor and the nursing staff.

The Nursing Advisory Committee did not meet during AY 2004 but hopes to do so next year. One of the Nursing faculty attended the American Pacific Nursing Leadership Conference this year, representing the

Department and bringing back to her colleagues up-to-date information on nursing issues in the broader American Pacific region.

The Nursing Department's computer laboratory was connected to NMC's student network so that program students are now able to access the Internet through the Department's computer lab. In a program where textbooks become outdated almost as soon as they are published, the Internet is a valuable learning tool. Nursing students respond well to computer learning and demonstrate a greater willingness to work on computer simulations as compared with textbook reading.

One Department faculty member has been certified as a Red Cross First Aid and CPR instructor, which will allow this course to be offered to NMC nursing students and other program participants in a timely manner.

SCHOOL OF EDUCATION

Overview

NMC's School of Education (SOE) is dedicated to enhancing the quality of education in the CNMI by providing a Bachelor of Science degree in Elementary Education. The SOE also offers certificate programs in Early Childhood Education, Related Services, and Early Intervention. Endorsement programs for specialized training beyond the B.S. degree are provided in Special Education. A Curriculum Resource Center (CRC) and a College Lab School (CLS) support the Teacher Preparation Program. The CRC serves as a specialized resource center which is linked to the main NMC library system.

The Elementary Education Program is designed to engage education students in a developmental process of acquiring the knowledge, attitudes, and skills necessary to promote educational excellence and equity in the classroom. The B.S. degree program is based upon the latest research and current best educational and classroom practices. Department faculty design courses to incorporate the cultural strengths of the children of the CNMI, and teach how to match those strengths to teaching practices. The SOE endorses the practice and refinement of knowledge acquired, in realistic settings.

Accomplishments

The School of Education's baccalaureate degree program in Elementary Education, approved by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) in 2000, graduated 32 students during AY 2004. All of the graduates were immediately hired by the CNMI Public School System and private schools, and are now supporting the SOE by serving as mentor or master teachers.

In AY 2004, a significant change in the application process for Teacher Candidacy status was made with the inclusion of the PRAXIS I (Professional Skills Test, Basic Skills and General Knowledge in Reading, Writing, and Mathematics.) During this academic year, 104 students from the School of Education attained Teacher Candidacy, Provisional Teacher Candidacy, or "PSS Status."

The SOE's Early Childhood Education (ECE) certificate program provides enrichment training for educators within the Head Start classrooms. In May 2004, 22 Head Start teachers from Tinian, Rota, and Saipan were awarded the Certificate of Completion in ECE.

The SOE works collaboratively with the PSS Head Start Program to provide professional development for its teachers and teacher aides. An MOA was signed by both agencies to provide Early Childhood Education courses on the islands of Rota, Tinian, and Saipan. Teacher aides continued training in specific skill areas to be able to deliver essential adaptations and accommodations to students with

disabilities. Teacher aides supplement the services provided by certified related service providers. The program is being presented in conjunction with the University of Hawaii Center for Disability Studies.

The School of Education's Individual Degree Program (IDP) was amended to reflect current educational practices. Several changes were approved by the Academic Council in AY 2004, including the addition and elimination of certain courses. The recommended sequence meets acceptable standards for the teaching profession.

New entrance requirements for the baccalaureate program include the successful completion of all prerequisite classes, of English Composition II or its equivalent from a U.S.-accredited institution, and of the PRAXIS I. All requirements are currently in effect with the exception of the PRAXIS I requirement, which will be implemented in Spring 2005.

In Summer 2003, a five-day summer institute was conducted to develop novice teachers' mathematics content knowledge and knowledge of standards-based mathematics pedagogy. The institute was one of a cycle of five such annual events designed and delivered by PSS and NMC mathematics and math education specialists as part of MENTOR, a National Science Foundation-funded project facilitated by PREL (Pacific Resources Education for Learning) over a five-year grant period. Each summer institute focuses on a different mathematics content area, thereby ensuring that novice teachers receive instruction in all areas of the mathematics curriculum.

Also in AY 2004, the SOE conducted several training seminars and consultations at the request of PSS and private school administrators.

The School of Education has refined its assessment and evaluation procedures in accordance with guidelines laid down by the Western Association of Schools and Colleges (WASC). Course guides have been reviewed and modified where necessary. Instructors are specifying more precise measures of student performance for each course, and data collection is under way for five selected program-level student learning outcomes.

Recently, many College instructors and pre-service teachers have begun to further integrate technology into courses at NMC and within the broader CNMI educational system. The "Preparing Tomorrow's Teachers to Use Technology (PT3)" Implementation Grant from the U.S. Department of Education has made this possible through the purchase of equipment and funding for personnel.

NMC continues to support educational technology in the SOE program with the Educational Technology Center, the College Lab School, and the Curriculum Resource Center, a library and computer/technology laboratory with educational resources for pre-service and mentor teacher use. In the Curriculum Resource Center, two new Gateway PCs and four new Apple e-Macs replaced older computers in AY 2004. New wireless service in the CRC allows patrons to use laptops to gain access to the College's computer network. Additional tables were also made available in the CRC for students to study alone or in groups, or to work on projects and assignments cooperatively.

SCIENCES, MATHEMATICS, AND TECHNOLOGY DEPARTMENT

Overview

The Sciences, Mathematics, and Technology Department provides General Education and vocational education courses to the NMC student population. The diversity of subjects taught by Department faculty ranges from Chemistry and Trigonometry to Construction Trades. The Department also houses the A.S. degree program in National Resources Management, the Marine Science and Technology program, the A.A.S. degree program in Construction Trades, and several certificate programs in Construction Trades.

When fully staffed, the Department has ten full-time faculty members and an administrative manager. The Department also employs, as needed, a number of adjunct instructors, commonly drawn from local professionals, in order to meet student demand for courses.

Accomplishments

Science classes were in great demand during the past year. In AY 2004, three sections of chemistry were needed when only one would have sufficed in previous years. There has also been an increase in the number of biology classes offered per semester.

In January 2004, the Department was finally able to hire one math instructor and one science instructor to replace those who had previously resigned. Even with the addition of these new instructors, the Department was not fully able to meet the increasing need for course sections. Because of the high demand for math and science courses, it has been necessary for faculty to carry one or two course overloads per semester. The Department is aware that it is very difficult to find capable (and available) science and math adjunct instructors in this relatively small community. Consequently, unless FTEs are used to teach the science courses, the continuity of programs and instruction may be seriously compromised.

The Department has increased its emphasis on student learning outcomes, by implementing in several science courses pre- and post-tests whose results are quantifiable and will help identify any increase in student knowledge and skills. Several courses consist of quantitative analysis in which students conduct experiments and learn how to collect and analyze their own data.

In Spring 2004, the Department's Mathematics section implemented a new policy of administering an exit exam in its developmental, non-degree unit, mathematics courses. The exit exam helps to ensure that students receive a quality education by evaluating their cognitive abilities and subject matter knowledge. The Department also instituted a math tutoring lab.

The Science faculty have integrated notebook computers, digital underwater cameras, and digital imaging binoculars into their science courses. Field guides were procured for placement in the laboratory. Electronic tipping rain monitors, which can record via remote receivers, were placed in the homes of students enrolled in the Natural History of the Mariana Islands course. Network lines and an Airport system were installed in the laboratories to assist with file sharing and Internet access. Saltwater aquariums, with lights and filtration systems, were also constructed in the laboratory.

The Department's Marine Science Instructor collaborated with Brigham Young University-Hawaii to conduct research on sea anemones and mollusk associations in the Saipan Lagoon and around Managaha Island. A note on this work is being prepared for publication in the University of Guam's science journal *Micronesica*. Another collaborative project studied the distribution and sex ratios of the Pacific Golden Plover, a migratory bird species that winters in the CNMI.

In AY 2004 the Science faculty also hosted the Coral Reef Task Force meetings, all of which were held on Saipan. Department presentations to the NMC Board of Regents included the *Island Ecology and Resource Management: CNMI* textbook project and the NMC Marine Science and Technology program. In addition, the faculty made a presentation on the CNMI's geology, climate, and weather at the annual CNMI Teacher Training Seminar, at the request of the CNMI Council for the Humanities.

A Program Advisory Council was formed for the Natural Resources Management (NRM) and the Marine Science and Technology (MST) programs. The Council consists of 22 members of the community including representatives of other government agencies, College students enrolled in the Natural Resources Management program, and employees of the Public School System.

In AY 2004, students enrolled in the NRM degree program participated in the habitat rehabilitation of Wedgetail Shearwater bird nesting sites on Managaha Island. This work is being carried out in collaboration with the CNMI Division of Fish and Wildlife, Division of Environmental Quality, Division of

Agriculture, Office of Carolinian Affairs, and TREES (a local environmental NGO). Shearwaters are an endangered species, and this is the only such nesting site in the northern Pacific.

Students enrolled in the NRM degree program also:

- 1) Produced three 60-second Public Service Announcement (PSA) videos for presentation at local movie theaters and on the local cable access channel, to increase public awareness of litter, soil erosion, and the effects of betel nut chewing;
- 2) Developed and conducted (with a mentor scientist) field experiments utilizing scientific methodology including data collection and analysis; and
- 3) Actively participated as paid summer interns with government agency scientists engaged in field research on regulated species populations, coral reef monitoring, and potable water chemistry and bacteriology.

The Vocational Education program increased its overall enrollment from 91 students in AY 2003 to 148 in AY 2004. As a result, the Department was able to offer more courses and more sections to students.

In Spring 2004, Department of Corrections (DOC) students enrolled in Vocational Education courses renovated the entire roof of the 4-H Club building in San Jose, Saipan. During the same semester, students constructed a new roof for the CREES Nursery building and developed a cost estimate for repairs and renovation of the Sewing program building located in Garapan, Saipan. An ongoing project for the Vocational Education program is the construction of the Pacific Rim Academy's film and television studio at Northern Marianas College. By Fall 2004 60% of the building had been completed.

On the Rota Campus, two Vocational Education courses were offered in Fall 2003 and Spring 2004 for regular and 2+2 high school students.

SOCIAL SCIENCES AND FINE ARTS DEPARTMENT

Overview

NMC's Social Sciences and Fine Arts Department is a diverse academic unit housing a wide variety of liberal arts disciplines which make up the bulk of NMC's General Education curriculum requirements. Three of five core course requirements for all degree candidates are offered by the Department. In addition, the Department also facilitates the Criminal Justice A.A.S. degree and Certificate of Completion programs, and a Certificate of Completion program in Fire Science Technology.

When fully staffed, the Department has six full-time faculty members and an administrative manager. The Department also employs, as needed, a number of adjunct instructors, commonly drawn from local professionals and social science practitioners, in order to meet student demand for courses within its purview.

Accomplishments

The Department continues to offer a full range of postsecondary level courses in Visual and Fine Arts (Ceramics, Drawing, Painting, Photography, Drama, and Music), and Social Sciences (History, Psychology, Sociology, Geography, Political Science, Personal Law, and Criminal Justice). In AY 2004, 1545 students enrolled in 89 different course sections.

The International Honor Society of Phi Theta Kappa, Beta Lambda Psi Chapter, doubled its membership and continued to carry out appropriate activities. Two Department faculty members were recognized in

the 2003—2004 edition of *Who's Who Among America's Teachers*, and one of these individuals coordinated NMC's first annual participation in the All-USA Academic Team competition.

It is the goal of the Department to provide the best possible liberal arts education to the people of the Northern Marianas, and to engage in community service at every available opportunity. Examples of some of the accomplishments of the Department in this regard are the continuing and close relationship with the Northern Mariana Islands Council for the Humanities, the CNMI Museum of History and Culture, the CNMI Council for the Arts, the Department of Public Health, and the Commonwealth and federal judiciaries.

In addition to the collaboration and assistance provided to these committees and organizations, Department faculty have also established excellent working relationships with the community at large. In AY 2004 several faculty members helped to produce radio programs for NMC's public radio station and participated in the Humanities Council History Institute six-week program to orient new teachers in Marianas history for the Public School System. Art students cooperated with the Saipan Chamber of Commerce to paint a mural around a construction project along a major parade route. Also, in collaboration with the Chamber of Commerce, CNMI Office of Historic Preservation, and the Marianas Visitors Authority, Current Issues students donated their time to clean up the historic Japanese jail prior to the 60th anniversary of the invasion of Saipan. Social science classes also conducted several public opinion polls on issues important to the community and to the College.

One faculty member co-authored an academic article on the community rates of violence and burglary in Seattle, published in the *Sociological Quarterly*. Another faculty member contributes an annual year in review of the Marianas to the University of Hawaii journal *Contemporary Pacific*, Spring issue. One faculty member participated in the planning and execution of the ceremonies and events commemorating the 60th anniversary of the invasion of Saipan. Two others gave the keynote address at junior high school graduation ceremonies. Historical consultancy was provided to two video documentary teams preparing specials on the Marianas for national public television. In addition, several faculty members are actively engaged in committee work relating to NMC's accreditation, and cooperating with other departments on special projects such as a biology lab aquarium project and the production of a locally oriented science textbook. Moreover, several members of the Department are active participants in the production of an Internet academic journal specializing in Pacific social and life sciences, in partnership with Charles Sturt University in Australia. Local and visiting civic and political leaders are frequent guest speakers in the Department's classes.

COMMUNITY PROGRAMS AND SERVICES

General Overview

Beyond its traditional academic degree and certificate programs, NMC also serves various sectors of the CNMI community by providing valuable continuing education courses, practical workforce development training workshops, advanced postsecondary programs, and relevant technical assistance services, through Community Programs and Services (COMPASS).

The mission of COMPASS is to provide affordable and accessible lifelong learning opportunities. Its vision is to make NMC the center of community enrichment.

Collectively, six COMPASS programs assist the institution to meet its community college mission by fostering the development of human potential, and the growth of workplace organizations in the public and private sector, by providing quality education and technical assistance services. These programs are:

- Adult Basic Education (ABE)
- Community Development Institute (CDI)
- Cooperative Research, Extension, and Education Service (CREES)
- Public Radio Station KRNM
- Small Business Development Center (SBDC)
- University Center for Excellence in Developmental Disabilities (UCEDD)

ADULT BASIC EDUCATION

Overview

Adult Basic Education offers a variety of programs directed toward the development of basic skills such as reading, writing, and mathematics, with a high school diploma as the end goal. The programs are: Adult Basic Education (ABE) courses including GED preparation; English as a Second language (ESL); Family Literacy; Adult School; and General Educational Development (GED). ABE programs provide opportunities for non-high school completers to earn a high school diploma. This diploma is accepted by most colleges and universities in the United States, Canada, and the U.S. Insular Areas. It is also sought by many employers. Adult Basic Education gives people a second chance at excellence.

ESL is offered to all students whose first language is not English.

Family Literacy is offered to parents or caregivers of children who are in school. The activities include ABE courses in reading, writing, and mathematics.

The Adult School curriculum consists of five life skills modules: Occupational Knowledge, Community Resources, Consumer Economics, Health, and Government and Law. After completing all the modules and successfully acquiring prescribed career skills, the student earns a high school diploma. Career skills are developed through on- the-job training and by passing a college-level course.

The GED is a battery of five tests, in Reading, Writing, Science, Social Studies, and Mathematics. A high school diploma is awarded to a student who passes all five subjects.

Accomplishments

In AY 2004 there was an increase in enrollment for ESL, Family Literacy, and other ABE programs. However, the number of student graduates remained steady.

The Learning 100 Reading Intervention software program was installed on the Saipan, Rota, and Tinian campuses for ABE use. The program is a series of lessons in reading and writing, from literacy to high school level, and ABE staff at each site have been fully trained in its use.

The Comprehensive Adult Student Assessment System (CASAS) was adopted as ABE's assessment instrument. All teachers are now fully trained on the use of CASAS.

Development of the ESL curriculum materials has been completed. The curriculum is delivered in different levels of literacy: beginning low and high, intermediate low and high, and advanced. The textbooks and various supplementary materials for each of these levels have also been identified.

In AY 2004 ABE was awarded a staff development grant from the federal Division of Adult Education and Literacy (DAEL) which was used to plan and conduct staff development activities. The second phase of fiscal management training for the fiscal officers and ABE program managers of the Insular Areas of American Samoa, Marshall Islands, Federated States of Micronesia, Palau, Guam, and the CNMI was carried out. Funding provided by an Insular Area grant allowed completion of teacher training in teaching mathematics to adults.

The internationally known Adult Literacy expert, Dr. Thomas Sticht, conducted a workshop on adult education policy development and teaching reading to adults.

ABE has been attracting qualified instructors from the Public School System as adjunct faculty for the programs. The rate of teacher retention is high. In AY 2004 awards were given to teachers who have been with ABE for 15 years, and some teachers have been with the programs for five or more years. This gives some degree of continuity to ABE despite the inability to hire full-time teachers.

NMC Tinian provides Adult Basic Education for adult learners who wish to complete their high school education. Twenty-three ABE students enrolled on Tinian in AY 2004. NMC Tinian will explore the feasibility of implementing an Adult School program in Fall 2004, with the goal of recruiting and eventually graduating more Tinian students with high school diplomas.

COMMUNITY DEVELOPMENT INSTITUTE

Overview

The Community Development Institute (CDI) gives community members access to educational opportunities through NMC without having to seek an academic degree. In AY 2004 CDI provided many lifelong learning opportunities to over 1,000 individuals throughout the community, including public and private sector employees, businesses, organizations, and NMC employees. The Community Development Institute provides the public with courses and services they want at times and locations convenient to them.

Accomplishments

In AY 2004 the Community Development Institute reestablished NMC's valuable partnership with the CNMI Workforce Investment Agency (WIA). Through this partnership, CDI secured the NMC-WIA Computer Literacy Training Program contract. Forty-five out of three hundred WIA clients were trained by CDI to become computer literate and better prepared for the current workforce. In addition, CDI was instrumental in linking NMC's Film, Television, and Audio Visual Department with the Workforce Investment Agency to provide training for 60 WIA clients in film and television production.

CDI created a customizable training program aimed at developing and improving the language skills of employees in the CNMI as well as visiting international guests. Within one year, the program went from an English/Japanese course for hotel employees, to a customizable language-development training program for various industries. CDI started with a pilot program of 15 clients and now has provided language development training to over 150 clients. The languages taught are English, Chinese, and Japanese.

In an effort to promote the College, attract future NMC students, and provide developmental opportunities for CNMI youth, CDI in collaboration with the Small Business Development Center and the CREES 4-H Program created two summer youth programs, Camp Life and Project Life. Camp Life provided developmental and entrepreneurial training to nine students between the ages of seven and eleven. Project Life, dubbed the “Future Leaders” camp of the CNMI, provided hands-on leadership training to 14 teens between the ages of 12 and 15. Project Life allowed the students to learn and experience the characteristics, roles, and responsibilities of a leader.

CDI collaborated with two key government agencies to provide three high-demand workshops. The Office of the Public Auditor (OPA) hosted the Ethics in Government workshop. Over 60 NMC employees attended and learned about the many facets of the CNMI Ethics law. The CNMI Office of Personnel Management (OPM) hosted the other two workshops, the Basics of Equal Employment Opportunity and Sexual Harassment in the Workplace. More than 60 NMC employees are now better informed about their rights in the workplace and how to protect themselves and others from sexual harassment.

CDI was an active participant in the 2003 International Education Week (IEW), hosting discounted language classes for NMC employees, students, and the community at large. CDI and other elements of the COMPASS unit collaborated with the Pacific Islands Club, Hyatt Regency Hotel Saipan, Dai-ichi Hotel Saipan Beach, and Herman’s Modern Bakery to bring about the highlight of the IEW—a delicious culinary arts exhibit for the College community. Over 100 students, faculty, and staff experienced the fine dining and creative culinary arts displayed by the island’s best chefs.

Also in AY 2004, under a collaborative agreement, OSHA Region 9 officials, key CNMI government agencies, the Saipan Garment Manufacturers Association, the CNMI Contractors Association, and NMC (through CDI) teamed up to form the Northern Marianas Alliance for Safety and Health (NMASH), and sponsored the Governor’s First Annual Conference on Safety and Health at the Dai-ichi Hotel Saipan Beach. Over 260 participants received training in Occupational Safety and Health.

Through the Community Development Institute, NMC was able to expand its relationship with two campuses of Trajal’s School of Tourism and Hospitality. A CDI partnership with the Hyatt Regency Hotel Saipan, Dai-ichi Hotel Saipan Beach, and Businet Corporation brought qualified interns from Japan to gain experience working in the CNMI’s tourism industry. More than 15 individuals participated in these internship opportunities. The interns received training in sports and leisure, food and beverage services, concierge services, front desk services, and various other hospitality and tourism emphases.

New international marketing efforts were initiated by the College (through CDI) with the help of two volunteer companies with offices in the CNMI, Japan, and Korea. Businet Corporation opened a Japan-based company (EDURES) to promote the many programs and services NMC has to offer to the Japanese market. Businet also provides NMC with an on-site consultant to negotiate sister-school arrangements and market CDI’s short-term programs. To reach the market in Korea, CDI established a relationship with Foreign Language High-school Incorporated (F.L.H.I.) to recruit students in Korea who are interested in studying at NMC. Through direct marketing, F.L.H.I. successfully recruited five students to attend the College on a full-time basis.

CDI’s personal enrichment curriculum has evolved in response to the community’s needs. Courses are taught by quality instructors with a wealth of experience. CDI has sought out the CNMI’s best educators and performing artists to share their knowledge, methods, and experiences with interested community members. Over 300 community members in AY 2004 enjoyed the diversity and high-caliber instruction of CDI’s personal enrichment courses.

CDI continues to play another important role in the CNMI as facilitator of Cooperative Extended Programs, which partners with U.S.-accredited institutions to provide baccalaureate, master's, and doctoral degree programs to the community. In AY 2004 CDI welcomed the second CNMI cohort of Framingham State College's Master of Education degree program. This cohort has 28 enrollees who are expected to graduate in Spring 2005.

Participants in College- and community-sponsored professional development courses, workshops, and other qualified activities earned Continuing Education Units (CEUs) through CDI.

On Tinian, as part of the Collaborative Training Program between the College and the CNMI Workforce Investment Agency (WIA), CDI conducted a Computer Literacy Training Program for 16 Tinian clients.

On Rota, Community Development Workshops were conducted for the small business community and entrepreneurs. Instructors and presenters came from NMC Saipan and various agencies. The Rota 2004 Summer Computer Camp Program enrolled 60 students in Basic Computer Applications for a three-week period. This certificated program was sponsored and funded by the Rota Delegation to help students learn new skills and keep them occupied for the summer.

In addition, the College's Rota Campus established a partnership with Mobil Oil Marianas for the beautification of the campus and a beach clean-up project. Mobil donated 30 drums to be used as trash bins throughout the College campus and beach area. The NMC and Mobil Oil logos were painted on these drums for promotional purposes.

COOPERATIVE RESEARCH, EXTENSION, AND EDUCATION SERVICE (CREES)

Overview

The Cooperative Research, Extension and Education Service (CREES) provides quality programs, services, and information to benefit the CNMI's people, environment, and economy through agriculture and family and consumer sciences.

Its mission is accomplished through a range of programs offered through its Agriculture Research and Extension (ARE) arm (including the Plant Protection, Crop Improvement, Aquaculture Development, Livestock Improvement, and Soil and Water Management programs), and through its Family and Consumer Sciences (FCS) arm (including Nutrition, Diet, and Health; 4-H Development; Community Resource Development; Family Development; Food Safety and Quality; Sewing; Money Management; Expanded Food and Nutrition; and Food Stamp Nutrition Education programs).

Accomplishments

During AY 2004 CREES's outreach program, in collaboration with its partners, reached more than 10,700 individuals in the community through different avenues:

Indirect Contacts	Over 10,000
Direct Contacts	530
Workshops/Presentations	180

Indirect contacts were made through presentations, conferences, television segments, newspaper ads and articles, and workshops. Direct contacts were made through client visitations and one-on-one lessons.

Aquaculture Development Program

Shrimp/prawn production workshops were held on Saipan, Tinian, and Rota. Over 30 individuals attended these workshops, which taught participants how to grow marine shrimp in aboveground Recirculating Aquaculture Systems (RAS) and encouraged farmers to invest their resources in this lucrative activity.

A program aimed at acquainting school-age children with aquaculture was initiated at Rota High School. This program, titled "Aquaculture in the Classroom," was developed to familiarize children with the world of aquaculture production and to train the next generation of aquaculture farmers in the CNMI. Students attend classroom lectures and receive hands-on instruction in aquaculture.

A marine shrimp grow-out trial was launched to demonstrate to farmers the viability of growing marine shrimp in the CNMI using the aboveground Recirculating Aquaculture System. One thousand Pacific White Shrimp post larvae were released on March 10 in a 12'-diameter, concrete, round tank holding approximately 2,500 gallons of brackish water. White Shrimp was the species of choice for this study because it tolerates fluctuations in grow-out environmental conditions, is fast growing, and is available from Guam. By the end of July, representative samples of the subject animals obtained averages of 5" in length and 20 grams in weight. Of the 1,000 PLs released, 600 were harvested, for a survival rate of 60%. Fresh, live White Shrimp command a price of \$10.00 per pound in the CNMI market.

Crop Improvement Program

In AY 2004 the Crop Improvement Program began taking aggressive steps to help farmers identify funds for improving their existing farms. Through CREES extension agents and researchers, four farmers from Rota were able to receive federal grants to conduct on-farm experiments and demonstrations. More than \$30,000 in grants was distributed to the farmers through this program.

The introduction of new vegetable varieties was a program target for the last academic year. Several varieties of disease-resistant corn were tested by faculty and finally recommended to farmers. As a result, farmers on Saipan have begun planting new varieties that are more resistant to disease and pests. In addition, these crop varieties were found to have better yields.

In order to improve cattle production in the CNMI, it is essential that pasture improvements be made as well. CREES conducted an on-farm trial of three improved grasses. As a result, one of the largest cattle producers on Saipan began planting the recommended grass varieties.

Container gardening with vegetables was demonstrated at Garapan Elementary School with 200 school children. Different vegetables in plastic trays were planted and reared through germination with the assistance of participating teachers.

Plant Protection Program

The Plant Protection Program Team worked closely with collaborators (both regionally and abroad) to monitor invasive species in the CNMI. Bait stations were established on Saipan, Tinian, and Rota to continue monitoring pest populations to better understand the population dynamics of pests for improved management practices. Also, farmers were taught how to conduct their own pest monitoring to assist CREES in quickly taking action when a problem has been identified.

The Team conducted several Pesticide Applicator training sessions on Saipan, for both commercial and private applicators. In AY 2004 there was a significant increase in the number of participants earning passing scores because of changes made in the test to make it more understandable.

Soil and Water Quality Management Program

In Fall 2003, Soil and Water Quality Management responded to a request for assistance from several environmental agencies (USDA-NRCS, DEQ, DLNR-DFW) and nongovernmental organizations (TREES, Beach RAMP). Seeds of mangroves and seedlings of several indigenous plants were grown for these

programs to re-establish indigenous species that have been lost due to heavy population growth on Saipan. The indigenous trees that grew best were *da'ok* (*Calophyllum*) and *Scaevola*. In addition, more than 2,000 plants of turf grass were grown at the office of Beach Road Area Management Plan (Beach RAMP). These were transplanted at 13 Fisherman Beach in a demonstration project with 50 school children from San Vicente Elementary School. The demonstration was aimed at teaching students about the importance of preventing erosion caused by the lack of vegetation at beach areas.

Another program project involved collaboration with DEQ on studying the amounts of sediment that had settled on the coral reef. CREES assisted in sediment collection and measurements once weekly for eight weeks. The results quantified the obvious: during the dry season, the amount of sediment settling on the coral is minimal. After the rains start, the dust from gravel roads settles on the coral at the locations where the water leaves the roads. Two hundred yards from this spot, a minimal amount of dust settles on the roads. Since the sediment was white, this research showed that most sediment settling on the reef was from gravel roads, since sediment from farmers' fields would be brown or red in color.

In an effort to reduce excess fertilizer applications, resulting in possible groundwater contamination and run-off, samples from 15 farmers' fields on Saipan were sent to a laboratory in California for testing. Analysis showed that a majority of the fields needed sulfur except those fields found on the edge of plateaus, such as the As Lito farms. Also, all fields cultivated for more than ten years were found to be low in organic matter. Levels of phosphorus were frequently in excess of crop needs, which is important since this is a major groundwater contaminant. These findings will save farmers money by reducing the chances of making wrong fertilizer choices.

Food Safety and Quality Program

In collaboration with various government departments, Food Safety and Quality conducted a series of workshops on Saipan, Tinian, and Rota, including Basic Food Microbiology, Food Service Sanitation, Post Harvest Biology and Technology, Food Science/Technology, and Food Processing. Through regular extension services, local food processors were given technical advice and practical demonstrations on the processing of *noni* juices, *noni* tea, hot pepper paste and sauce, fruit jams, chips, fruit and vegetable powders, dried fruits, pickles, *da'ok* oil, and flour. These products were processed using exclusively local ingredients.

Samples of these processed food products were sent to a U.S. Food and Drug Administration Food Laboratory for nutritional and microbiological analysis. They were then bar coded using the Uniform Code Council (UCC) registered Global Trade Item Number (GTIN). For the first time, the CNMI exported processed food products to Guam and the U.S. mainland. Export has already exceeded \$13,000 - \$15,000 per month despite the frequent natural disasters that have impacted negatively on agricultural production.

Program staff also participated in a number of CNMI-wide events held to celebrate CNMI Food Safety Month in which the focus was on food handling safety procedures, personal hygiene, and use of sanitation measures to avoid contamination and food-related epidemics. There has been a significant improvement in the percentage of young children and youth who demonstrate the ability to practice good personal hygiene and eat safe and wholesome foods.

Expanded Food and Nutrition Education Program (EFNEP)

The primary goal of the Expanded Food and Nutrition Education Program (EFNEP) is to help families with children acquire the knowledge, skills, attitudes, and changed behavior necessary for nutritionally sound diets and personal development. In AY 2004, some 100 individuals completed EFNEP's five- to eight-session program using the University of Hawaii's Consumer Nutrition Lifeskills curriculum, which has been adapted to suit the unique cultural needs of the people of the CNMI. During this same period, EFNEP made more than 3,000 direct and indirect contacts on the islands of Saipan, Tinian, and Rota. A number of handouts were developed and distributed as part of EFNEP's efforts to increase public

awareness of better health practices, and of the program itself. EFNEP continues to promote the use of locally grown fruits and vegetables in cooking and eating.

Also in AY 2004, EFNEP conducted presentations at various community conferences and workshops presented by the Department of Public Health, Division of Youth Services, Head Start Program, and Public School System. EFNEP acts as a resource for PSS teachers by providing literature and additional materials on nutrition and other diet-related topics and by participating in classroom presentations and parent and teacher training activities. Ongoing collaboration of this kind has served to strengthen EFNEP's relationship with other key community players. In order to meet the needs of its clients, EFNEP also provides extension education during normal business hours and at other times in the evening and on weekends.

Nutrition, Diet, and Health Program

The Nutrition, Diet, and Health (NDH) program conducted numerous presentations in AY 2004, and coordinated and participated in CNMI-wide events promoting stress-free activities, family fitness and health, family fun and wellness, healthy diet reading, agricultural development, and regular exercise.

Community Resource Development Program

In AY 2004 the Community Resource Development program created awareness and heightened knowledge within the CNMI community on such crucial areas as financial management for adults (workshops on Saipan, Tinian, and Rota involving more than 500 clients and 48 contact hours); money management for youth (Saipan workshops with 300 participants and 40 contact hours); and legal issues facing the elderly (Saipan workshops with 216 clients served over 28 contact hours). The program addresses the need for better management of family resources by offering informational sessions and educational activities to clients from different backgrounds.

Activities were also conducted on Saipan, Tinian, and Rota to help children and young adults develop skill in wood carving, handicraft processing, gift wrapping, leadership and team building, and the use of language at different types of gatherings.

Parenting Program

The Parenting Program brings together CNMI parents and children in activities emphasizing family relationships. The focus is on good parenting practices and on children's respect for their parents. Such activities on Saipan in AY 2004 involved more than 1,000 participants and addressed personal hygiene for young children, managing a child's homework, family fashion show, children short story reading, money management, packing healthy snacks, child safety at home and during transport, and events planning and preparation. The coordinator of this program also participated in other activities organized by various government departments, including the Department of Public Safety and the PSS Head Start Program.

Limited Resources Sewing Program

The Limited Resources Sewing Program was created to teach low-income families and individuals ways to save money by sewing clothes for themselves and their families. The Family and Consumer Sciences Garapan Sewing Center was acquired through a special arrangement with the CNMI Government. This facility can accommodate up to ten students of sewing for beginners. The facility is also used to train young people in money management. The sewing program is progressing well on both Saipan and Tinian. Of the more than 300 clients served in AY 2004, 102 completed six of the 12 projects required for graduation, and 96 others successfully completed all 12 projects.

4-H Youth Development Program

This program is progressing well on all three islands. 4-H strives to instill in youth the importance of teamwork, setting short- and long-term goals in life, leadership, and the value of life.

In AY 2004 the 4-H Program organized, carried out, and/or otherwise participated in such activities as goal setting, team building, money management, Nutrition Month and the Family Wellness Fair, the Saipan Agriculture Fair, camping, fundraising, fishing, container gardening, the collection and study of plant pests, cooking, pumpkin carving, gift wrapping, arts and crafts, and environmental beautification. The program enables CNMI children to learn about life, improve their skills, and develop their capabilities to be productive in life.

In AY 2004 4-H Program activities involved more than 715 young people in over 330 contact hours of learning, service, and fun. The children participating in 4-H were able to be creative and innovative in a wide variety of activities, including setting standards, planning games and activities, planting trees and other traditional plants, exercising their artistic talents, going on nature walks, taking part in physical activities, and cleaning up public and private areas in their communities. A participatory approach and teamwork were essential to these activities.

Livestock Improvement Program

In AY 2004 the NMC-CREES Livestock Improvement Program received funding from the U.S. Geological Survey/Water and Environmental Institute, University of Guam (\$15,567) and the U.S. Environmental Protection Agency Region 9 (\$70,000) for *An Alternative Waste Management System to Swine Operations for Water Pollution Control Programs in the American Pacific*. The objective of the project is to demonstrate a sustainable, affordable, and practical way to manage animal waste, conserve water, and resolve water pollution problems in small-scale livestock operations. Land Grant extension researchers from Northern Marianas College, in conjunction with University of Hawaii and USDA-CREES cooperators, have addressed these issues in a recent series of educational workshops held in the CNMI. These workshops foster stewardship of natural resources and introduce two affordable, sustainable, and profitable solutions for responsible livestock waste management: a dry-litter system and a portable pen system. Three workshops held on Saipan, Tinian, and Rota have provided education to roughly 100 participants so far, with some participants choosing immediate adoption of these alternative management techniques. Future workshops will advocate the economic advantage of using the nutrient-rich "wastes" in on-farm composting and fertilization.

In addition, the Livestock Improvement Program helps farmers in the CNMI to find alternative lower-cost poultry and hog feed through sustainable-forage research trials sponsored by the University of Guam; locate information on how to properly build farmhouses, chicken coops, pigpens, and other forms of shelter for animals; and control common livestock diseases and improve livestock production. The possibility of reinstating the artificial insemination (AI) program for swine production is being considered, with anticipated funding through the Workforce Investment Agency and the assistance of the Department of Land and Natural Resources.

PUBLIC RADIO (KRNM)

Overview

KRNM is a public, non-commercial radio station licensed to, and located at, Northern Marianas College. Most of KRNM's broadcast day consists of a wide variety of programs sent via satellite from National Public Radio, Public Radio International, Radio Australia, and other independent syndicated sources. Diverse programs range from news and financial updates originating from the U.S. and England, to jazz, blues, classical, Celtic, new age, and world music shows, interviews, satires, technological reports, readings, and plays.

In addition to providing the community with programming that can't be heard through any other media outlet in the area, the station also serves as a valuable training facility for students and residents. Many of KRNM's entertaining music and feature programs, as well as informative and educational shows, are locally produced and performed. KRNM also serves the community by alerting listeners to emergency

announcements (typhoon and tsunami reports, health warnings, etc.), and by airing public service announcements throughout the course of the year, which promote community activities and events (including the dissemination and publicizing of NMC information).

Listeners can log on to www.krnm.org for background information about the station and the latest news concerning KRNM activities, descriptions of its syndicated and locally produced shows, as well as the most recent weekly program schedule. Fans of the station can be included on the station's mailing list, by utilizing the Contact Us section of the site.

The station broadcasts 24 hours a day, 365 days a year, at two different frequencies on the FM radio dial: 88.1 from the transmitter and NMC tower located at the College, and 89.1 from the translator located on the government tower (through an arrangement with EMO) on Mt. Tapochau. Residents living in the southern section of Saipan report that 88.1 FM offers them the clearest reception, while those who live in the northern and eastern villages hear a stronger signal at 89.1 FM.

Accomplishments

Locally produced programs in AY 2004 were broadcast in Chamorro, Carolinian, Chinese, Japanese, and Korean, reflecting the diversity of the island's population. Recent episodes of the Novel Hour and Saipan Radio Theater featured NMC, Southern High School, and Marianas High School students who recorded various Micronesian folk tales. Numerous programs were aired to commemorate the 60th anniversary of the battles fought on Saipan and Tinian during World War II, highlighted by an interview with Paul Tibbets, Theodore Van Kirk, and Morris Jeppson. The conversation with the three surviving crewmembers of the Enola Gay was hosted by William Stewart and Samuel McPhetres. Dr. Barbara Moir (of the CNMI Museum of History and Culture) narrated the "Our World at War" series during the entire month of June. As part of the station's ongoing Humanities Roundtable series, interviews were conducted with Dr. William Worley, a Chautauqua artist who specializes in the life of Harry S Truman, and with Howard Willens and Deanne Siemer, who analyzed the negotiations between the Northern Marianas and the U.S. that established the current political status of the CNMI.

Six new volunteers started weekly programs during the academic year, all benefiting from ongoing instruction and acquiring hands-on experience in producing and hosting their own respective shows.

The station's General Manager raised over \$40,000 in FY 2004. Money acquired through fundraising helps to offset the costs of programming dues, satellite transmission fees, and equipment repairs/upgrades. The revenue was generated through underwriters (businesses that sign annual contracts to sponsor specific programs that the station airs). Other businesses made straight contributions, a few small grants were obtained, and listeners donated money during two on-air pledge drives held in the spring and fall.

Fundraising events also bring in money for public radio stations, and on February 23rd, 2004, KRNM coordinated a classical concert at AJ's Restaurant (featuring concert pianist Katya Grineva). Thanks to trade-out arrangements with the major sponsors (barter of services in return for underwriting KRNM radio programs), the event raised over \$1,000 for the station. The concert was also a success with the small, yet appreciative audience (around 60 people), who relished the opportunity to enjoy live music from such an accomplished performer.

SMALL BUSINESS DEVELOPMENT CENTER (SBDC)

Overview

NMC's Small Business Development Center (SBDC) is the CNMI's premier conduit for promoting entrepreneurship and economic development through its Business Incubator Program, Client Counseling Program, Workshop and Seminar Program, Youth Entrepreneurship Program, Women in Business Program, and Economic Development Program. The SBDC programs are designed to provide high-quality business and economic development support to existing and prospective small businesses in order to promote growth, expansion, innovation, increased productivity, and management improvement. To accomplish these objectives, the SBDC links the resources of the Commonwealth Government and the private sector with the resources of NMC, the University of Guam, University of Hawaii, and mainland U.S. educational institutions, to meet the specialized and complex needs of the local, increasingly diverse small business community.

To foster the economic goals of the Commonwealth, the SBDC provides free business consulting services, low-cost workshops and seminars, and other training events aimed at strengthening and diversifying the local economy by encouraging and supporting new business formation. It is a goal of the SBDC to help develop new businesses that will create new, private-sector jobs for local people. In addition to receiving the aforementioned services, SBDC Incubator tenants are able to start and grow their businesses in a facility that provides favorable rental terms, and free access to a conference room and use of office equipment including typewriters, computers, a photocopier, and a fax machine.

The slogan for NMC's SBDC is *"Our Business Is Your Business Success!"*

Accomplishments

Client Counseling Program

In AY 2004 the SBDC provided technical assistance to numerous local entrepreneurs and small business owners, a majority of whom were seeking to start their own business and were in the feasibility and/or business plan development stage. Existing businesses that the SBDC assisted were in the wholesale, retail, and service industries. Due to the economic recession, many existing businesses were provided consultation on ways to decrease operating costs while developing creative, low-cost marketing strategies that would generate additional customers. Since the SBDC is a technical assistance partner of the Commonwealth Development Authority and the Pacific Islands Development Bank, each agency referred loan clients and applicants to the SBDC for assistance with their business plans and/or loan applications.

Workshop and Seminar Program

The SBDC collaborated with its network partners, including the Commonwealth Development Authority, UH Pacific Business Center Program, and local banks, to conduct a combined total of 54 small business workshop and seminar events on the islands of Saipan, Rota, and Tinian. The events attracted a total of 870 attendees and provided 2,499 training hours for participants.

Business Incubator Program

Business Incubator tenant, Nunu, Inc., a company specializing in production lighting services and equipment rental for the film and television industry, was able to survive the local economic recession and eventually grow its business with the help of the Incubator's low-cost environment and technical assistance provided by the SBDC consulting program. The low-cost Business Incubator environment was critical in helping this fledgling company survive the economic recession that hit the Northern Marianas as a result of the SARS virus outbreak in Asia and the war in Iraq. These two international events had a significant negative impact on the number of foreign film and television projects produced in the Northern Marianas in 2003. As the economy began to rebound, Nunu, Inc. was able to continue

working with a Business Incubator graduate, Good Day Coordinating, and SBDC client, Talk Story Studios, to collaborate on current and future film and television projects in the CNMI.

Youth Entrepreneurship Program

The SBDC's Youth Entrepreneurship Program, which will target youth in grades K-12, continues to evolve. In collaboration with schools and youth organizations, the SBDC hopes to develop a comprehensive program in which youth at all levels can learn the basics of entrepreneurship. Ultimately the SBDC hopes that youth will develop the passion and skills to succeed in business and life by introducing basic business concepts and providing practical business experience, so that they may become entrepreneurs or entrepreneurial thinkers who improve their lives and the lives of others.

There are many exceptional youth entrepreneurship products on the market; the SBDC has been exploring the possibility of utilizing either the Rural Entrepreneurship through Action Learning (REAL) curriculum or Making Cents products as part of the Program's in-class component. Both are nationally recognized, experience-based programs that provide youth opportunities to explore entrepreneurship in an engaging way. Consequently, the solicitation of project proposals is currently under way.

Part of the Program's outreach and promotion efforts will include presentations to youth. A business simulation kit from Making Cents was acquired in the latter part of the fiscal year to aid in this effort. The kit will be an effective tool in teaching youth enterprise management skills.

During the summer, the SBDC in partnership with the Community Development Institute and the CREES 4-H Program, all under NMC's COMPASS (Community Programs and Services) unit, offered a summer youth program that included an entrepreneurship component. Students in the program were given the opportunity to start and run their own businesses, selling bead products they made. While experiencing group dynamics and having fun, the students in the program also learned the fundamentals of business. A workshop on Financial Literacy was also offered to older youth enrolled in the program.

Special Projects Program

In AY 2004 the SBDC was involved with several special projects related to workforce and economic development for the CNMI, including (1) continuing to serve as an implementation leader for the Governor's Workforce Management Improvement Plan (WMIP); (2) further developing NMC's newly formed Film, Television, and Audio Visual Department, which aims to train local human resource talent for the growth of the local production industry and the creation of a local post-production industry; (3) assisting the NMC administration with operating the La Fiesta mall after it was acquired by the College from the Hotel Nikko Saipan; (4) preparing a CNMI delegation to conduct presentations at the Office of Insular Affairs (OIA)-sponsored Business Opportunities Conference that was held in Los Angeles for the purpose of attracting U.S. investment to the U.S.-affiliated islands in the Caribbean and western Pacific; and (5) collaborating with the University of Hawaii to determine the feasibility and possible implementation of a UH Bachelors in Business degree program on NMC's Saipan campus.

UNIVERSITY CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES (UCEDD)

Overview

The Northern Marianas College University Center for Excellence in Developmental Disabilities (NMC UCEDD Program) is one of 61 such programs throughout the United States and its territories. Developed in 1993 by the University of Hawaii UCEDD Center, NMC UCEDD is a partner program with American Samoa's AS UCEDD Program. The office is staffed by a full-time Coordinator and a full-time administrative manager.

The Program operates under a five-year renewable grant and is in the third year of the current grant cycle. The UCEDD Program is mandated by the Developmental Disabilities Assistance and Bill of Rights Act of 2000, PL 106-402, which also directs a tri-agency relationship with the CNMI Developmental Disabilities Council and NMPASI (a protection and advocacy program), with UCEDD as the lead agency. A Consumer Advisory Council (CAC) directs the Program's outreach efforts and annual scope of work, guiding the goals and objectives of the Program. UCEDD operates on a fiscal year spanning July 1st to June 30th.

The NMC UCEDD Program is committed to the development of culturally complementary outcomes while promoting equal opportunity, independence, and productivity, promoting self-determination, and supporting an improved quality of life for people with developmental disabilities in their villages, the Commonwealth, and the wider world.

Accomplishments

The primary accomplishment of the UCEDD Program in FY 2004 was the implementation of the annual work scope, which was developed by the CAC. The work scope consists of four goals and 23 objectives. All goals and objectives were addressed in FY 2004, with some continuing into the next fiscal year.

The UCEDD Program moved from the School of Education to the COMPASS unit to better meet its outreach goals within the community. The office itself was moved to the As Terlaje campus to foster inclusion of the Program with the NMC family. This move saved NMC \$750 per month in rent payment.

In FY 2004 the Coordinator continued service on eight community committees focused on developmental disabilities, as well as several grant committees. The Coordinator directly supported the PSS Special Education Program with involvement in its Continuous Improvement Monitoring Process review, the Special Education State Advisory Panel, Inter Coordinating Council for the PSS Early Childhood Program, and SPED Teacher training.

The UCEDD Program co-sponsored the "Wheelchair Giveaway of 2004" with the Wheelchair Foundation of California. The Director served as the required Non Government Organization (NGO) officer and was able to deliver 700 wheelchairs throughout Micronesia.

STUDENT DEVELOPMENT

General Overview

NMC's Student Development unit is dedicated to the development of the interpersonal, intellectual, wellness, and leadership skills of all students, and to their emotional growth. The unit is committed to providing programs, environments, and comprehensive student services that facilitate and enhance the developmental process. A concerted effort is made to create and maintain an atmosphere where students may develop the complete person to their maximum potential. Student Development administration and staff facilitate non-academic learning through emphasis on the needs and interests of every student. Formal instructional programs, organized student activities, student organizations, intercollegiate and intramural athletics, and informal day-to-day interrelationships contribute to the total educational experience of each student at Northern Marianas College.

Student Development facilitates student transition into and throughout the campus learning community, promotes student involvement, assists student organizations, provides leadership training and programming assistance, encourages campus and community service, and emphasizes social and civic responsibility. Its programs and services both challenge and support students as they develop the attitudes, abilities, and skills for lifelong learning in an ever-changing global environment.

OFFICE OF ADMISSIONS AND RECORDS

Overview

The Office of Admissions and Records (OAR) assists students in their academic careers from start (recruitment and admissions) to finish (certification of eligibility for graduation). OAR serves as the secure depository of student records, ensures the placement of students in academic courses via the registration process, and directs clients to related services offered by Northern Marianas College.

OAR consists of two essential components: the Admissions Office and Records/Registrar. The Admissions Office processes the evaluation of on-island and off-island (including international) applicants and monitors the admission process; responds to inquiries regarding the admission of prospective students; administers institutional policies on course articulation, and on the eligibility of applicants for regular and transfer admissions; develops informational brochures/pamphlets and recruiting materials; maintains a master catalog of library and class schedules; assists the Office of Institutional Effectiveness in preparing informational reports for institutional use; and assists other NMC offices in preparing for new student orientation.

The Records/Registrar component of OAR handles student course registration and scheduling, grade reporting, academic record keeping, and academic evaluation. Its responsibilities include processing changes in a student's academic program, grade changes, withdrawal, and special consideration petitions; maintaining and updating accurate official student academic records and status information; providing student data to academic departments, faculty, and student advisors; interpreting and applying academic regulations and policies; evaluating student academic progress and certifying the completion of certificate and degree programs; processing official NMC transcripts; and maintaining compliance with the Family Educational Rights and Privacy Act (FERPA) and other national standard practices of registrars.

Accomplishments

In AY 2004 the PowerCAMPUS software program in use at NMC was upgraded from version 4.11 to 4.70. The transition from Champlain to PowerCAMPUS is still in progress. Significant progress in data entry by the Professional Service Contract employees was made during the academic year. Records for all students active from Fall 1998 to Summer 2002, and in Fall 2003, are now in PowerCAMPUS. Basic data from the student's application, and courses taken, have been entered. To date, approximately 80% of grades earned from Fall 1998 to present have been entered.

The Registrar served as Chair/Co-chair of the committees planning the College's Winter 2003 and Spring 2004 Commencement Exercises.

ACADEMIC ENRICHMENT PROGRAMS

The Educational Enrichment Center, together with the TRIO Programs known as Educational Talent Search, Student Support Services, and Upward Bound, were merged into a single department under the Student Development unit. This department is called Academic Enrichment Programs.

EDUCATIONAL ENRICHMENT CENTER

Overview

The Educational Enrichment Center (EEC) provides academic services to the students, faculty, and staff of Northern Marianas College in order to help them achieve their respective goals. EEC staff deliver tutorial services for English Language Institute students, and assist instructors in administering placement tests and make-up tests. Instructors are welcome to borrow materials and equipment when approved in advance by the Director. Computer and Internet access is made available at the EEC to all NMC students (who have paid the technology fee), faculty, and staff. EEC staff also train qualified NMC students to be peer tutors. When not in use, the Center can accommodate "special" classes, meetings, and workshops.

Accomplishments

With the AY 2004 expansion of the lab areas and extension of lab hours, Educational Enrichment Center staff provided services to more than 74 ELI course sections during the academic year. The total number of lab sessions by students during the same period was 28,300. ELI instructors also assisted students in the Center during their office hours. More tutors, updated equipment, new instructional materials, and more computers were utilized this year.

At NMC Tinian, TRIO Programs provided guidance, tutoring, and other assistance to more than 90 students. On the Rota Campus, TRIO Programs staff attended workshops on Tops Pro and Learning 100 for GED; Comprehensive Adult Skills Assessment System (CASAS) Student Record Keeping; and Choices (Career Inventory Software).

EDUCATIONAL TALENT SEARCH PROGRAM

Overview

Educational Talent Search (ETS) is a pre-college intervention and guidance program designed to assist young people ages 11 to 27 to complete high school and to enroll in a college or vocational program. ETS provides academic counseling, workshops on study skills and other related areas, career exploration activities, assistance in completing admissions and financial aid application forms, and other personal development activities. To be an ETS program participant, one must be a U.S. citizen or resident of the CNMI, FSM, Republic of Belau, Republic of the Marshall Islands, or American Samoa; be between the ages of 11 and 27; have an annual income within the required Federal Income Guidelines; have parents/guardians who have not earned a four-year degree; be interested in enrolling in a college or vocational program after high school; and demonstrate academic potential.

Accomplishments

The Northern Marianas College Educational Talent Search (ETS) Program was awarded \$290,272 for Project Year 2003-2004. The project site included the NMC campuses on the islands of Saipan, Tinian, and Rota. ETS staff recruited participants from the public and private schools, churches, and other agencies on all three islands, and facilitated ongoing communication between school officials, counselors, and community service programs. ETS conducted the 2nd Annual Six-Week Summer School Program for Hopwood Junior High School students and held a program graduation for the summer school participants. Six hundred active participants were served in the program during the project year.

During PY 2004, ETS met most of its goals and objectives by coordinating monthly workshops that addressed career opportunities and career explorations on each of the islands, financial aid (local and federal), study skills, preparing for college, library skills, management skills (time and stress), awareness and prevention of drug and alcohol abuse, and various cultural activities.

Workshops for parents of project participants were also offered which focused on how they can assist their children with their educational and career goals. Other ETS services included four-hour daily and weekly tutorial assistance for at-risk participants and for out-of-school participants; monthly evaluation of the participants' academic growth through testing, grade reports, and instructors' evaluations; and counseling services (personal, group, and academic).

The Educational Talent Search Program placed tutors into elementary and junior high/middle schools to provide tutoring assistance to ETS participants in language arts, mathematics, social science, science, and computer skills. In addition, ETS provided more opportunities and expanded lab hours for students to use the ETS Center on all three campuses.

To help out-of-school participants, ETS staff and tutors worked closely with the GED Program on all three NMC campuses to ensure that program participants received assistance in preparing them for the five GED tests. This assistance included but was not limited to work exercises, where participants were evaluated through tests to determine if the materials helped them prepare for the actual GED tests.

ETS has 20 computers for participants' use on the Saipan campus, and additional computers on the Tinian and Rota campuses. All three sites afford students access to the Internet. This has been most helpful in allowing tutors and students alike to gather information on a variety of subjects that otherwise is not available in NMC libraries and other resource areas.

As part of their professional development, Program staff participated in weekly computer workshops offered by NMC's Information and Learning Technology department.

Also in PY 2004, Program staff arranged field trips to local cultural events for participants, with assistance from parents and guardians. ETS students were invited to perform in cultural and contemporary dances at the CNMI's annual Flame Tree Festival.

STUDENT SUPPORT SERVICES

Overview

Student Support Services (SSS) is a federally funded program that offers support services to NMC students from low-income families, first-generation college students, and students with disabilities. Such services are designed to increase their retention and graduation rates, facilitate their transfer from two-year to four-year colleges, and foster an institutional climate supportive of their success. NMC's SSS is mandated to serve 160 students per year, and has continuously expanded its services to meet student needs on the Saipan, Rota, and Tinian campuses. Since its inception in Fall 1984, the Program has provided assistance to over 1,500 participants.

Accomplishments

In Project Year 2004, the third year of the current grant cycle, SSS recruited and served 160 students, 29 of them new participants. With the exception of two students, all SSS participants maintained the grade point average necessary to remain in good academic standing at NMC.

Sixteen SSS participants graduated in AY 2004. Twelve received high honors, while one received the Northern Marianas College Student Leadership Award.

Workshops on Study Skills and Time Management were conducted on all three campuses for SSS participants. FBI Agent Joe Authers was an inspiration to those students interested in careers in law enforcement.

SSS staff attended three workshops on Fiscal Management Under Federal Grants and Other Agreements, sponsored by the USDA; the annual TRIO conference in San Diego, California; and a TRIO staff workshop on Management in Honolulu, Hawaii.

In AY 2004 Program staff also participated in the annual "Adopt a Beach Clean-Up," took part in the annual Flame Tree Festival, and served on that year's NMC Charter Day Committee.

The Program's total grant amount for PY 2004 was \$228,825. Of this amount, \$29,000 in SSS student supplemental funding was disbursed to 35 eligible SSS participants.

UPWARD BOUND PROGRAM

Overview

The Upward Bound (UB) Program is a college preparatory program that assists disadvantaged high school students to overcome educational, social, cultural, and other barriers to higher education. Upward Bound serves high school students throughout the academic year and during an intensified summer component that includes courses in reading, writing, mathematics, and science as an integral part of the summer experience. During the six-week summer program, students take core courses for high school credit, may take college-credit courses, and take part in many field trips and enrichment activities. The Upward Bound Program provides tutorial services, counseling, advising, mentoring, and college campus visits for students, and workshops for both parents and participants.

Upward Bound is funded by the U.S. Department of Education through a four-year discretionary grant award to Northern Marianas College. The Program serves 120 eligible high school students on Saipan, Tinian, and Rota.

Accomplishments

After 20 years of joint funding, in AY 2004 Northern Marianas College's Upward Bound Program was separated from that of American Samoa Community College. In the first year of a new grant cycle, NMC's Upward Bound Program was granted \$483,800. It was also awarded a \$3,803 supplemental grant to provide work-study opportunities for some of the participants in UB's summer component.

The Program provided extra opportunities for at least six students to attend a one-week Student Leadership Conference on Guam, two students to attend a six-week summer component program at Leeward Community College in Hawaii, and one student to visit Monterey Peninsula College in California. An additional student visited San Diego State University.

Also in AY 2004, Upward Bound presented several workshops on note taking, graduate school experiences, campus orientation, financial aid, career opportunities, applying for college, and time management. Study skills, stress management, and health issues were also covered. A financial aid workshop and campus orientation workshop were also presented to parents of UBP participants.

With the expansion of the computer and conference areas, UB students were able to access 15 new computers at the NMC Saipan campus, seven at the Rota campus, and seven at the Tinian campus. The students also received tutorial sessions, counseling, and academic advising, and participated in cultural activities. Ninety percent of UB participants used these services. The Program extended its service hours by ten hours per week.

A total of 80 participants attended the summer component of the program. For six weeks the students took college courses in writing, mathematics, and science. After six weeks, 17 program participants from the CNMI traveled to Palau to attend the 9th Annual Pacific Arts festival. They visited Palau Community College and toured several historical and cultural sites.

One hundred percent of the seniors enrolled in the Upward Bound Program in AY 2004 graduated from high school and later enrolled in college. All of NMC's UB participants were promoted to the next grade level.

Over the course of AY 2004, Upward Bound Program staff attended a workshop on Fiscal Management Under Federal Grants and Other Agreements (sponsored by the USDA), the Professional Development Seminar in San Diego, and the Western Association of Educational Opportunity Personnel seminars in Kansas. Topics covered included grant writing, reauthorization acts and federal regulations, counseling, financial aid, retention, annual performance reporting, and on-line tracking of students.

CAREER SERVICES

Overview

The role of Career Services is to stimulate the professional growth of students by providing assistance with career planning and placement options, career development, and experiential education to address the process of career motivation, selection, and preparation. Career Services assists the College in implementing its goal of providing a work-related experience for all students, whether paid or non-paid, prior to graduation. Career Services workshops for NMC, local high schools, NMA and Upward Bound students, and others in the community are conducted upon demand. It also sponsors job and career fairs that help impending NMC graduates connect with the local job market or further develop their career

path. Workshop topics include career software orientation, career resource search, job search skills, and pre-employment and interview skills development.

The Career Resource Center is furnished with computers equipped with career software and online resources to assist students in making career decisions and transferring to off-island colleges and universities. The Center houses a wide assortment of college catalogs, applications, test registration bulletins, books, pamphlets, newsletters, and magazines. Employer profiles and other materials geared toward career planning and development are also stored in the Center.

Accomplishments

Career Resource Center

Daily CRC student/client logs show that in AY 2004, an average of 210 students per month received career advising and used the computer lab to access career software. The increase in student usage from last year's level was due largely to improved resources and the installation of seven new state-of-the-art computers. The Center coordinated two local workshops involving administrators, counselors, and teachers of the Public School System and the College in three popular career learning programs: Real Games, Choices Planner, and Paws. The Real Games workshops were held for three days in April 2004 at the Hyatt Regency Saipan Hotel, with 74 participants. The Choices and Paws workshops were held in July 2004 at the NMC Saipan computer lab, drawing 22 participants from the College and PSS communities. Staff of the Center also wrote a successful proposal for a federal grant that funded the CRN Pacific Regional Conference on Improved Career Decision Making (ICDM), which was held in July 2004 at Guam Community College with 42 participants from Hawaii, American Samoa, Palau, FSM, the CNMI, and Guam. In collaboration with PSS, and with funding from the NMI State Occupational Information Coordinating Committee, the Career Resource Center procured additional reference and career resources for teachers and counselors at both secondary and postsecondary levels.

Student Employment and Placement Services

Under the federally funded College Work Study program, the Center hired and coordinated 75 and 66 students during the Fall 2003 and Spring 2004 semesters, respectively. The Center also held the first-ever NMC Job Fair in Spring 2004. The fair attracted employers from a wide spectrum of business and occupational areas who connected with students from NMC as well as the local high schools. Additionally, the Center acts as a resource agency, providing information upon request for job announcements by prospective employers and information on graduate/professional schools, for three to five years after graduation. The Center also serves as a resource to help students find meaningful volunteer experiences while rendering much-needed community services to local agencies.

Service Learning Program

Northern Marianas College received a subgrant from Hawaii/Pacific Islands Campus Compact, based at the University of Hawaii-Manoa, to implement a Service Learning Program at NMC. This federal subgrant, from Learn and Serve America (a program of the Corporation for National and Community Service), is designed to enable NMC to incorporate into its curriculum learning experiences that promote students' civic engagement and form partnerships among the students, their communities, and the College. In AY 2004, 20 students from Saipan, Tinian, and Rota were engaged in Service Learning activities relating to environmental stewardship, agriculture, consumer sciences, and traditional construction, with various community partner agencies and businesses.

Testing Program

The CRC's Testing Program coordinated an AY 2004 testing schedule of 10 national, paper-based tests. This will increase considerably in AY 2005 with the additional requirement, by both NMC's School of Education and the Public School System, of the Praxis I (pre-professional academic skills test), which will

be administered through the CRC's Testing Program. The Center also developed the testing web page which is located on NMC's web site and updated at the beginning of each testing year.

COUNSELING PROGRAMS AND SERVICES

Overview

In AY 2004 Counseling Programs and Services (CPS) continued to support NMC's mission and goals by focusing on improved accountability, professionalism, and continuous development of students. In addition, as part of ongoing accreditation-related efforts, the lead counselors for the various CPS services and programs evaluated their respective areas, and developed a mission statement, program description, and goals for AY 2005.

CPS began the academic year with four full-time counselors. Shortly thereafter, one counselor retired and the three remaining counselors took on additional responsibilities to ensure that the quality and quantity of services remained adequate and consistent with counseling standards. This has been possible for all services and programs with the exception of Health, Wellness, and Prevention, and Freshmen Year Experience, which at present cannot be offered due to the shortage of staff.

CPS continues to help students develop the awareness, skills, and motivation needed to succeed with their studies and enjoy their college experience. During this transition period, CPS aims to improve on current services and programs and look for new opportunities to expand.

Accomplishments

Academic Advising Services

The Academic Advisement Handbook was updated and reprinted for all academic advisors. Academic Advising training was offered in Fall 2003 and Spring 2004 for advisors in all degree and certificate programs. The Academic Advising Coordinator (AAC) attended the National Academic Advising Association (NACADA) Conference in Texas in October 2003. The AAC incorporated most of the conference's training information and materials into NMC's Fall 2003 Academic Advising training, which was revised to reflect current needs and NACADA standards.

Early Admissions/Special Admissions Program

In AY 2004 Northern Marianas College signed a memorandum of agreement with Saipan International School (SIS), similar to its agreement with Northern Marianas Academy. SIS students who are juniors in high school will begin taking courses in Fall 2004.

In addition, the Early Admissions Counselor continues to work closely with high school counselors and participate in the recruitment of high school students to enroll at NMC during their junior and/or senior year.

Early Intervention Program

With the retirement of the lead counselor for the Early Intervention Program (EIP), CPS used this opportunity to re-evaluate the program so as to better serve the students and faculty. The EIP form was revised to reflect both faculty and CPS efforts to follow up on referrals, with the goal of helping students become successful in their college endeavors. Each CPS counselor was assigned to work with two or three instructional departments to facilitate these efforts. Students who are referred to the EIP have the

opportunity to work with an individual counselor. Together they discuss the instructor's concern and one or more ways in which the student may successfully address it.

Probation, Suspension, and Dismissal Program

The Probation, Suspension, and Dismissal (PSD) Program was created in Summer 2003. Policies and procedures were developed, reviewed, and modified to reflect the Program's mission and goals. Full provision of service began in Fall 2003. The Academic Advising Coordinator is responsible for the PSD Program.

Disability Support Services

In AY 2004, NMC's Disability Support Services (DSS) Program provided accommodation to students with disabilities, improvised and modified accommodations to meet students' needs, conducted awareness training in support of instructors accommodating students with disabilities, and rendered advocacy support for students with disabilities.

Through a number of on-campus and community-based training and other activities, students with disabilities developed skills related to leadership and civic responsibility and were able to improve their self-esteem and self-confidence. Under the auspices of DSS, a student club called the Empowered Students League was formed. Members conducted fundraising activities to support DSS recreational activities.

Also in AY 2004, students with disabilities were provided with additional services, including a recreational program, transitional services for high school students, and assistive technology. Assistive technology assessment was conducted with DSS students to effectively determine the accommodation(s) needed for each student.

DSS conducted workshops on strategies to be used by various NMC departments in determining appropriate accommodations based on disability. DSS also participated in new student orientation and conducted Sensitivity and Awareness Training for People with Disabilities.

DSS continued its collaboration with various NMC departments and services, other government agencies, community organizations, and other disability-related organizations at the local, national, and international levels, as well as with other community colleges and private entities.

The International Congress on Disability and Biophilia Rehabilitation Conference was held in September 2004 in the Philippines, and was organized by NMC's Disability Services Coordinator in collaboration with the Biophilia Rehabilitation Academy of Japan and Medical Center Manila. This was the first-ever international conference coordinated by NMC-DSS.

FINANCIAL AID OFFICE

Overview

The primary function of the Financial Aid Office (FAO) is to administer the various financial aid programs available to help eligible students defray their educational costs. The FAO's mission is to help students obtain adequate financial assistance (local and federal) when applying for admission to or continuing enrollment at NMC. Financial aid may come in the form of grants, scholarships, part-time on-campus and off-campus employment, and tuition waivers. To help achieve its mission, the Financial Aid Office offers services such as one-on-one assistance in completing financial aid applications, and provides up-to-date

information on scholarships, V.A. educational benefits, U.S. Army tuition assistance, and other forms of student financial aid.

Accomplishments

In AY 2004 the PowerFAIDS software program in use by the FAO was upgraded from version 8.1b.1 to 8.3. In-house training for a new staff member was conducted in the use and maintenance of this software. All reimbursement requests for Title IV programs were completed for Award Year 2003, and an estimated 80% of reimbursement requests for Award Year 2004 were also completed.

In Award Year 2004 a total of 651 NMC students received \$1,811,455 in student aid. Of this amount, about \$748,076 or 41% was received by NMC. Under Reimbursement, 59% will be requested as reimbursement. In the same period, 155 Pell Grant recipients received aid totaling \$55,256 from the Supplemental Education Opportunity Grant (SEOG). Sixty-three students also participated in the Federal College Work-Study (CWS) program with gross earnings of \$64,553 in student income.

INFORMATION AND LEARNING TECHNOLOGY

Overview

The office of Information and Learning Technology (ILT) is responsible for providing NMC students, faculty, and staff with modern technology, services, support, and training in order to meet the mission and goals of the College. In addition to the Office of the Director, ILT consists of three service programs: Information Services, Educational Technology and Media Services, and Web Services.

Information Services (IS) provides the College with reliable computer systems, networking services, and Internet services, and oversees student Computer Lab facilities to support students and faculty in carrying out learning activities.

Educational Technology and Media Services provides learning technology resources for students and instructors, develops programs and services that promote technology-enhanced learning, and provides technology-related professional development opportunities. Faculty and student use of technology is supported with instructional design assistance, technology training workshops, multimedia production assistance, and web-based technologies for distance and distributed learning.

Web Services is responsible for the management of all College Internet-based resources, including the NMC web site (<http://www.nmcnet.edu>) and the new *NMC Online* (<http://courses.nmcnet.edu>) course management system for distance and distributed learning.

Accomplishments

Grant Projects

Many activities undertaken by the ILT this year were part of projects supported by federal grant programs. Technology-related federal grant projects at NMC include the following:

Preparing Tomorrow's Teachers to Use Technology (PT3) Grant

PT3 is a national program funded by the U.S. Department of Education with the goal of increasing the ability of future teachers to effectively use technology in the classroom. The NMC PT3 project provides training and tools to faculty and public school mentor teachers so they can model the use of educational

technology for NMC's School of Education students. Students learn to integrate multimedia and Internet technologies into classroom activities and demonstrate these skills during their student teaching field experience.

Title III Strengthening Institutions Grant

AY 2004 marked the second year of a five-year Title III Strengthening Institutions grant from the U.S. Department of Education. The goal of this project is to increase student achievement and retention by using networked learning resources. Expansion of student access to computers, the use of online learning resources, and faculty training are all integral to the project.

Workforce Management Improvement Program Grant

NMC received partial funding from this CNMI-wide grant through the U.S. Department of Interior to support the use of online learning tools for all types of coursework and training. Funding from this project facilitated implementation of the new *NMC Online* course management system.

Technology Improvements

Technology improvements are helping NMC better serve clients and support more effective learning in and out of the classroom. Improvements this year focused on administrative systems, web-based resources, classroom technology, faculty computer access, student computer access, network improvements, and distance learning capabilities.

Administrative Computing

The new student information software system, PowerCAMPUS, continued its successful deployment for student registration. New computers and network equipment were installed this year to help more offices and departments use the system. PowerCAMPUS is helping provide better services for students as well as more efficient data collection and reporting for College assessment and improvement.

Web Resources

This year saw the launch of the *NMC Online* (<http://courses.nmcnet.edu>) course management system that provides students with 24-hour access to course materials and online tools for communication and interaction with instructors and classmates. The NMC public web site (<http://www.nmcnet.edu>) now provides more up-to-date information for the College community. The redesigned web site uses a database backend and simple authoring interface that allows individuals at NMC to update personal and departmental information.

Classroom Technology

NMC has installed modern multimedia projectors in nearly all classrooms on the Saipan campus. Additional projectors have also been provided for classroom use on both Tinian and Rota. These projectors can be connected to a computer to provide multimedia presentations or can be linked to classroom VCR or DVD players. Wireless Internet connectivity was expanded this year to nearly all classroom locations on the Saipan campus.

Faculty Computers

A faculty laptop program begun in AY 2003 was expanded this year to provide more instructors with laptop computers. Nearly all faculty at NMC now have their own laptop computers for use in and out of the classroom. With these computers instructors are able to increase their technology skills, access Internet resources, create multimedia presentations, and use a variety of software applications to improve

teaching and learning. A series of technology training opportunities has been provided to faculty throughout the year to support their skills improvement.

Student Computers

One of the goals of ILT is to increase the number of computers available for use by NMC students. In AY 2004 more than 45 new computers were provided for student use in computer lab facilities at the College. The installation of these computers freed up older machines for reassignment to other areas. Expansion of computer access helps students take advantage of computer software and online tools to support their learning.

On the Rota Campus, a Student Support Services Lab was established in Fall 2003. The SSS Lab was furnished with ten computers transferred from the Computer Lab classroom, which were replaced by new computers obtained through the Title III grant. Tutorial, counseling, academic advisement, and mentoring services are provided by SSS.

Network Improvements

In AY 2004 a Network Improvement Project was launched to identify problems with NMC's network infrastructure and to plan improvements that will handle expanded network uses in the future. The project is scheduled for completion in AY 2005. NMC's Internet bandwidth was switched this year from dedicated leased lines to DSL broadband connections, at considerable cost savings to the College. High-speed Internet connections were also provided to the Tinian and Rota campuses for the first time. Wireless network access for faculty and students at the Saipan campus was expanded during the academic year. Wireless Internet access is now available for most classrooms, faculty office areas, and the Borja Library.

Distance Learning

The new *NMC Online* course management system was launched this year to support students in both face-to-face and distance-based courses. *NMC Online* can be used as an online supplement for regular courses and to supplement video teleconference-based courses between Saipan and the Tinian or Rota campus. The system will also support fully online course offerings in the future.

Through an improved Video Teleconferencing System and the new online learning system, NMC Tinian students in five courses were able to receive the same instruction, and at the same time, as Saipan students.

The Distance Learning Center has been established in the new Rota Public Library facility. The Center accommodates NMC Rota's distance learning courses and also serves as a meeting center for all three campuses, which helps curtail travel costs.

LIBRARY PROGRAMS AND SERVICES

Overview

Library Programs and Services (LPS) comprises the Olympio T. Borja Memorial Library, Oceanic and Special Collections, CNMI Archives, and the Curriculum Resource Center. LPS also works with the combined NMC-public libraries on Tinian and Rota. In support of NMC's institutional mission, the primary mission of LPS is to provide students, faculty, staff, and residents of the CNMI with resources and services that support and enhance academic and community-based programs. The Borja Memorial Library provides most of the support for NMC's two-year programs. The Curriculum Resource Center provides the majority of support for the School of Education's four-year program. In addition, the Oceanic

and Special Collections and the CNMI Archives are tasked with the location and preservation of any/all materials relevant to the history of the CNMI. Finally, the Tinian Library provides support to students on NMC's Tinian campus and the Rota Library, when opened, will provide support to students on NMC's Rota campus.

Accomplishments

Borja Memorial Library

In AY 2004 the Borja Library expanded access to resources in a variety of ways. Nearly 2000 new titles were added to the General Collection. In addition, students now have access to 28 databases connecting to over 7,500 journals. Students in developmental English courses are now better served by the creation of a special "easy-reader" section that includes classics, popular titles, Reader's Digest condensed books, and graphic novels.

A wireless network has been installed in the Borja Library that provides students access to the Internet from anywhere within the library. The Borja Library acquired six new laptop computers and started a laptop checkout program that has been extremely popular with students. Computer resources were further improved by the installation of the MS Office suite on all public computers in the library and the acquisition of a new scanner for student use. Finally, the Borja Library's old photocopier was replaced.

Work continues on making the new online catalog system operational. A consultant from Guam was hired to correct data and develop a work plan for this purpose, and three staff members have received training on the new system. The Borja Library staff have added all patron records to the new system and the Technical Services Technician has started cataloging on the new system.

The Director of Library Programs and Services attended the 12th annual PIALA (Pacific Island Association of Libraries and Archives) conference in Pohnpei in November, where she facilitated a round-table discussion on collaboration for library training in the Pacific. She also recruited the new Academic Librarian, met the consultant from Guam, and networked with representatives from PREL (Pacific Resources for Education and Learning).

Oceanic and Special Collections

The Historic Photograph Collection has received a great deal of use by students, staff, and the community, as well as by local and international commercial production companies, in addition to queries from other research institutions including the New York City Public Library System. A major portion of the interest in this collection has been in World War II imagery.

The Curator was invited to be a participating member of the executive committee for the overall design and interpretive display exhibits of the new visitors' center currently under construction at American Memorial Park. This involved several months of committee meetings with Department of the Interior and National Park Service representatives from the Commonwealth, the Territory of Guam, and the Pacific Regional Headquarters in Hawaii. He also served on the committee that generated some 20 individual on-site WWII interpretive displays throughout Saipan and Tinian.

In January the Curator was invited by the Lt. Governor to serve on the Education Subcommittee for the Commemoration of the 60th Anniversary of the Battles for Saipan and Tinian, which culminates in September 2005. Through this committee he submitted a bibliography of over 500 titles of World War II-related holdings from NMC's Pacific Collection, which was included on the official web site of the commemoration. The Curator also produced and edited a 20-month historical calendar entitled "A Remembrance Calendar of the Pacific Campaign and the Commemoration of the Battles of Saipan and Tinian/June 1944 through September 1945."

With 2004 marking the 60th anniversary of the Battles for Saipan and Tinian, the Oceanic and Special Collections department was able to assist numerous individuals and organizations, both local and international, in their quest to obtain extensive research information on this topical interest. Over 100 new items were added to the collections in 2004, including a sizable donation from the University of Hawaii.

CNMI Archives

The CNMI Archivist continued to expand the oral history collection in AY 2004. The Archivist also served on the Planning Committee for the Commemoration of the 60th Anniversary of the Battles for Saipan and Tinian. Twelve of the Archives' oral history transcripts were given to the 60th Anniversary Committee for display at the visitors' center at American Memorial Park. These interviews concern the war as experienced in the Northern Marianas, and were conducted with the elders of these islands in both Chamorro and English. The Archivist also represents NMC on the Board of Governors of the CNMI Museum of History and Culture.

From the Legislative Bureau the Archives received the 12th and 13th CNMI Legislatures' Public Laws, including all Concurrent, Joint, Single, and Commemorative Resolutions for the Senate and the House. These are presently being microfilmed in accordance with the Archives' mission to preserve CNMI history.

Finally, the Archives received an equipment upgrade in AY 2004 with the acquisition of a Canon Microfilm Scanner 800 Printer, which has improved the delivery of services to patrons since it can accommodate both 16-mm and 35-mm microfilm reels.

Curriculum Resource Center

Collection development was a significant part of the Curriculum Resource Center (CRC) Librarian's duties during AY 2004. More than 1,400 items, purchased or donated, were cataloged and added to the CRC collection. This brings the total number of items in the collection to approximately 8,723—almost a 20% increase in the collection size over last year. New acquisitions included award-winning children's and young adult titles; thematic units; elementary and middle school level nonfiction books; "how to" books; books on educational themes; and nonfiction educational resources for future teachers. Several new journals and periodicals were added to the collection, including national journals covering science, mathematics, and social studies for elementary and middle level learners. Also, the Facts on File Curriculum Resource Center Database and the Curriculum Resource Center: Junior Edition Database, each providing a wealth of teacher handout materials in many subject areas, became available to the NMC community. Finally, a selection of videos and DVDs to support the curriculum was also acquired for the CRC collection.

The CRC computer room was upgraded during the academic year. Two new Gateway PCs and four new Apple e-Macs replaced older computers, a wireless network was established, and the stand-alone card catalog computer was upgraded. A scanner, a new color printer, and a black-and-white printer were added.

In addition to the School of Education, the College Lab School began utilizing the CRC in December. Three classrooms of students visited weekly for a story and/or to check out fiction and nonfiction books of interest. College Lab School teachers used materials housed in the CRC to supplement their classroom activities and lesson plans.

Tinian Library

The Tinian Librarian supports NMC students by providing curriculum support, assistance with research, bibliographic instruction, and interlibrary loans. The library also offers access to the Internet and online databases. The library was able to expand its holdings with \$5,000 from the College and approximately \$8,000 from other sources. College-level English students found books and used interlibrary loans from the Borja Library for their research papers. Developmental English instructors and students have used recently acquired English as a Second Language materials. More than 100 audio CDs were acquired without cost to the College and put to good use by music students. A support group from Stanford University donated useful books on government, the Enola Gay, and English literature. During the Spring 2004 semester the library served as a study center for GED students. Two DSL lines were installed in the seven-station Bill and Melinda Gates Internet Center.

Rota Library

The Rota Library is not yet open; however, in AY 2004 the Director of Library Programs and Services wrote the job description for the Rota Librarian position and drew up an MOU between NMC and the Mayor of Rota's Office for this position. The Director and the Curriculum Resource Center Librarian both worked on selection lists for new books for the Rota Library. The Director has worked with the Rota Campus Administrator on the procurement of collateral equipment, and other issues related to the opening of the Rota Library. The opening date of the Rota Library has not yet been scheduled.

OFFICE OF STUDENT ACTIVITIES AND LEADERSHIP

Overview

The Office of Student Activities and Leadership (OSAL) is committed to enriching the student learning experience by providing and promoting non-classroom educational activities that develop leadership qualities, character, integrity, responsibility, a positive work ethic, and teamwork. In order to increase overall student participation in NMC activities and promote a greater sense of "campus spirit," OSAL collaborates with the student government, NMC departments, faculty, staff, and community organizations in planning and carrying out a multitude of diverse student activities. At the present time, OSAL is active only on the Saipan campus.

Accomplishments

OSAL hired a Student Activities Program Coordinator to manage Student Center operations and student clubs. The Student Center was improved with a new coat of paint and additional furniture and fixtures.

The Student Activities Planning Committee (SAPC) was reconstituted. SAPC members actively participated in program and activity planning with OSAL.

OSAL partnered with Pacific Development Inc. (PDI) in training student tour guides for visiting cruise ships.

NMC students hosted students from Rota, Guam, and Japan schools. OSAL student leaders, student club members, and SAPC members organized sporting and speech events for the visiting students.

OSAL's program coordinator chaired NMC's annual Charter Day celebration. The event drew an estimated 3,000 visitors—the largest-ever turnout for this event.

OSAL sponsored NMC Campus Pride Week in which students beautified different areas of the campus. Students planted trees, laid bricks, and set up a large outdoor tent for student and faculty use. NMC

clubs participated in community events and assisted with beautification projects. The NMC Volunteer Club sponsored and led two of the beach clean-ups.

OSAL led activities for International Education Week, a national celebration of community colleges. Activities included sporting competitions between faculty and students, an international luncheon, costume contests, and an essay and poster contest.

Students organized by OSAL hosted the new student orientation. The orientation activities included a campus-wide scavenger hunt to familiarize students with their surroundings; informational speeches and handouts by College administrators, staff, and faculty; and a welcoming barbecue sponsored by NMC for all new students and their family members. OSAL also coordinated student assistance with NMC's recruitment activities at local high schools.

SUPPORT UNITS

General Overview

The following support units perform vital basic functions related to operating the College: Administrative Services; Auxiliary Services; the Department of Finance, Procurement, and the Budget; Office of Human Resources; Office of Institutional Effectiveness; and Office of Marketing and Public Relations. Collectively, these units function to ensure the continuous maintenance of systems that support the instructional programs and co-curricular activities of the College.

Essential services provided by these units include the accurate and timely billing of tuition and fees, the acquisition and sale of textbooks, the procurement of necessary supplies and materials, and the maintenance of College facilities. These offices also perform human resource and budgetary functions, process data and produce compliance reports, generate marketing efforts for the College, and manage its public relations.

ADMINISTRATIVE SERVICES

Overview

Administrative Services is tasked with a very broad range of responsibilities that support the mission and goals of the College. The office includes the Facilities Maintenance and the Operations departments. Each is staffed with dedicated professionals whose responsibilities include facilities and equipment maintenance, ADA compliance, disaster preparedness and recovery, custodial and groundskeeping services, security services, and logistical support.

The Facilities Maintenance department is critical to the success of the College. It has the primary responsibility for keeping campus facilities in an operable and safe condition, which is very demanding work due to the age of the existing facilities. The department is staffed by four maintenance specialists who are dedicated to maintaining and improving NMC's buildings and equipment.

The Operations department is a unique and important part of the institution, performing a wide variety of support services for departments and programs throughout the College. Often called upon, and on short notice, Operations staff provide logistical support, security, lost and found management, telephone communications, grounds maintenance, refuse disposal, custodial services, and messenger services.

Accomplishments

Beginning in January 2004, Administrative Services was responsible for operating and maintaining the La Fiesta shopping center. This involved daily monitoring of the facility and of the contract personnel that handled the operation and maintenance of the generators, facilities maintenance and operation, and custodial services. In addition, Administrative Services worked with the architects and engineers that were contracted to develop environmental assessment and renovation plans for the Northern Campus that was to be created at the La Fiesta shopping center. Several issues arose, the most important being financial, that resulted in the postponement and eventual cancellation of the proposed project.

In AY 2004 the Facilities Maintenance department installed the electrical wiring for two computer labs on the Saipan campus, as well as mounting brackets and electrical outlets in the classrooms for overhead projection equipment.

Administrative Services prepared campus facilities for the arrival of Typhoon Chaba, and after the typhoon had passed was responsible for bringing the campus grounds and facilities back to operational use. This work involved debris removal, roof repair, roof replacement, cleaning of nearly every building on campus, and coordinating of the FEMA claim.

Cooperative efforts by NMC Tinian, the Tinian Legislative Delegation, and the Mayor of Tinian on the Campus Expansion and Facilities Development Plan resulted in a paved parking lot for students and staff. In addition, NMC Tinian has been informed that \$400,000 has been approved to construct a Student Services Center. Construction of this facility is expected to begin in 2005.

Rota Campus administrators collaborated with the Rota Legislative Delegation and the Department of Public Works in finalizing requirements for the bidding out of a contract to build additional classrooms. The project, which will use CIP funding, has an estimated cost of \$700,000 and is expected to begin in 2005. Also at NMC Rota, students donated \$300 to purchase table tennis equipment and accessories for student activities and to help with student retention.

AUXILIARY SERVICES

Overview

Auxiliary Services supports the mission and goals of the College through the operation of the NMC Bookstore, which provides educational materials (primarily textbooks) and other retail items for sale to students, faculty, staff, and the CNMI community.

While the merchandise mix has expanded and changed over the past several years, the NMC Bookstore's primary product—in terms of mission, image, investment, and sales—remains textbooks. The Bookstore strives to provide the campus community with essential services and materials that further the institution's educational mission and contribute to its intellectual climate.

Accomplishments

In AY 2004 the NMC Bookstore's accounting system was updated and organized. A new Point-of-Sale (POS) system was acquired and implemented, which greatly enhanced the service and efficiency of the Bookstore's daily operations. Also, the reception area and sales floor/displays were modified to create a friendlier and more inviting atmosphere.

Efforts to improve the textbook ordering process were successful in AY 2004 as the Bookstore established business contacts with new vendors/suppliers. Business relationships with current vendors also improved during this period due to more regular communication.

Three personnel positions were filled in AY 2004: Bookstore Assistant I, Bookstore Assistant II, and Director I (Bookstore Manager).

The Bookstore has been receiving and accommodating book orders from private businesses and from government agencies, such as the Department of Public Safety's EMS unit and the Department of Public Health's Nursing Department, for use in the training of their staff and clients.

DEPARTMENT OF FINANCE, PROCUREMENT, AND THE BUDGET

IX.

X. Overview

The Department of Finance, Procurement, and the Budget constitutes the accounting and financial arm of the College. It includes the Finance (Accounting) and Procurement Office, and the Budget Office. All accounting functions of the College are centralized, and the Finance and Procurement Office is charged with the responsibility for these functions. Moreover, the Finance and Procurement Office, and particularly the Budget Office, translate administrative and academic plans into a budget, develop reports for assessing actual performance against plans, and monitor and assess the College's fiscal performance, providing analysis and decision support.

XI. Accomplishments

Northern Marianas College, as demonstrated by its accomplishments in AY 2004, is on a course of continuously improving its financial practices. In this era of reduced funding levels and limited financial resources, the focus is on prudent fiscal policies and procedures, financial management, and reporting.

AY 2004 was particularly challenging for the College. Not unlike other state-supported schools, NMC experienced a freeze in funding levels from the CNMI Government while institutional programs and services continued to grow. Consequently, a shortfall in funding for personnel costs occurred. In addition, in AY 2004 the College assumed ownership and management of the La Fiesta Mall. This, coupled with the cash shortages caused by the "reimbursement status" on the Title IV programs (Pell Grant), created significant financial challenges for NMC.

The above three conditions effectively put the College on a course to end the financial year in a deficit. The Board of Regents and administration immediately undertook a concerted effort to address these financial challenges. Through careful monitoring of expenses, securing of supplemental funding from the CNMI Government, and prudent financial practices, the College was able to ensure that it would end FY 2004 with a balanced budget and a surplus.

The Finance and Procurement Office also improved on processes and controls implemented in AY 2003 to further increase accountability and improve financial reporting. The following major accomplishments for AY 2004 provide evidence of this improvement:

- Completion of the FY 2003 audit in record time with reduced levels of findings and questioned costs
- Implementation of the Governmental Accounting Standards Board (GASB) standards 34 and 35
- Timely issuance of complete, accurate internal financial reports
- Completion of the first phase in the development of a comprehensive budget for the institution
- Board adoption of a balanced budget policy and installation of processes to ensure compliance

Timely Completion of the FY 2003 Audit

Challenge. In AY 2003 NMC embarked on an effort to get caught up on several overdue audits. It had been placed on sanction by the U.S. Department of Education—Title IV programs due to a lack of timely and reliable audit reports in compliance with OMB Circular A-133. As a result the College was put on "reimbursement status" with regard to its Pell awards.

Action Plan and Results. NMC was able to complete its FY 2001 and 2002 audits by December 2003. The College's FY 2003 ended on September 30, 2003. It completed the FY 2003 audit and a final report was issued in March 2004, three months ahead of the deadline. Under the requirements listed in OMB Circular A-133, audited financial statements are to be completed within nine months of the end of the fiscal year (or June 30 for the College). This is the first time in NMC's history that an audit was completed within such a short timeframe. Additionally, the College's FY 2003 audit report reflected improved financial practices as evidenced by the reduced level of findings and questioned costs from those raised in the FY 2001 and 2002 audits. The College is working to ensure that future financial audits are also completed in a timely manner.

Implementation of GASB 34 and 35

AY 2004 brought another first in NMC's history. The College was one of the first institutions in the region to comply with and implement the new financial statement requirements and presentation under Governmental Accounting Standards Board (GASB) standards 34 and 35, and it issued audited financial statements in conformity with these standards. The new financial presentation is reflected in the FY 2003 audited financial statements of the College. Included in the audit report is a Management Discussion and Analysis portion, which provides an executive summary of the financial statements from the management's perspective, and a snapshot view of what is embodied in these financial reports.

Timely Issuance of Complete, Accurate Financial Reports

In AY 2004 the College continued to improve its internal financial reporting process in order to ensure the timely generation of complete and accurate financial reports to the Board of Regents, administration, and general NMC community. These include monthly status reports to individual departments and regular financial reports to the Board of Regents. Revised procedures and processes implemented in the Finance and Procurement Office ensure that federal financial reports are also prepared accurately and in a timely manner. The Finance and Procurement Office continues working toward the goal of providing real-time access to financial information for all internal stakeholders. Financial constraints have limited the College's progress in this area.

First Phase of a Consolidated Budget

In AY 2004 NMC embarked on an effort to prepare a comprehensive, consolidated budget for the institution. The first phase of this effort involved combining all the operational revenue and expenditure sources for the institution to arrive at a consolidated Operations Budget for the College. In this process all revenue sources that are not specifically restricted by the source are included in one budget; departmental budgets are prepared and compiled to arrive at an Operations Budget for the institution as a whole. This resulted in an increased budget level for Operations for FY 2004. The next phase of this effort will focus on including the Appropriations Budget (personnel budget) in the annual budgeting and resource allocation process. It is anticipated that this phase will be completed in AY 2005.

Balanced Budget Policy and Processes to Ensure Compliance

Although the goal has been to operate the institution on a balanced budget, NMC has never had a balanced budget policy per se. The lack of a clear policy and consequences for noncompliance has often resulted in the College's not operating on a balanced budget. In AY 2004 the NMC administration proposed a balanced budget policy to the Board of Regents, which was adopted. This policy also establishes a Contingency or Reserve Fund, to which the College makes annual contributions. By policy the use of such funds is restricted to emergencies and only by approval of the Board of Regents.

Improvement of Procurement Policies and Procedures

In AY 2004 a comprehensive review of NMC's procurement policies and procedures was launched, with the goal of streamlining processes and adjusting them to align with current circumstances. Procurement policies and procedures were duly updated and submitted for review by the Policies and Procedures Review Committee, prior to being presented to the Board of Regents for consideration and approval.

OFFICE OF HUMAN RESOURCES

XII.

Overview

The Office of Human Resources supports the instructional programs, departments, and administrative units that help ensure student learning, by providing services that result in qualified and sufficient human resources for the College.

Accomplishments

In AY 2004 NMC hired a new President and nine faculty members in the areas of science, nursing, education, languages, and humanities; one new position (Instructional Designer); and a total of 13 replacement personnel. Due to the outdated NMC salary schedule it remains difficult to hire qualified faculty from outside the CNMI. Hiring remains at its lowest-ever level due to the ongoing austerity measures.

The HR Review Committee continued to develop new HR policies and procedures in response to the issues and challenges that the NMC community encounters. The HR Office expects that the newly developed policies and procedures will lead to improvement of the College and the services it provides.

The HR Newsletter was launched in April 2004 to improve overall communication with NMC employees. It serves as a useful means of keeping informed about new developments regarding policies and employee/employer relations, birthdays, and new faces on campus, as well as giving recognition to employees and sharing "HR funnies."

In January 2004, a campus-wide e-mail was sent to the College community announcing the new adjunct faculty salary rates to be effective Spring 2004. This action increased employee morale for many who believed they were being underpaid. In April 2004 the President initiated the formation of a committee called the Spirit Squad, its primary purpose being to boost morale and strengthen camaraderie among employees on Saipan, Tinian, and Rota with scheduled monthly activities. Some activities have included Coffee Connection, SOUPer Day, NMC Pride Day, Pizza Connection, and Ice Cream Day. These activities are funded by employee donations and made possible by the dedication of Spirit Squad members. Employees have commended the Spirit Squad for its efforts in strengthening *esprit de corps* within the institution.

Department of Public Safety (DPS) Commissioner Ed Camacho granted approval for newly hired NMC faculty to submit their fingerprints for a DPS background check, which is required by Public Law 10-62. A fee of \$24 per applicant is assessed for this service.

In AY 2004 a Program Coordinator was hired to fill a recent vacancy at the Tinian campus. Three new personnel were also added to the staff of the Rota campus: a full-time instructor for Mathematics and Computer Science, a Student Support Service Representative/Talent Search Support Staff, and a CREES Extension Agent.

OFFICE OF INSTITUTIONAL EFFECTIVENESS

Overview

The Office of Institutional Effectiveness (OIE) supports the mission of Northern Marianas College by coordinating program evaluation and the comprehensive assessment plan. In addition, the OIE directs the development of surveys and the reporting of results. The Office responds to internal and external requests for student information, collaborating with three other College departments to provide accurate, complete, and timely student data. The OIE also informs the Planning, Budget, and Evaluation Council of findings, so that the necessary human, technological, physical, and financial resources can be allocated to meet institutional goals.

The Office coordinates production of the annual reports of the College: the *Annual Report*, the *Performance Report*, and the *Public Law 5-32/10-66 Report*. These reports are distributed to the College community and to the public. The OIE also conducts needs assessment for Program Advisory Committees, reports these findings to the College community and to the public, and assists the Accreditation Liaison Officer in preparing progress reports and self studies.

Accomplishments

In AY 2004 the OIE made considerable progress in the area of program assessment. The College's efforts in program assessment are in concert with institutional goals and a major Recommendation of the Accrediting Commission. The Director of the OIE, along with three other employees of the College, received off-island assessment training. Further assessment training was provided to 75 NMC employees by consultants from a neighboring community college. The Director maintains contact with the providers of this training. Major assessment accomplishments include the establishment of the Assessment Team, a group that coordinates the comprehensive assessment plan; and the identification of student learning outcomes for the General Education program, nine instructional programs, and five support departments. NMC assessment activities include the development of student learning outcomes and objective measurements, the collection of student work, dialogue about student work, and improvements made to programs based on assessment results. The internal College community is informed of assessment activities through direct participation and through a newsletter called the *Assessment Update*.

The OIE collaborates with the Office of Admissions and Records, the Finance and Procurement Office, and Information and Learning Technology to ensure that the availability of student information is equal to the requests made for such information. The PowerCAMPUS Committee brings these four departments together to discuss the various types of student information needed, and how to input this information into the system.

In AY 2004 the OIE's Institutional Researcher was instrumental in the creation of more than 20 reports that used existing student data. These reports included enrollment figures, enrollment by campus, graduation figures, graduates by program, and graduates by campus. Moreover, the Graduating Survey 2004 was administered to students certified to graduate by the OAR. The purpose of this survey was to identify the graduates' levels of satisfaction with the programs and services of the College. Students were also asked about their perceived personal growth. The results of this survey were reported by the OIE and distributed to the College community. Furthermore, training was provided to the Staff Senate in how to use the results of this survey.

The OIE assisted the Business Department in gathering information about community expectations regarding NMC's Business graduates. A twofold approach was applied: a survey was distributed to the Chamber of Commerce and to the Rotary Club, and a needs assessment was conducted with 12 members of the Business Department's Program Advisory Committee. Results were made available to the Business Department, the College community, and the public. The public was informed via a newspaper article that covered a presentation of findings to the Rotary Club.

The OIE sent out Calls to the NMC community for four institutional reports in AY 2004: the *Annual Report*, *Public Law 5-32/10-66 Report*, *Performance Report 2002-2003 Part Two*, and *Performance Report 2003-2004*. These reports communicate to the institution and to the public the College's progress toward meeting its institutional goals, its annual accomplishments, and an update to the legislature on programs funded by P.L. 5-32/10-66. Assignments, guidelines, and instructions for report contributors were distributed along with each Call. The OIE conducted three orientations to these reports for the College community.

The OIE participates in the work of the Strategic Master Plan Steering Committee, which was established to guide the institution and the public in developing NMC's Strategic Master Plan 2006-2010. To assist in this effort, in AY 2004 the OIE surveyed the College community to gather information about NMC's strengths, areas for improvement, challenges, and opportunities. Analysis of the data is under way.

OFFICE OF MARKETING AND PUBLIC RELATIONS

Overview

The overall responsibilities of the Office of Marketing and Public Relations (OMPR) include marketing, public relations, internal and external communications, community partnerships, fundraising, and other institutional advancement strategies that contribute to the overall improvement of NMC's image and reputation. OMPR operates under the Office of the President and strives to continuously improve collaborative relationships between NMC and external organizations, enhance public awareness of the College's educational programs and services, and generate community appreciation of the value of having an institution of higher education in the CNMI.

OMPR as a separate office was eliminated in AY 2004 due to the severe financial constraints that NMC faced at that time, with the Special Assistant to the President assuming many of the associated responsibilities. A Marketing and Public Relations Committee was created in Summer 2004, on all three islands, to assist in carrying out OMPR's functions.

Accomplishments

Marketing activities carried out by OMPR in AY 2004 included recruitment visits to numerous private and public high schools on Saipan; continuous updating of the College's web site, including class schedules, campus information, and faculty/staff directories; and providing articles and photos for the publication of feature articles about NMC in *American Pacific Business* magazine, and in other regional and local publications.

OMPR also designed and produced numerous institutional publications/materials such as brochures, reports, banners, signage, certificates, and appreciation plaques; printed and distributed NMC's Fall, Spring, and Summer Class Schedules throughout the CNMI; and ran advertisements in the *Marianas Variety* and *Saipan Tribune* newspapers to promote NMC and announce registration information prior to the Fall, Spring, and Summer terms.

Further media promotion of the College came in the form of new radio commercials, which aired on Power 99, KCNM/KZMI, and KRNM, and new TV commercials, running on local station KMCV. More globally, OMPR joined an international student recruitment team of representatives from U.S. community colleges that visited four Pacific Rim countries (Taiwan, Hong Kong, Thailand, and Korea). Through OMPR's efforts NMC produced applications, immigration forms, health forms, and related materials, in four different languages (Chinese, Korean, Japanese, and Thai). OMPR representatives also met with regional and international visitors and distributed NMC catalogs and other marketing materials to promote the College throughout Japan, Korea, China, and the Pacific region.

In collaboration with personnel from several of the College's departments, OMPR conducted a number of public relations activities throughout the year to enhance the institution's public image and to improve community awareness about what it has to offer. NMC programs and services were spotlighted in the biweekly "College Corner" feature in the *Marianas Variety* newspaper, and in the "Community" section of the *Saipan Tribune* newspaper. The NMC newsletter *PROA* was produced and distributed to College stakeholders throughout the CNMI. Regular news releases about NMC programs, services, and special events were prepared and disseminated to the local media, including newspapers, magazines, AM and FM radio stations, and television; numerous public service announcements were aired on NMC's public radio station, KRNM, to promote College programs and activities.

OMPR actively participated in the planning and coordination of NMC's 21st Annual Charter Day celebration; produced, printed, and distributed an informational program booklet for the 2003 Charter Day celebration; and participated in the planning of NMC's December 2003 and May 2004 Commencement Exercises. Finally, OMPR was responsible for the regular communication of announcements and newsworthy items to all three campuses.

In December 2003, OMPR helped facilitate the College's first Visioning Conference. This conference was held at the Dai-ichi Hotel over two days and was attended by 80 participants representing the community, Public School System, business sector, various government agencies, representatives from

the legislature and other elected officials, NMC departments, NMC students, and other individuals interested in helping to shape the future direction of NMC.

OMPR also assisted with the establishment of collaborative relationships between NMC and the Hotel Association of the NMI (HANMI), Marianas Visitors Authority (MVA), and Japan Saipan Travel Association (JSTA). OMPR facilitated and encouraged other NMC faculty and staff to participate in numerous MVA, JSTA, and HANMI community service projects and activities throughout during AY 2004.

Throughout the year, OMPR solicited donations for NMC from private businesses, and encouraged them to take advantage of Public Law 10-73, which provides a maximum tax credit of \$5,000 for monetary contributions made to qualified educational institutions in the CNMI.

OMPR also assisted the NMC Foundation in its mission to garner increased private-sector support and financial contributions for the College. Several individuals from the private sector were recruited to serve on the Board of Directors for the Foundation.

GOVERNANCE COUNCILS

COLLEGE COUNCIL

Overview

The College Council serves as the institution's executive leadership team, its members representing different areas of responsibility within the NMC community. The College Council is a standing committee whose purpose is to ensure the efficient and effective operation of the institution. It reviews, discusses, and recommends College policies, issues, and concerns to the NMC Board of Regents. In addition, the College Council is a major conduit for communication from the President and the Board of Regents to the entire College community, and vice versa.

The membership of the College Council includes:

- President
- Dean of Academic Programs and Services
- Dean of Community Programs and Services
- Dean of Student Development
- Planning, Budget, and Evaluation Council Representative
- Faculty Senate Representative
- Staff Senate Representative
- Academic Council Representative
- Assessment Team Representative
- Associated Students of NMC (ASNMC) Representative

Accomplishments

In AY 2004 the College Council was established to replace the Leadership Team, Deliberation Council, and Governance Assembly, and to allow for more institution-wide representation in a single body.

The Staff Council (now the Staff Senate), the recognized body representing all non-faculty and non-management personnel, was established as a counterpart to the Academic Council, Faculty Senate, and ASNMC. With the inclusion of the Staff Senate representative on the College Council, all regular NMC employee sectors have a voice in the leadership of the institution.

In AY 2004 the College Council reviewed, revised, and approved the complete set of Board of Regents policies concerning Student Development, and began reviewing and revising the complete set of BOR policies for Human Resources.

PLANNING, BUDGET, AND EVALUATION COUNCIL (PBEC)

Overview

The Planning, Budget, and Evaluation Council (PBEC) executes budgetary activities, including facilitation of NMC's annual budget development, during each fiscal year. This process involves aligning the institution's FY priorities with the Strategic Master Plan Goals; reviewing departmental budget submissions and returning them for revision; and recommending approval vis-à-vis Strategic Master Plan Goals, current budget ceilings, and previous department budgets.

Accomplishments

Development of FY 2005 Budget

The budget for FY 2005 was developed in accordance with the processes documented in the *Integrating Assessment, Planning and Budgeting—Process Description and Review—Academic Year 2000-2001*, emphasizing the integration of resource allocation with established institutional priorities.

A consolidated budget was developed for FY 2005. Previously, the College's budget was developed in phases and specific budgets were prepared for the three primary sources of revenue for the institution: Appropriations, Tuition and Fees, and Special Funds. In preparing the FY 2005 budget it was assumed that funding levels would be consistent with a legislative Continuing Resolution. The FY 2005 budget may be characterized as a "working document" or "work in progress," whereas in previous years budgets were treated on a "live by or die by" basis.

The College now recognizes that the annual budget needs to be flexible enough for amendment as circumstances change through the course of the fiscal year. Any funding requirements that need adjustment, reallocation, or redirection, or which deviate from the original Board-approved budget, are now brought to the PBEC for action. The PBEC's recommendations are communicated to all stakeholders and presented to the President or Board for approval, as necessary.

FY 2004 Challenges

In order to successfully address the College's FY 2004 challenges, the PBEC refined the budgetary process by increasing flexibility in the reallocation and redirection of resources. The most significant financial challenges of FY 2004 were:

- The acquisition of the La Fiesta facility and the financial burden it represented for the College
- The hiring of personnel over and above the funding levels for personnel costs provided by the CNMI Government for the fiscal year
- Exceeded budget levels, and unbudgeted fiscal requirements
- The College's reimbursement status for student Pell grants

FY 2004 Action Plan to Address the Anticipated Shortfall

The Planning, Budget, and Evaluation Council was given the task of developing an action plan to address the anticipated shortfall. The Board of Regents charged the President with the responsibility for carrying out the plan. The elements of the plan, and the FY 2004 results of its implementation, are as follows:

- **PLAN:** Budget cuts and reprogramming of current budget levels to supplement areas where budget levels were exceeded or expenditures were not budgeted for.
FY 2004 RESULTS: The PBEC, through a consultative process, identified and implemented approximately \$575,399 in reprogramming to cover areas where budget overruns occurred. The PBEC also identified and implemented approximately \$418,949 in budget cuts to cover unbudgeted expenditures.
- **PLAN:** Consolidation of certain available revenue sources, from "Special" to Operations.
FY 2004 RESULTS: The PBEC was able to identify approximately \$104,322 in revenues not originally considered in the development of the FY 2004 Tuition and Fees budget.
- **PLAN:** Implementation of measures to control expenditure levels, including the imposition of a hiring freeze.

FY 2004 RESULTS: An immediate freeze was placed on all expenditures not originally budgeted for, and further restrictions were implemented on expenditures incurred by administrative areas of the College. Any hiring request must now be certified for funds availability by the Director of Finance and Procurement.

- **PLAN:** Secure a supplemental appropriations budget for personnel from the CNMI Government.
FY 2004 RESULTS: Senior members of the College administration undertook to secure a supplemental appropriation to cover anticipated shortfalls in funding for personnel costs in FY 2004. Through these efforts, NMC received a supplemental budget of \$438,000 for personnel, as authorized under P.L. 14-179.
- **PLAN:** Secure supplemental funding to cover the operating shortfall for the La Fiesta facility.
FY 2004 RESULTS: Senior members of the College administration lobbied the Office of the Governor and secured approximately \$377,000 for this purpose.

Reserve Fund

In FY 2004 the NMC administration, with the participation of the PBEC, developed and presented to the Board a policy for a "Contingency Reserve Fund" for the College. The FY 2005 budget provided \$75,000 in initial funding for the contingency fund. The goal is to build this fund through annual contributions of at least 5% of the total tuition and fees generated during each fiscal year.

Facilities

The College, through the PBEC, is also developing an annual project list for needed repairs and upgrades of NMC facilities, and will seek specific funding for this purpose from the NMC Foundation, the CNMI Legislature, local and national foundations and charities, etc.

ACADEMIC COUNCIL

Overview

The Academic Council is responsible for all matters related to instructional programs and academic regulations. The Council has five voting members (four department chairs or alternates from the Associate Degree program and the director of the School of Education), plus a nonvoting student member appointed by the President on the advice of the Associated Students of Northern Marianas College (ASNMC) and the Academic Council. The members of the Council serve during the relevant instructional year, including the summer term, and may be re-appointed.

The Academic Council convenes throughout the year. Meetings are held weekly, and all meetings are open to the public. The work of the Council is informed by guidelines and positions supported by the Western Association of Schools and Colleges (WASC). The activities of the Council include making changes to ongoing programs, review and approval of all updates to course content, and determining the needs of various programs. In addition, the Council considers recommendations for the deletion of instructional programs.

The Academic Council also provides advice on proposed curricula for new instructional programs prior to their approval by the President, and makes recommendations regarding requirements for the degrees and certificates offered by the College.

Additional discussion and action is taken with regard to course prerequisites, specific course requirements, and the sequencing of courses in a program.

Accomplishments

In AY 2004 a total of 101 Curriculum Action Requests and Course Guides were updated or revised, and 24 Individual Degree Plans and Individual Certificate Plans were updated and approved. The Academic Council prepared Substantive Change applications for new academic programs, to be submitted to the Accrediting Commission. A comprehensive list of NMC degree and certificate programs was compiled for inclusion in the new catalog.

An additional higher-level mathematics course, transferable to other institutions, was added to the curriculum.

The Council proposed to the Board of Regents that a change be made in certain grades earned for non-degree unit courses, from No Credit (NC) to No Pass (NP), and from Fail (F) to Technical Failure (TF). It also recommended that the Board adopt a policy allowing the academic department to determine the length of time for which credit earned for a given course (whether at NMC or another institution) may be used to fulfill NMC degree or certificate requirements, given the scope and pace of curriculum content change in some disciplines.

The Council approved a web-based course guide template for use by the academic departments, with the ultimate goal of posting all College course guides on the NMC web site. It also examined the need for and feasibility of creating and offering NMC courses on line.

The development of assessment measures for each student learning outcome was discussed, and it was agreed that new sections on Student Learning Outcomes and Assessment Measures would be added to current course guides once the new web-based template has been created.

The Council adopted a directive requiring the inclusion in all course syllabi, as prescribed by law, of a statement informing students with disabilities of their rights and responsibilities, and of the College's efforts to accommodate such disabilities.

The Council also directed that students pursuing a degree or certificate program must earn a minimum grade of 'C' in all courses at the 100 level or higher in order to graduate from the program.

A proposal that the College adopt a three-semester academic year was given consideration.

FACULTY SENATE

Overview

The Northern Marianas College Faculty Senate is the legislative body of the NMC Faculty Assembly, which meets at least twice each semester. The Faculty Senate serves as the official representative body of the Assembly and directly participates in the governance of the College. The Senate consists of nine elected members, including its officers, which are a President, Vice President, and Secretary. The Senate holds regular meetings, as required by the Faculty Assembly Constitution.

The Faculty Senate President presides at all meetings of the Senate and the Assembly; actively seeks and encourages open and timely communication among all members of both the Senate and the Assembly; communicates Senate and Assembly recommendations and proposals to the NMC President,

and after consultation with the President, to the Board of Regents; serves as a voting member on the College Council; is the Faculty Representative to the Board of Regents; and is ex-officio member of all Faculty Assembly Committees, including the Professional Development Days Committee, but may not serve on any election committee.

Organization of and participation in the annual Professional Development Days (PDD) workshops is one of the most important roles assigned to the Faculty Assembly. Faculty and Faculty Senate members serve on a number of institutional committees in addition to coordinating and presenting at the PDD. These committees include the Planning, Budget, and Evaluation Council (PBEC), Academic Council, College Council, interview committees, grievance committees, employee recognition committees, evaluation committees, assessment teams, and self study committees.

Accomplishments

In AY 2004 the Faculty Senate President attended all but one meeting of the Board of Regents, which met almost monthly.

Professional Development Days were held in Fall 2003. Due to FY 2004 budgetary constraints, the activity was scaled down slightly from previous years. Following the activities for the day, a dinner for new faculty was hosted by the Faculty Senate.

The Faculty Senate assisted the NMC staff in forming the Staff Council (later, Staff Senate). The Staff Senate modeled its Constitution after the Faculty Senate's most recent version.

The Faculty Senate finalized development of a new performance evaluation system for 12-month faculty. Meetings with NMC librarians, counselors, CREES administrators and staff, and department chairs revealed the need for more focused evaluations relating to the position and specific duties of the individual. The new evaluation instruments are under review by the Board of Regents and the system is expected to be implemented in Fall 2005.

The Faculty Senate President was appointed to the NMC Assessment Team and is chairing the General Education Assessment Committee. Faculty are playing a central role in assessment as the College moves toward institutionalizing assessment in line with the 2000 Accreditation Report.

STAFF SENATE

Overview

The NMC Steering Committee for Staff held a General Assembly on June 15, 2004, for the purpose of creating a "Staff Council." Two employees each from Community Programs and Services, Student Development, and Academic Programs and Services, and three from the Support Units, were nominated to sit on the Council, which represents all staff in all sectors of the College. The Staff Council was later renamed the Staff Senate.

Accomplishments

The nine elected representatives of the Staff Council held their first meeting on June 23, 2004. Members decided to change the name from "Staff Council" to "Staff Senate" to be on a par with the Faculty Senate. Consequent meetings were held to vote for officers (President, Vice President, Secretary/Treasurer), and to develop a Staff Assembly Constitution and a new Staff Evaluation System. The Constitution and the evaluation system were to be submitted first to the Staff Assembly for approval, and then to the College Council for its approval, in Fall 2004.

ASSOCIATED STUDENTS OF NORTHERN MARIANAS COLLEGE (ASNMC)

Overview

The Associated Students of Northern Marianas College (NMC's Student Government) fosters participation in a democratic society by providing educational, social, recreational, and cultural experiences that promote unity and fellowship among NMC students. Additionally, ASNMC is responsible for addressing student concerns as well as representing the student body in matters that may affect them. This body serves as the unifying force for all student activities and student organizations. A member of ASNMC serves on the institution's Board of Regents, College Council, and Planning, Budget, and Evaluation Council (PBEC). At present ASNMC is

active only on the Saipan campus; however, an amendment to the ASNMC Constitution is being proposed that would mandate senatorial representation from all three islands.

Accomplishments

In AY 2004 ASNMC organized, facilitated, and otherwise engaged in a wide variety of activities consistent with its purpose and responsibilities. A description of these activities, by month, follows:

August 2003: ASNMC co-hosted, with OSAL, a welcoming barbecue for all new students and their families. This event provided the opportunity for new students to meet ongoing students, ASNMC officers, faculty, staff, and administrators.

October 2003: ASNMC organized and held a haunted house for Halloween. The event fostered school spirit and promoted camaraderie among ASNMC clubs, all of which participated in the event.

November 2003: ASNMC sponsored International Week, featuring foods and cultural events presented by the many ethnic groups represented at NMC.

December 2003: ASNMC and OSAL hosted the appreciation dinner for NMC's cleaning and maintenance staff. A Christmas party was held at Oceanside Bar and Grill, with over 75 students participating.

January 2004: ASNMC officers helped with student registration and answered questions from incoming students.

February 2004: ASNMC hosted a focus group in which the President presented his plans for Pacific Gateway and La Fiesta in order to seek feedback from students on these two projects.

March 2004: ASNMC helped plan and coordinate the Job Fair and Recruitment Fair which were held in April.

April 2004: ASNMC helped coordinate, with OSAL, NMC's 23rd Annual Charter Day. This was the best and biggest Charter Day ever and plans are now under way to plan the 24th and 25th events. An appreciation barbecue lunch was held for students who helped make Charter Day a huge success.

May 2004: ASNMC held its annual election for student government officers.

June 2004: ASNMC officers adopted a mentoring pilot project to help other students experience the role of an ASNMC student government officer.

July 2004: ASNMC adopted a code of ethics for its officers, and developed its annual budget for FY 2005.

STUDENT DATA

Degrees, Certificates, and Diplomas Awarded Academic Year 2003-2004

DEGREES

AA: International Business -----	1
AA: Liberal Arts-----	41
AAS: Audio/Video Production -----	1
AAS: Business Administration – Accounting-----	13
AAS: Business Administration – Business Management -----	15
AAS: Business Administration - Computer Applications -----	8
AAS: Criminal Justice-----	5
AS: Nursing -----	14
BS: Elementary Education -----	32

CERTIFICATES

Certificate of Completion: Basic Law Enforcement -----	19
Certificate of Completion: Business Management -----	7
Certificate of Completion: Early Childhood Education-----	24
Certificate of Achievement: Business Management -----	1
Certificate of Achievement: Film and TV Production-----	2
Certificate of Achievement: Hospitality Management-----	1
Certificate of Achievement: Related Services -----	1
Certificate of Achievement: Sales and Marketing-----	1

Total Certificates and Degrees Awarded----- 186

DIPLOMAS

GED -----	17
Adult High School -----	9

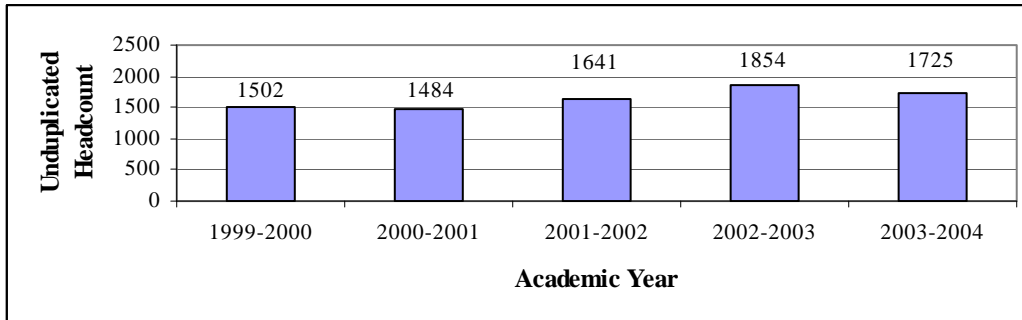
Total Diplomas Awarded 26

Total Degrees, Certificates, and Diplomas ----- 212

Student Enrollment Data

- Enrollment by Academic Year 1999-00 to 2003-04 (Unduplicated Headcount)

<i>Academic Year</i>	<i>Enrollment</i>	<i>Percent Change</i>
1999-2000	1502	--
2000-2001	1484	-1%
2001-2002	1641	+11%
2002-2003	1854	+13%
2003-2004	1725	-7%



Academic Year 2003-2004

- Enrollment by Gender (Unduplicated Headcount)

	<i>Headcount</i>	<i>Percent</i>
Female	1079	62.6
Male	646	37.4
Total	1725	100.0

- Enrollment by Ethnicity (Unduplicated Headcount)

	<i>Headcount</i>	<i>Percent</i>
Chamorro or Part Chamorro	831	48.2
Carolinian or Part Carolinian	107	6.2
Chamorro and Carolinian	45	2.6
Other Pacific Islanders	180	10.4
Asian Ethnic Groups	465	27.0
Other Ethnic Groups	97	5.6
XIII. Total	1725	100.0

- Enrollment by Location by Academic Term (Duplicated Headcount)

	<i>Fall 2003</i>	<i>Spring 2004</i>	<i>Summer 2004</i>	
Saipan		1095	1061	418
Tinian		66	77	0
Rota		72	74	19
Total	1233	1212	437	

- **Enrollment by Gender by Academic Term (Duplicated Headcount)**

	<i>Fall 2003</i>	<i>Spring 2004</i>	<i>Summer 2004</i>
Female	790	811	278
Male	443	401	159
XIV. Total	1233	1212	437

- **Enrollment by Ethnicity by Academic Term (Duplicated Headcount)**

	<i>Fall 2003</i>	<i>Spring 2004</i>	<i>Summer 2004</i>
Chamorro or Part Chamorro	586	627	178
XV. Carolinian or Part Carolinian	80	65	34
Chamorro and Carolinian	29	32	13
Other Pacific Islanders	129	121	51
Asian Ethnic Groups	333	319	142
Other Ethnic Groups	76	48	19
XVI. Total	1233	1212	437

- **Enrollment by Age by Academic Term (Duplicated Headcount)**

	<i>Fall 2003</i>	<i>Spring 2004</i>	<i>Summer 2004</i>
Under 18	59	94	54
18 to 19	223	260	82
20 to 21	260	230	85
22 to 24	172	158	48
25 to 29	212	187	75
30 to 34	114	117	51
35 to 39	91	77	25
40 to 49	76	72	13
50 to 64	21	16	4
65 and over	5	1	0
Total	1233	1212	437

- **Enrollment by Enrollment Status by Academic Term (Duplicated Headcount)**

	<i>Fall 2003</i>	<i>Spring 2004</i>	<i>Summer 2004</i>
Full-time Student	835	819	170
Part-time Student	398	393	267

XVII. Total 1233 1212 437

- **Enrollment by Tuition Status by Academic Term (Duplicated Headcount)**

	Fall 2003	Spring 2004	Summer 2004
Resident	1135	1124	387
Nonresident	98	88	44
XVIII. International	---	---	6
XIX. Total 1233	1212	437	

The International tuition and fees were implemented Summer 2004.

- **Enrollment by Student Status by Academic Term (Duplicated Headcount)**

	Fall 2003	Spring 2004	Summer 2004
New Student	342	224	91
Continuing Student	891	968	346
XX. Total 1233	1212	437	

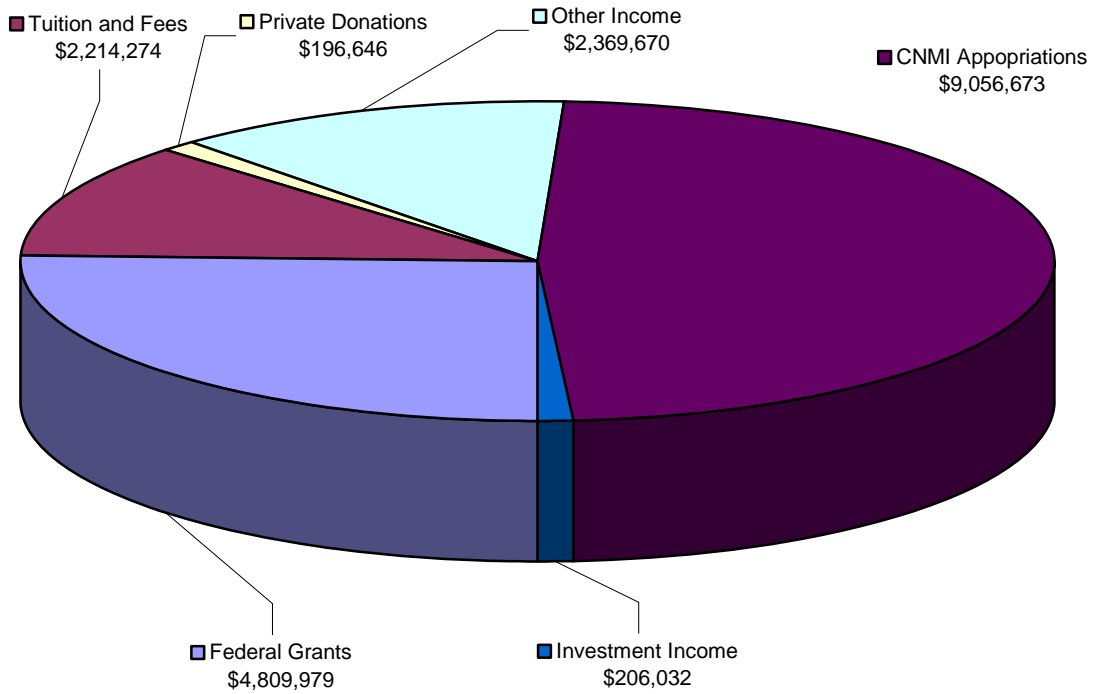
- Total Credits and Full-time Equivalency by Academic Term

	Fall 2003	Spring 2004	Summer 2004
Total Credits	16244	13500	3726
Full-time Equivalency	1354	1125	621
XXI. Headcount	1233	1212	437

Full-time equivalency equals total credits divided by 12 credits for Fall and Spring and 6 credits for Summer

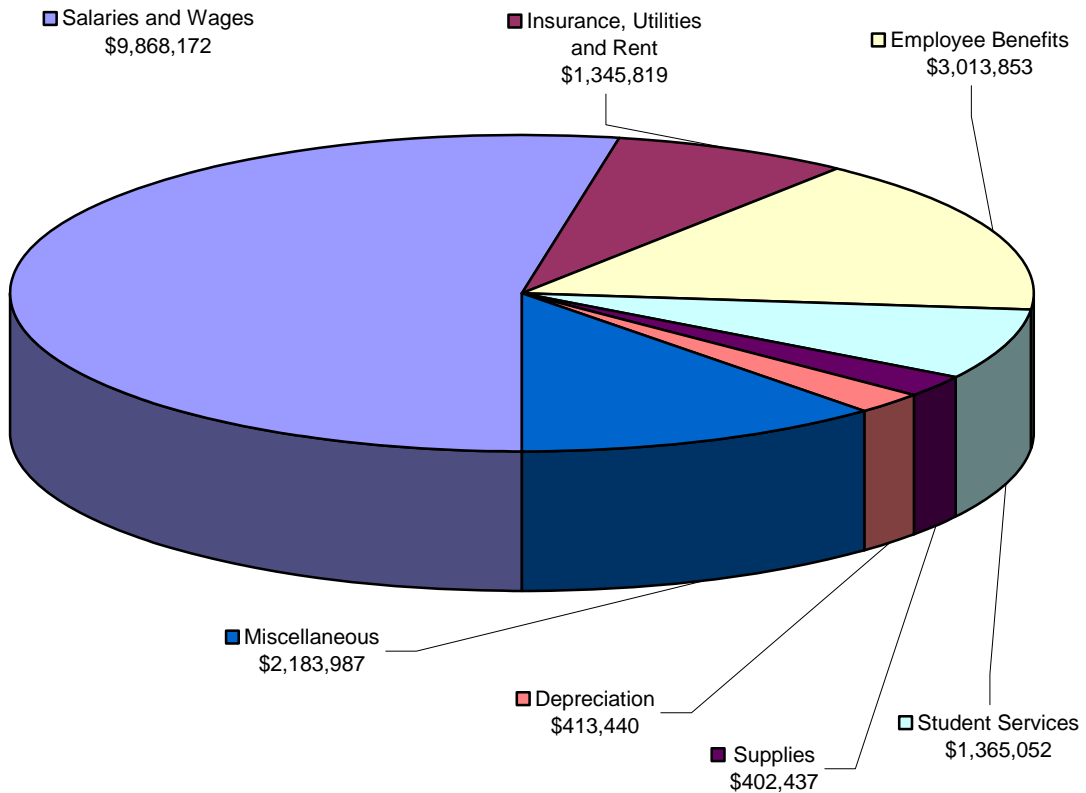
Total FY 2004 Revenues

\$18,853,274



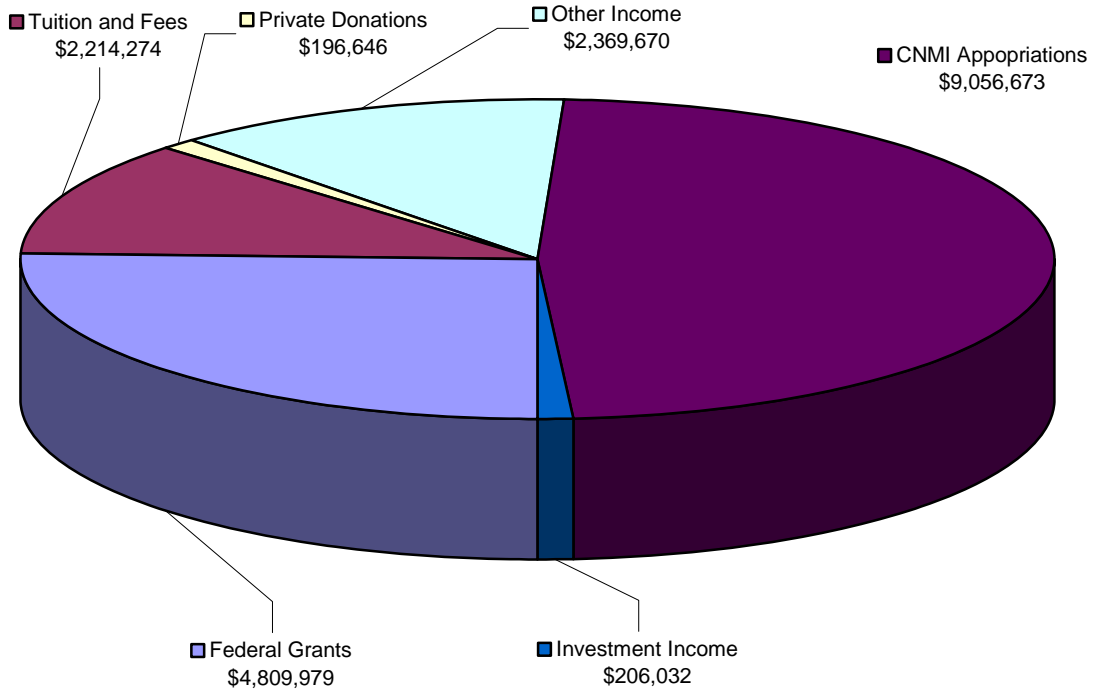
Total FY 2004 Expenditures

\$18,592,760



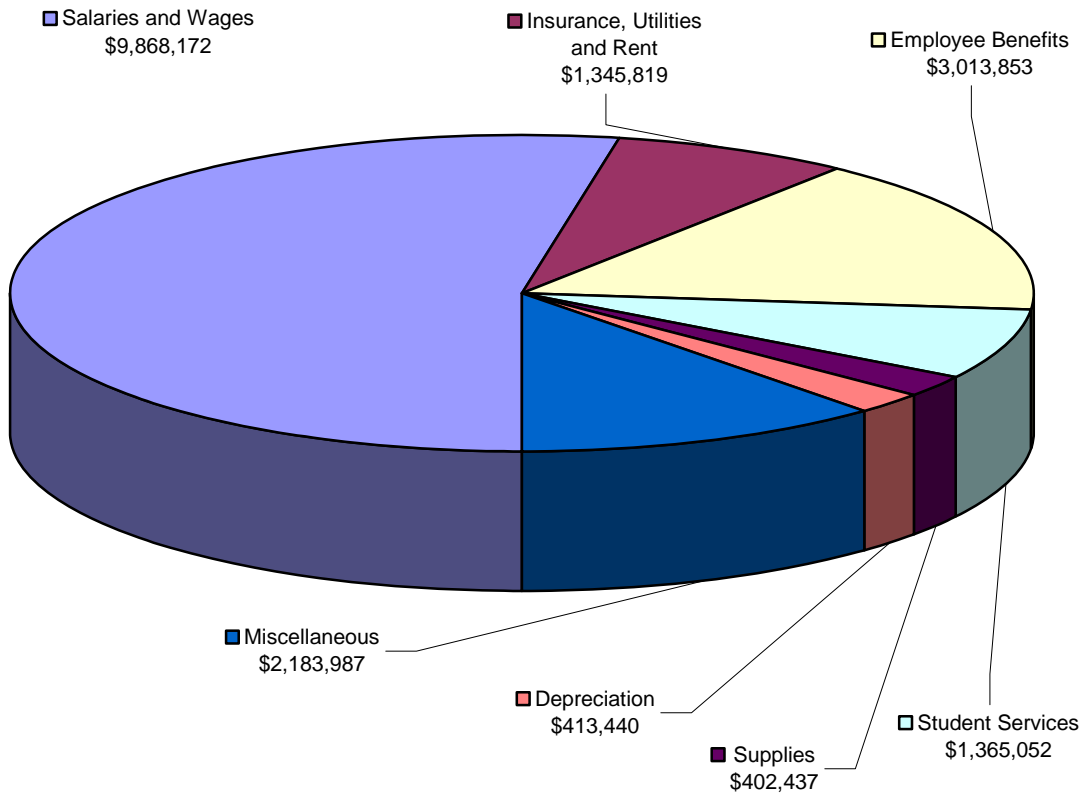
Total FY 2004 Revenues

\$18,853,274



Total FY 2004 Expenditures

\$18,592,760



Revenues	2000	2001	2002	2003	2004
US Federal Grants	3,843,598	5,922,247	6,464,992	6,238,724	4,809,979
Tuition and Fees	1,941,863	1,966,201	2,431,018	2,647,916	2,214,274
Private gifts, grants and donations	25,742	93,446	126,194	41,554	196,646
Other	389,531	556,917	857,778	1,420,125	2,369,670
CNMI appropriations	7,907,959	8,782,016	8,650,439	8,550,606	9,056,673
Investment Income (Net of Expenses)	131,923	105,076	92,753	73,787	0
Change in fair value of investments	0	0	-208,182	241,556	206,032
	14,240,616	17,425,903	18,414,992	19,214,268	18,853,274
Total Revenues	6	3	2	8	4
	14240616	17425903	18,414,992	19,214,268	-
	0	0	0	0	18,853,274
					4
Expenditures	2000	2001	2002	2003	2004
Salaries	8,030,173	9,822,671	8,577,495	8,452,193	9,868,172
Services	452,050	633,922	3,190,688	3,223,922	1,365,052
Benefits	2,910,198	3,337,717	2,498,721	2,443,968	3,013,853
Insurance, utilities and rent	887,488	1,236,885	795,372	745,800	1,345,819
Depreciation	560,760	706,289	593,380	661,646	413,440
Supplies	376,972	431,476	493,063	356,323	402,437
Miscellaneous	1,715,066	2,981,422	2,656,658	2,496,639	2,183,987
	14,932,707	19,150,382	18,805,377	18,380,491	18,592,760
Total Expenditures	7	2	7	1	0
	14932707	19150382	18,805,377	18,380,491	18,592,760
	0	0	0	0	0

Major Accomplishments in FY2004:

- All audits were caught up from FY2000-FY2003. FY2004 audit is currently underway. College with the assistance of the CNMI Governor and Legislature turned the finances around
- from a potential \$1.4 million deficit to ending the fiscal year with a positive fund balance.
The College was removed from warning status primarily as a result of the stabilization of its
- finances including that which is noted in 2. Above.
The College negotiated and finalized an indirect cost rate for the institution, a first in its
- history. Indirect cost rates were established for FY2001-2004 retroactively.
The College embarked on an aggressive goal of resolving approximately \$750,000 in long
- outstanding questioned costs in FY2004 and expects to meet this target through the FY2004 audit report.
The College also aims to reduce the number of outstanding audit findings from prior years
- and limit findings in the current years to levels lower than prior years.
The College embarked on an path towards a consolidated institution wide budget. It targets
- have an institution wide consolidated budget by FY2007.

APPENDIX

COMMENDATIONS AND RECOMMENDATIONS FROM THE ACCREDITATION EVALUATION REPORT January 2001

Commendations

The visiting team found much to commend at Northern Marianas College, including the following:

1. The visiting team commends the college for writing a Self Study that is well-written, organized, and extremely candid. The level of self-scrutiny in the report was very high.
2. The team commends the college for integrating its own plans for improvement from the Self Study with the Strategic Master Plan Implementation published in September 2000. This integration will help the college connect the process of accreditation to other institutional planning efforts, and moves the college quickly ahead in addressing the areas targeted for improvement in the Self Study Report.
3. The team commends the college for its strong faculty and staff commitment to the individual needs and success of its students. Evidence of personal concern was evident everywhere.
4. The team commends the college on the design and implementation of its School of Education curriculum. The School has done an excellent job in integrating the best theory of education with its own teaching styles as well as the curriculum of the Lab School.
5. The team commends the college for its creative approach to providing on-line access to the catalog of the holdings of the library by cooperating with the Joe Ten-Kiyu Public library to develop a new on-line catalog that links public, college and eventually public school libraries.
6. The team commends the college for the development of the Curriculum Resource Center and the provision of access to on-line databases which provide excellent resources that directly support the goals of the School of Education BA program.
7. The team commends the college for the progress it has made in providing access to technology in the form of up-to-date student labs and networked desktop computing for nearly all staff and faculty.
8. The team commends the college for reevaluating its CIP priorities in terms of the pressing needs of the NMC and CNMI, so that a general-purpose faculty office and classroom building, a library facility and a School of Education facility are the top three priorities.
9. The team commends the college's successful efforts to collaborate with the mayor and local entities on both Tinian and Rota, which have resulted in new facilities on both islands.
10. The team commends the college for the establishment of a college-owned public radio station to serve the needs of the local population. This decision will have many positive results for the college's image and place in the Commonwealth, as is evidenced by the strong community support in the recent successful fund raising drive for the radio station.
11. The team commends the quality of the maintenance of the Saipan campus facilities despite the challenges posed by the age of the facilities, the climatic conditions and limited resources.

12. The team commends the college for its recent efforts to work more collaboratively with the legislature to improve its funding options. Continuation of this effort can serve as the foundation for the rebuilding of trust between the college and the legislature, and among the several constituencies within the college.
13. The team commends the college for the progress it has made in Board development in the last two years. The college now benefits from more clearly defined roles of the Board and the administration, and from the Board's continued involvement building community support for the institution.

Recommendations

1. The team recommends that the college integrate its program evaluation efforts, institutional effectiveness assessment, and strategic planning and implementation processes with its methods for resource allocation and distribution such that improvements in institutional effectiveness can be realized, documented, and communicated both internally and to the community at large. Improvements that cannot be achieved because the college lacks the flexibility to redirect resources toward those needed improvements should be identified, and strategies should be developed to remove the constraints. (Standards 3A.1; 3A.3; 3A.4; 3B.1; 3B.2; 3B.3; 3C.1; 3C.2; 4D.1; 5.10; 9A.1; 9A.3)
2. The team recommends that the college direct sufficient resources to its institutional effectiveness efforts in order to build its capacity to collect, analyze and use information for effective institutional decision-making. These resources should support the institution's ability to have a systematic, information-driven approach to decision-making at all levels of the organization, including the capacity to train faculty and staff in the effective use of information in their ongoing decision-making processes. (Standards 3A.1; 3A.2; 3A.3; 3B.1; 3B.3; 3C.2; 3C.3, 4D.1; 5.10)
3. The Team recommends that the college institutionalize an integrated, systematic process for evaluating program effectiveness. This process should include definition of learning outcomes for all programs, and objective measures of student performance, which can inform and guide decisions to improve programs. (Standards 4B.2, 4B.3, 4B.5, 4B.6, 4C.4, 4D.1; 5.10)
4. The team recommends that the college provide the appropriate, comprehensive, reliable, and accessible support services to its students on Tinian and Rota. (Standard 5.6)
5. The team recommends that Northern Marianas College develop a coherent plan for the future of Library and Information Technology at its three campuses. The planning process should engage the entire college community and link a Technology Plan to other elements of the Strategic Master Plan, particularly the instructional program plans. The plan should make provision for regular, data-based evaluations of IT services and related improvements. (Standards 6.2; 6.7)
6. The team recommends that as the college pursues its mission to provide the best quality and meaningful post secondary and adult education for the Commonwealth, it provide resources to support the faculty in developing the skills and knowledge to integrate appropriate uses of technology into the teaching and learning process. (Standards 6.4)
7. The team recommends that the college design and regularly implement evaluation processes for administrative staff and support staff. (Standards 7B.1; 7B.2)
8. The team recommends that the college re-establish faculty and staff development programs consistent with institutional mission, goals, and faculty needs, and provide appropriate funding to support them. (Standard 7C.2; 7C.2)

9. The team recommends that the college implement strategies that will increase its budgetary flexibility and allow it to redirect a full range of major available resources to programs and services that contribute to the core mission. These strategies should integrate with the institutional effectiveness recommendations of Standard 3. (Standards 9A.1, 9A.2, 9A.3)

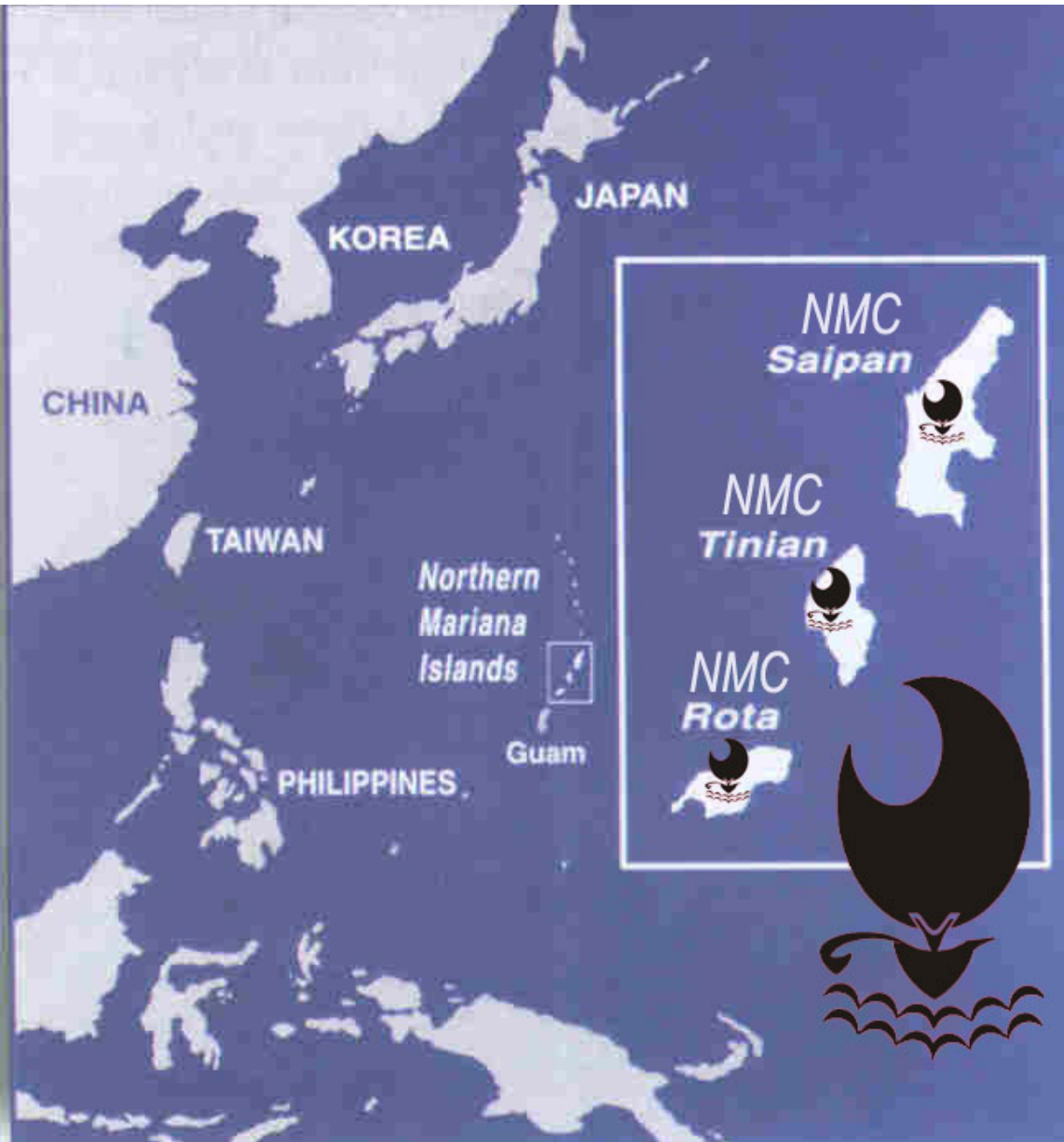
The NMC Logo

The center image is an ancient Micronesian voyaging canoe, the Proa, found in both Chamorro and Carolinian cultures.

The forward profile of the Proa resembles a blazing lamp, which is the Western symbol for the light of knowledge.



The black and oval border, inscribed with “Northern Marianas College 1981,” illustrates the school’s name and the year it was founded; the lettering suggests it was carved in wood, thus reflecting the artistic skills of Micronesians.



Northern Marianas College

P.O. Box 501250
Saipan, MP 96950 U.S.A.
Phone: (670) 234-5498
Fax: (670) 234-1270
Website: www.nmcnet.edu