



Appendix B

Program Review 2008: A Composite Report for Academic Programs and
Academic Support and Administrative Programs



PROGRAM REVIEW 2008

A COMPOSITE REPORT

**Academic Programs and
Academic Support and Administrative Programs**

September 8, 2008

The purpose of this report, *Program Review 2008: A Composite Report of Academic Programs, and Academic Support and Administrative Programs* (hereinafter referred to as the “Composite Report”) is to highlight college wide assessment activities, by way of program review, at the Northern Marianas College for Academic Year 2007-2008.

The Composite Report is authored by the Program Review and Outcomes Assessment Committee (PROAC) for submission to College Council and the President to inform the decision making process with the ultimate goal of improving student learning at the College.

This report covers an overview of the program review process, strengths and areas for improvement, findings and recommendations for action, feedback to the program or institution, structure and process, and recommendations for the next cycle.

**Program Review and Outcomes Assessment Committee
(PROAC)**

PROAC was created on July 13, 2007 with committee members appointed by the President from a cross-section of the campus community.

Build and sustain a campus-wide culture of evidence, which promotes, fosters and improves student learning outcomes at the course, program and institutional levels. Five goals are linked to the mission.

PROAC Mission Statement

Committee Members	
Name	REPRESENTING
Dr. Debra T. Cabrera	Academic Programs and Services (Chair)
Felicitas ("Tee") Abraham	Community Outreach Programs and Services
William M. Castro	Office Institutional Effectiveness
Lisa HacsKaylo	Office Institutional Effectiveness
Pam Buckingham	School of Education
Bobbie Hunter	Human Resources
Jack Kiyoshi	Human Resources
Dr. Carmen Fernandez	Office of the President (Ex-Officio Member)
Former- or Alternate- Members, Contributors and Supporting Staff	
Dr. Dean Papadopoulos	Languages and Humanities
Frank Sobolewski	Faculty Senate
Chrislaine Pangelinan	Student Services
Joyce Taro	Academic Programs and Services (Recording Secretary)
Victoria Tudela	School of Education (Student Member and Assistant)
John Manalo	Office of Institutional Effectiveness/Community Development Institute

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I. Brief History

On January 31, 2007, the Accrediting Commission for Community and Junior Colleges (ACCJC) informed Northern Marianas College (NMC) that it had reviewed the institutional self study report and the report of the evaluation team that had visited the College during the comprehensive visit in October 2006. After the review, ACCJC decided to place the College on Probation, and require the submission of a Progress Report by March 30, 2007, and another Progress Report by October 15, 2007 followed by a visit by Commission representatives.

On June 29, 2007, ACCJC informed NMC that it had reviewed and accepted the March 30, 2007 Progress Report and decided to continue the College on Probation. The College has acted to continue to address Eligibility Requirement #5, Commission Recommendations 1 and 2, and the Team Recommendations 1 to 6.

In a major effort to meet ACCJC standards and to address the Northern Marianas College's probationary status with the Commission, the Program Review and Outcomes Assessment Committee (PROAC), the overall assessment guidance and working committee for the institution, was established in July 13, 2007 with an appointment memo from President Dr. Carmen Fernandez. The mission of PROAC is to build and sustain a campus wide culture of evidence, which promotes, fosters and improves student learning outcomes at the course, program and institutional levels. Membership in PROAC is representative of the different constituencies at the College, including faculty, staff, administrators, and students.

To assist PROAC in fulfilling its mission, the Student Learning Outcomes Comprehensive Implementation Program (SLOCIP) was drafted in late summer 2007 and presented and discussed during Professional Development Days (PDD) prior to the Fall 2007 semester with the assistance of Dr. Ray Somera, the current Academic Vice President at the Guam Community College. During PDD, Dr. Somera facilitated the review and reorientation of student learning outcomes with an emphasis on program assessment. This resulted in the drafting and institutional acceptance of SLOCIP, which outlines the assessment and program review process. With the establishment of PROAC and SLOCIP, the College has institutionalized assessment that is focused and sustained through support and training. Additionally, participation in PROA activities is listed on all job announcements, position descriptions, employment contracts, and professional services contracts.

The College submitted the October 15, 2007 Progress Report to ACCJC. The report was prepared and submitted for the purposes of addressing ACCJC Commission Recommendations 1 and 2, Eligibility Requirement #5, and Team Recommendations 1 to 6.

The ACCJC reviewed the College's Progress Report and the Evaluation Team Report at its annual meeting on January 9-11, 2008. ACCJC informed the College on January 31, 2008 that it had decided to place the College on Show Cause subject to termination in January 2009. ACCJC reminded the College that it must correct all deficiencies and that

under the U.S. Department of Education regulations, institutions are expected to correct deficiencies within a two-year period or the Commission must take action to terminate accreditation.

II. Process Overview

As a first step in the direction of institutionalizing self-reflective dialogue, PROAC developed the NMC Assessment Taxonomy to more clearly identify the various academic programs, both degree and certificate, as well as student and administrative services the institution provides. The taxonomy is divided into four groups: Group A (General Education, Bachelor and Associate Degree Programs), Group B (Certificate Programs), Group C (Student Services and Administrative Units), and Group D (Special Programs and Services).

NMC uses Nichols and Nichols' "Five-Column Model" for reporting Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUO's). This five-column model essentially provides the substantive framework that all programs, departments, and units must use in designing their assessment plans and reports. The complete Five-Column Model is also identified as Form 1.

For the Five-Column Model for SLOs, Column 1 identifies the College mission as the driving force behind all assessment activities. Column 2 includes program learning outcomes (about 3 to 5) which indicate what students will be able to know, do, think or value as a result of a given educational experience. Column 3 provides specific assessment tools that will measure what is to be achieved as identified in the previous column, as well as criteria for success. Column 4 summarizes assessment findings, as linked to the set program learning outcomes, while Column 5 discusses implications of the data (either quantitative or qualitative) in terms of how they can be used to improve certain aspects of the program.

For the Five -Column Model for AUOs, the same information is contained in the columns, as discussed above. The primary difference, however, occurs in Column 2 where a variation of the question may be asked, "What will the unit or department provide, improve or increase to improve student learning or services?" or "What will the students or clients be satisfied with, receive, understand or do?" What is important to remember is that SLO assessment results in improved *learning*, while AUO assessment results lead toward better *service*.

To assist programs in completing the Five-Column Model, a system of memos detailing the sequence and scope of each step of the model was put in place. All the identified academic and student services programs were scheduled to submit the first three columns completed in "Memo 1" on September 7, 2007. Those programs that had not completed the first three columns were then required to submit a formal request for a one-week extension. PROAC reviewed Memo 1 submissions for improvement through a process of dialogue with the various programs documented in the Consolidated Feedback Sheets. Dyads, PROAC members assigned to work closely with programs for which they took primary reading and feedback responsibilities, took the lead in reviews and feedback to programs. With the first three columns having been completed with Memo 1, each program was then required to submit Memo 2, which reports on the second, third, and fourth columns, by November 21, 2007,

The completion of Form 1 was planned on a College-defined two-year assessment cycle, with specified deadlines for submission of assessment requirements (See NMC's *Two-Year Assessment Cycle Schedule: Program Level Assessment*). It was hoped that this cycle would gradually regularize and routinize all assessment activities on campus since every grouping in the assessment taxonomy had a document submission requirement every semester. An *Assessment Monitoring Matrix* was developed and maintained by PROAC, with administrative support from the Office of Institutional Effectiveness staff.

The sizable number of inactive programs, especially certificate programs, resulted in the Academic Council setting up procedures for the institution to place academic degree and/or certificate programs on "Inactive" status. Several academic programs have been put on inactive status and several more are scheduled to be placed on inactive status in the Fall 2008 semester. This has resulted in the modification of the taxonomy and reorganization of its degree and certificate offerings.

The Assessment Taxonomy was also revised to reflect the College's need to establish General Education Program Learning Outcomes that support the mission of the College. The General Education Committee was revitalized in the summer of 2008 to re-evaluate the outcomes as stated in the 2006-2008 General Catalog. PROAC made the decision to remove the General Education Program from the taxonomy in the first review cycle because the College found that the published outcomes required significant modifications. The General Education Committee established a new set of outcomes and is now assisting programs in mapping to and assessing these outcomes. The General Education Program, in addition to programs put on inactive status and planned for inactive status, was not required to submit Form 1 and Form 2. Committees, such as Planning, Budget and Evaluation Council and College Council, in addition to institutional governance bodies, such as the Faculty- and Staff Senates, were not required to submit Form 2.

After the College received notification of its Show Cause status and engaged in extensive discussions with ACCJC, the institution decided to modify the timeline and require earlier submission of reports from all programs. Programs were required to complete Form 1 by May 27, 2008. Reports were submitted to PROAC for review and feedback. Submission of revised Form 1 reports were required with Form 2 submission to PROAC.

PROAC met with various programs to develop the templates for Form 2. Two templates were developed, one for academic programs and the other for academic support and administrative services. All programs were required to submit their Form 2 report on July 7, 2008. See *Table 1: Compliance Matrix* for information on groups' Form 2 submission compliance.

PROAC met over two weekends to review the reports submitted in July 2008. Dyads took the lead in the review of their respective programs, although each PROAC member read and participated in the discussions. Decisions were made by the group and not by the dyads. A recorder was present to document the discussions on strengths, weaknesses, general comments, and PROAC decisions on the recommendations to programs and to the institution. The results of the extensive reviews are presented in the PROAC Composite Report, 2008.

Table 1: Compliance Matrix

FORM 2 Summer 2008 Compliance as of August 4, 2008	GROUPS									
	A	% of A	B	% of B	C	% of C	D	% of D	Total	%Total
Yes - submitted	10	100.00	3	50.00	16	100.00	14	100.00	43	93.48
No - yet to submit	0	0.00	3	50.00	0	0.00	0	0.00	3	6.52
Total	10	100.00	6	100.00	16	100.00	14	100.00	46	100.00

II. Strengths and Areas for Improvement

Taken as a whole, there are several areas of strength and weakness in the documents submitted by programs across the institution. This discussion is limited to the areas that were explicitly required in the program review templates provided to all programs. This is not to say that all programs exhibited these features, but that overall, these features were regularly observed.

Strengths included brief histories summarizing up to decades of information related to program establishment and purpose, growth and change; the inclusion of program-generated data and/or institutionally-provided data in support of program review; descriptions of program resources; the inclusion of program SLO/AUO mapping; and the inclusion of both program and institutional-level recommendations. For many, this was the first request to provide a brief history of the program. Many hours were spent tracking down and reading through reports, and interviewing long-term staff, to craft brief histories that illuminated program milestones as well as concerns. Programs included data that had been collected and analyzed for use in program review, and in many of the reviews, were discussed directly in relation to program improvement. These included data provided by OIE as well as from within programs themselves. Descriptions of human, physical, and technology resources were included in all reviews. While the level of detail and the discussion in relation to program outcomes and needs varied, all programs included all three areas as part of the review. Mapping of SLOs and AUO's to program outcomes was another first for many programs at the College, and maps were appended to most reviews. Though not explicitly discussed by all, this first round of mapping outcomes has generated many clear expressions of how programs do or do not articulate internally or with each other in support of student learning. Lastly, programs provided a variety of recommendations for improvement at both the program and institutional level.

Weaknesses included the lack of connecting Form 1 to program reviews; a lack of clear linkage between staffing and support of program outcomes; for academic programs, a lack of discussion of program mapping to program SLOs and the implications of mapping for the program; and many recommendations were made without being tied to evidence. Many programs failed to directly link the assessment work completed and documented in Form 1 to Program Review. Form 1's were appended to most program reviews, but discussion of results and recommendations from this first institution-wide assessment cycle was not regularly included. While all programs listed and described staff, there was little discussion of how the qualifications and experiences of staff directly supported program outcomes. Academic programs included program SLO mapping as part of the review, but many did not discuss program strengths and weaknesses revealed through this process. Additionally, few used mapping as an avenue for reflection on how courses served to support SLOs at the program and/or institutional levels. Finally, while all programs made recommendations, many did not provide specific evidence in support of them, or did not explicitly connect-the-dots from the body of the review to the recommendations. Additionally, some recommendations were more statements of fact or concern not tied to any specific recommended action for improvement.

III. Findings and Recommendations

The following are common findings that emerged from the program review process at the College:

1. The College needs to continue to aggressively address the staffing needs of its programs. The need for additional staff is present throughout the College. These include critical, hard-to-fill positions such as the Director of Library Programs and Services, as well as additional positions to permit programs to fulfill their specific functions within the College.
2. The College needs to provide professional development for all employees. Many programs asked for professional development for their staff. The needs range from broad, universal topics like additional training in assessment to specific job-related competencies; e.g., the use of a particular software program. Faculty request professional development in areas related to their disciplines. Also needed is professional development related to teaching and learning, assessment, and curriculum development.
3. The College must provide power to buildings not connected to the generator. The programs housed in buildings not connected to the College's generator request swift resolution of this lack of power. With the increase in the frequency and duration of power outages, and the starting of the new academic year, of particular urgency are those buildings with classrooms and student computer labs.
4. The College needs to address inadequate, damaged, or unsafe facilities. The facilities needs at the College range from minor to major repairs and renovations, to the need for additional space. Of particular concern are the facilities issues related to health and safety and ADA compliance.
5. The College needs to provide consistent support to all programs in the area of technology. The technology needs of programs are many and varied. The need for updating and maintaining equipment and software, along with training, are found across programs. Additionally, several academic programs cite the need for classroom technology and training in support of student learning. This ranges from the need for functioning equipment in the classrooms to support and training in the use of the College's course management software program, Moodle.
6. The curricula of many of the certificate and degree programs need strengthening. The mapping of program outcomes to courses, along with course completion rates, revealed the need to modify courses and their sequencing, as well as their prerequisites and English and math proficiency levels. The process of program review has also revealed the need to strengthen program ties with the community and workplaces in which our graduates are employed, making sure the programs we offer meet community workforce needs. Program Advisory Councils need to be maintained and regularly convened to provide feedback and support to College programs.

PROAC Advisory

The following advisory by the Program Review and Outcomes Assessment Committee (PROAC) shall apply to all recommendations and feedback, both at the Program and Institutional level.

1. All changes to, and creations of, programs and courses are to be addressed through the Academic Council, and in compliance with Board policies and procedures and WASC requirements.
2. All of the recommendations related to facilities and technology will be addressed in the context of the overall facilities and technology needs of the College.



GROUP A: Bachelor and Associate Degree Programs

GROUP A: Bachelor and Associate Degree Programs**Business, A.A.***PROAC Approved recommendations for actions to...*

Program	Institution
<ol style="list-style-type: none"> 1. It is recommended that course to course articulation between NMC business courses (as well as other courses for transfers) and other colleges/universities be pursued and formalized to ensure transfer of maximum number of credits. <i>Follow institutional protocols. There is concern about transferability of credits under AAS vs. AA programs in the department. Elevated to the institutional level – see PROAC feedback to the institution below.</i> 2. It is recommended that a further analysis be done to find out ways to improve student completion rates for AC220 Principles of Accounting I and CS103 Intro to Computers. 3. It is recommended that SLOs be looked at again for wording and articulation and that they be looked at periodically for changes and improvements. 4. It is recommended that Course Guides be looked at and reworked in light of the changes in the SLOs. 5. It is recommended that a course completion schedule be established and maintained for each student in the AA in Business to make sure courses are taken in the most desired sequences for maximum learning and minimum amount of time taken to complete the degree program. 6. It is recommended that a full-time Accounting instructor be hired as soon as possible. 7. It is recommended that a list of possible adjunct business instructors for different subject areas be established and updated regularly. 8. It is recommended that new desktop computers be purchased for business faculties. <i>Elevated to the institutional level – see PROAC feedback to the institution below.</i> 9. It is recommended that two (2) DVD players be purchased that will be used for instructional purposes in classrooms V-205 and V-215. <i>Elevated to the institutional level – see PROAC feedback to the institution below.</i> 	<ol style="list-style-type: none"> 1. It recommended that a central data warehouse or data mart with appropriate fact tables for each individual students with the right dimensions be established. 2. It is recommended that a specific office or person(s) within an office be assigned the responsibility of tracking students after they graduate from NMC and report the findings regularly. 3. It is recommended that either a backup generator for Buildings V and W be purchased, or that these two buildings be hookup to the existing NMC backup generator so that no Business courses, especially computer courses, are disrupted and time is not lost, when there are power outages. 4. It is recommend that the floor in the bathrooms on the second floor of Building V be repaired so that disabled students, workshop participants, and/or Small Business Development Center clients will be able to use the restroom facilities without having to inconveniently go down to the first floor or go to another building. 5. It is recommend that a repair of the elevator located on the east side of Building V be completed so that disabled students, workshop participants, and/or Small Business Development Center clients will be able conveniently access the second floor of Building V for classes, workshops, and/or client assistance without having to use the burdensome disabled ramp on the east side of Building V. <i>Assess Bldg. V for ADA compliance.</i> 6. It is recommended that the renovation of room V-117 be completed, so that it can be cross-utilized for large meetings and assemblies. 7. It is recommended that better, more suitable computer chairs and tables be purchased for computer classrooms and computer labs. 8. It is recommended that NMC seriously consider switching to an email system that offers large amount of space per account, well supported with lots of productivity features and are used by a lot of people instead of supporting the current email system.

PROAC feedback back to...

Program	Institution
<ol style="list-style-type: none"> 1. Recommend an AUO for the next cycle on academic advisement. 	<ol style="list-style-type: none"> 1. Transferability of courses and articulation agreements are an institutional concern; refer to the President and the Dean of APS. 2. Institution needs to identify what office and position will be responsible for the Program's Institutional Recommendation 2; OAR, OIA, OIE, or Alumni Association. With their direct link to students, faculty play a critical role in assisting the institution to track former students. 3. Technology concerns need to be addressed at all levels; refer all technology-related recommendations to IT and the technology planning group. 4. Refer all facilities-related recommendations for ongoing facilities and CIP planning and assessment, including ADA compliance.

GROUP A: Bachelor and Associate Degree Programs**Business Administration: Accounting Emphasis, A.A.S.***PROAC Approved recommendations for actions to...*

Program	Institution
<ol style="list-style-type: none"> 1. Intensify the course requirements for the Cooperative Education (CE 250) course to make it a capstone course for the Accounting program as well as the other Business degree programs. 2. Change the math placement level for MG 220 to MA 091 instead of MA 132. 3. Change the prerequisite requirements for AC 220 so that MG 220 can be taken concurrently with AC 220. 4. Select a Keyboarding placement test and implement it as soon as possible so that all NMC students that have not taken Introduction to Computers (CS 103) yet will take the placement test to determine if they will need to take Keyboarding/Typewriting (OT 101) before taking CS 103. If they are able to type at least 35 words per minute (wpm) with five or less errors, the student should be waived from having to take OT 101. 5. Once the Keyboarding placement test is in place, remove the OT 101 course from the Accounting and other Business Department degree program IDPs. 6. Hire a full-time Accounting instructor as soon as possible. 7. Purchase of two (2) DVD players to be used for instructional purposes in classrooms V-205 and V-215. <i>Elevated to the institutional level – see PROAC feedback to the institution below.</i> 8. Continue meeting with the Program Advisory Council for Accounting to revise the Certificate of Achievement in Accounting ICP and the AAS in Business Administration with an Emphasis in Accounting IDP. <i>Proceed with revising the Certificate of Achievement and A.A.S. in Accounting, following Academic Council requirements. Inclusion of Program Advisory Council input is highly encouraged regarding program outcomes and curriculum, but it should not decide on or revise the program, only advise. Include information on accounting program standards and best practices from the discipline utilizing professional associations and comparable programs at other institutions.</i> 9. Further explore the need to develop a CNMI Tax course and require it as part of the Accounting program ICP and IDP. 10. Articulate with partner universities such as the University of Guam, University of Hawaii, and Argosy University of Hawaii to ensure that a majority, if not all, of our Business Department courses will transfer to the respective institutions via course-to-course articulation. <i>Follow institutional protocols. There is concern about transferability of credits under AAS vs. AA programs in the department. Elevated to the institutional level -- see PROAC feedback to the institution below.</i> 11. Encourage the CNMI Scholarship Board to once again offer a scholarship incentive for students that pursue an Accounting degree based upon the high level of demand from the private sector that was expressed in the 2006 Employer Survey and 2006 Workforce Development Summit. <i>Elevated to the institutional level -- see PROAC feedback to the institution below.</i> 	<ol style="list-style-type: none"> 1. Either purchase a backup generator for Buildings V and W, or hookup the two buildings to the existing NMC backup generator so that no Business courses will be cancelled or disrupted when there are power outages. 2. Replace the floor in the bathrooms on the second floor of Building V so that disabled students, workshop participants, and/or Small Business Development Center clients will be able to use the restroom facilities without having to inconveniently go down to the first floor or go to another building. 3. Repair the elevator/freight lift located on the east side of Building V so that disabled students, workshop participants, and/or Small Business Development Center clients will be able conveniently access the second floor of Building V for classes, workshops, and/or client assistance without having to use the burdensome disabled ramp on the east side of Building V. <i>Assess Bldg. V for ADA compliance.</i> 4. Complete the renovation of room V-117 so that it can be cross-utilized for large meetings and assemblies. 5. Ensure that PowerCAMPUS is able to generate student achievement data, particularly student retention from term-to-term and course completion data, so that the departments will no longer have to conduct manual data compilation and analysis.

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GROUP A: Bachelor and Associate Degree Programs*Continued from previous page...*

Business Administration: Accounting Emphasis, A.A.S.	
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none">1. Recommend an AUO for the next cycle on academic advisement.	<ol style="list-style-type: none">1. Technology concerns need to be addressed at all levels; refer all technology-related recommendations to IT and the technology planning group.2. Refer all facilities-related recommendations for ongoing facilities and CIP planning and assessment, including ADA compliance.3. The rules and regulations of local scholarship programs are an institutional concern. The College will work with the scholarship programs to support workforce needs, as well as the needs of under-prepared and part-time students. Refer to the President and BOR.4. Transferability of courses and articulation agreements are an institutional concern; refer to the President and the Dean of APS.

GROUP A: Bachelor and Associate Degree Programs**Business Administration: Business Management Emphasis, A.A.S.***PROAC Approved recommendations for actions to...*

Program	Institution
<ol style="list-style-type: none"> 1. Intensify the course requirements for the Cooperative Education (CE 250) course to make it a capstone course for the Accounting program as well as the other Business degree programs. 2. Recommend that a full-time Accounting instructor be hired as soon as possible. 3. Purchase two (2) DVD players that will be used for instructional purposes in classrooms V-205 and V-215. <i>Elevated to the institutional level – see PROAC feedback to the institution below.</i> 4. It is difficult to recruit well-qualified faculty because of the low mandated ceiling on salaries of public employees. <i>Acknowledged this concern. Elevated to did the institutional level – see PROAC feedback to the institution below.</i> 5. Create a track program that would allow full-time working students to conveniently attend classes in the evening when it does not interfere with work and childcare is easier to obtain....The track program would mesh with a future bachelor's degree program, which would be attractive to the many students who have earned their A.A.S. in Business Management, and would like to pursue a Bachelor's degree. <i>Follow institutional protocols. There is concern about transferability of credits under AAS vs. AA programs in the department. Elevated to the institutional level – see PROAC feedback to the institution below.</i> 	<ol style="list-style-type: none"> 1. Either purchase a backup generator for Buildings V and W, or hookup the two buildings to the existing NMC backup generator so that no Business courses are disrupted when there are power outages. 2. Recommend that the floor in the bathrooms on the second floor of Building V be repaired so that students with disabilities, workshop participants, and/or Small Business Development Center clients will be able to use the restroom facilities without having to inconveniently go down to the first floor or go to another building. 3. Recommend the repair of the elevator located on the east side of Building V so that students with disabilities, workshop participants, and/or Small Business Development Center clients will be able conveniently access the second floor of Building V for classes, workshops, and/or client assistance without having to use the burdensome disabled ramp on the east side of Building V. <i>Assess Bldg. V for ADA compliance.</i> 4. Complete the renovation of room V-117 so that it can be cross-utilized for large meetings and assemblies. 5. Changes in the Scholarship Program continue to have a negative effect on the student enrollment in the Department's course offerings, and this in turn will result in ripple effects in the economy as fewer and fewer government and private sector employees are able to keep their skill levels current with modern technology and/or upgrade their skill levels for purposes of advancement. <i>Acknowledged this concern. Elevated to the institutional level – see PROAC feedback to the institution below.</i>

PROAC feedback back to...

Program	Institution
<ol style="list-style-type: none"> 1. Recommend an AUO for the next cycle on academic advisement. 	<ol style="list-style-type: none"> 1. Address the impact of salary caps on hard-to-fill positions. Refer to the President and BOR. 2. Technology concerns need to be addressed at all levels; refer all technology-related recommendations to IT and the technology planning group. 3. Refer all facilities-related recommendations for ongoing facilities and CIP planning and assessment, including ADA compliance. 4. The rules and regulations of local scholarship programs are an institutional concern. The College will work with the scholarship programs to support workforce needs, and needs of under-prepared and part-time students. Refer to the President and BOR. 5. Transferability of courses and articulation agreements are an institutional concern; refer to the President and the Dean of APS.

GROUP A: Bachelor and Associate Degree Programs**Business Administration: Computer Applications Emphasis, A.A.S.***PROAC Approved recommendations for actions to...*

Program	Institution
<ol style="list-style-type: none"> 1. Intensify the course requirements for the Cooperative Education (CE 250) course to make it a capstone course for the Computer Applications program as well as the other Business degree programs. 2. Change the math placement level for MG 220 to MA 091 instead of MA 132. 3. Change prerequisite requirements for AC 220 so MG 220 can be taken concurrently with AC 220. 4. Select a Keyboarding placement test and implement it as soon as possible so that all NMC students that have not taken Introduction to Computers (CS 103) yet will take the placement test to determine if they will need to take Keyboarding/Typewriting (OT 101) before taking CS 103. If they are able to type at least 35 words per minute (wpm) with five or less errors, the student should be waived from having to take OT 101. 5. Once the Keyboarding placement test is in place, remove the OT 101 course from the Accounting and other Business Department degree program IDPs. 6. Work with the Computer Applications Program Advisory Council to further review and revise the courses and program to meet the needs of students and employers. <i>Proceed with revising the A.A.S. in Computer Applications, following Academic Council requirements. Inclusion of Program Advisory Council input is highly encouraged regarding program outcomes and curriculum, but it should not decide on or revise the program, only advise. Include information on computer applications program standards and best practices from the discipline utilizing professional associations and comparable programs at other institutions.</i> 7. Purchase two (2) DVD players to be used for instruction in classrooms V-205 and V-215. <i>Elevated to the institutional level – see PROAC feedback to the institution below.</i> 8. Develop a Desktop Publishing course and require it as part of the Computer Applications IDP. 9. Purchase at least twenty-two (22) site licenses for the Adobe Custom Suite 3 (CS3) software, which includes Adobe Photoshop, Illustrator, and InDesign, so that at least one computer lab (W-2 or W-3) can be loaded with the software in preparation for the Desktop Publishing course to be offered. <i>Elevated to the institutional level – see PROAC feedback to the institution below.</i> 10. Articulate with partner universities such as the University of Guam, University of Hawaii, and Argosy University of Hawaii to ensure that a majority, if not all, of our Business Department courses will transfer to the respective institutions via course to course articulation. <i>Follow institutional protocols. There is concern about transferability of credits under AAS vs. AA programs in the department. Elevated to the institutional level – see PROAC feedback to the institution below.</i> 11. Encourage the CNMI Scholarship Board to once again offer a scholarship incentive for students that pursue a Computer Applications degree based upon the level of demand from the private sector that was expressed in the 2006 Employer Survey and 2006 Workforce Development Summit. <i>Elevated to the institutional level – see PROAC feedback to the institution below.</i> 	<ol style="list-style-type: none"> 1. Either purchase a backup generator for Buildings V and W, or hookup the two buildings to the existing NMC backup generator so that no Business courses will be cancelled or disrupted when there are power outages. 2. Replace the floor in the bathrooms on the second floor of Building V so that disabled students, workshop participants, and/or Small Business Development Center clients will be able to use the restroom facilities without having to inconveniently go down to the first floor or go to another building. 3. Repair the elevator/freight lift located on the east side of Building V so that disabled students, workshop participants, and/or Small Business Development Center clients will be able conveniently access the second floor of Building V for classes, workshops, and/or client assistance without having to use the burdensome disabled ramp on the east side of Building V. <i>Assess Bldg. V for ADA compliance.</i> 4. Complete the renovation of room V-117 so that it can be cross-utilized for large meetings and assemblies. 5. Ensure that Power Campus is able to generate student achievement data, particularly student retention from term-to-term and course completion data, so that the departments will no longer have to conduct manual data compilation and analysis.

*Continued from previous page...***Business Administration: Computer Applications Emphasis, A.A.S.***PROAC feedback back to...*

Program	Institution
<ol style="list-style-type: none">1. Recommend an AUO for the next cycle on academic advisement.	<ol style="list-style-type: none">1. Technology concerns need to be addressed at all levels; refer all technology-related recommendations to IT and the technology planning group. NOTE: look at directive on software matters - review of purchases. Review related policies for consistency. Upgrading issue: clarify who takes responsibility for purchase of hardware to meet need of upgrade.2. Refer all facilities-related recommendations for ongoing facilities and CIP planning and assessment, including ADA compliance.3. Transferability of courses and articulation agreements are an institutional concern; refer to the President and the Dean of APS.4. The rules and regulations of local scholarship programs are an institutional concern. The College will work with the scholarship programs to support workforce needs, and the needs of under-prepared and part-time students. Refer to the President and BOR.

GROUP A: Bachelor and Associate Degree Programs

Criminal Justice, A.A.S.	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
No recommendations made.	No recommendations made.
<i>PROAC feedback back to...</i>	
Program	Institution
No commentary.	No commentary.

GROUP A: Bachelor and Associate Degree Programs

Elementary Education, B.S.	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. The SOE needs to work closely with Office of Admissions and Records in identifying current students according to the two-tiered program: Elementary Education and Teacher Candidacy. 2. The next budget proposal cycle will include requests for the identified necessary resources. 3. The next assessment cycle will include an Administrative Unit Outcome (AUO) that identifies, measures, and reflects the types of services available to students in the SOE and their effectiveness. 4. The SOE recognizes the need for a comprehensive community needs assessment and the analysis of relevant data to support this growth, and therefore plans for renewed and affirmative partnerships with the CNMI PSS and other educational entities in determining these needs. SOE will continue to collect, review, and analyze its student enrollment data and their identified goals in specific areas such as secondary level education and special education to determine the need for the program to expand into these areas. SOE will also need to work closely with other NMC content areas to determine best course content IDP's (i.e. Math and English) and consider alongside PRAXIS level II. 5. Changes to the Individual Degree Plan (IDP) must be made to include the requirement of English Speaking and Listening course EN 092 or a score of 55 or above on Part I the TOEFL test. 6. A yearly plan that includes mapping and updating activities for all SOE faculties and staff must be supported to ensure the continuous progression of courses throughout the program and the assurance of up-to-date methods, content information, and pedagogy in all courses. 7. The SOE will finalize its policies and code of ethics/conduct soon but needs to ensure a systematic way of disseminating and enforcing both. 8. The SOE faculty have departmentalized the inclusion of program SLOs in each course syllabi, including detailed course scheduling with identified SLOs for each session. This will continue and new faculty will be supported in the development of their syllabi and schedule through mentorship. 	<ol style="list-style-type: none"> 1. The institution is currently in the process of procuring back-up generator to support instruction buildings and offices. The completion of this procurement will alleviate the current struggle of conducting classes in rooms that have no power due to the island's existing power generation problems. 2. Another concern, specifically for Building Q, is the need for classrooms to be equipped with necessary technological supports such as LCD projectors and accessibility to the Internet. 3. There needs to be at least one telephone installed in Bldg. Q, for both students and faculty to use in case of an emergency. 4. In order to provide environments that are conducive to learning, there needs to be a consistent and sufficient maintenance service for all classrooms and offices. 5. Due to the severity and regularity of computer breakdowns, the SOE recommends an institutionalized system of updating antiviral protection software for all computers on a regular basis. In support of this, that receiving, follow-up, and return procedure is developed and enforced to better account for items submitted for repairs or services. Also, that a scheduled method of appraisal be included in this system to advise departments and offices of possible needs for upgrades or replacements of all current technological hardware and software. 6. It is the recommendation of the SOE that College's system of professional development expand to include focused academic content training and advancement, and sabbatical leave options. 7. Implement an alternative operation schedule and provide expanded availability of equipment and support services to assist the faculty and students who are on campus evenings and weekends. 8. Equip the CRC with more updated curriculum content materials, have duplicates of items available for students' use including online resources, Video and DVD sets, and equipment such as LCD projectors, VHS and DVD players that are maintained and in working condition. 9. In support of our students' learning, the SOE recommends that the Teaching English as a Second Language (TESL) certification be made available for all faculty members. <i>Supported by PROAC; strongly encouraged all faculty to enroll.</i>

Continued on next page...

GROUP A: Bachelor and Associate Degree Programs*Continued from previous page...*

Elementary Education, B.S.	
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Review history of the CRC, and work with the Library and Academic Council for resolution about the scope and responsibility for managing the CRC in addition to its respective place in the organizational structure. 2. For additional employment data, contact private schools for past graduates. Consider contacting all graduates directly. 	<ol style="list-style-type: none"> 1. Technology concerns need to be addressed at all levels: refer all technology-related recommendations to IT and the technology planning group. 2. Refer all facilities-related recommendations for ongoing facilities and CIP planning and assessment, including ADA compliance. 3. Refer recommendations related to professional development to HRO and the Management Team. 4. Consider the creation of a teaching development program to support instructors / trainers, and a development program to support academic leaders and College managers. Refer to HRO and the Management Team. 5. Utilize professional memberships of personnel and the institution to procure materials at a discount. 6. Coordinate purchases for bulk order discounts on equipment, materials, etc. 7. Include the CRC in the resources section of the Program Review for the next cycle.

GROUP A: Bachelor and Associate Degree Programs**Hospitality Management, A.A.S.***PROAC Approved recommendations for actions to...*

Program	Institution
<ol style="list-style-type: none"> 1. It is recommended that several general business skill courses replace the specialized tourism courses and general program electives. <i>See PROAC feedback to the program and institution below.</i> 2. In relation to the above, the Business Department recently decided to incorporate six general business student learning outcomes (SLOs) into each of its degree programs. Therefore, these SLOs will be addressed by having the general business skill courses as required courses in the AAS Hospitality Management IDP. 3. The CE250 Introduction to Cooperative Education course is extremely valuable and should replace the first semester TS288 Tourism Practicum course on the IDP. 4. The tourism instructor should resume dialogue with the Hotel Association of the NMI and try to revive the NMC Tourism Scholarship. <i>NMC to revisit HANMI regarding scholarship issue. Elevated to the institutional level – see PROAC feedback to the institution below.</i> 5. The tourism instructor should investigate the possibility of offering NMC tourism courses at the high schools. <i>NMC to revisit 2+2 program with PSS. Elevated to the institutional level – see PROAC feedback to the institution below.</i> 	<ol style="list-style-type: none"> 1. The College should find the resources to provide back up power to buildings V and W as soon as possible. 2. The College should consider using the NMC Snack Bar to provide food and beverage production and service training to tourism students. <i>Prepare a feasibility plan.</i>
Program	Institution
<ol style="list-style-type: none"> 1. Recommend an AUO for the next cycle on academic advisement. 2. This program needs to be revamped with oversight of the Academic Council. The Council will report back to PROAC. Begin dialogue about program viability as it relates to enrollment in courses, declared majors, and graduation rates within the context of available and sustained funding. Academic Council to report to PROAC on how the revamping of the program is progressing by the end of Fall 2008. 	<ol style="list-style-type: none"> 1. The rules and regulations of local scholarship programs are an institutional concern. The College will work with the scholarship programs to support workforce needs, and the needs of under-prepared and part-time students. Revisit HANMI scholarship. Refer to the President and BOR. 2. Revisit the 2+2 program with PSS. Refer to the President and BOR. 3. Refer all facilities-related recommendations for ongoing facilities and CIP planning and assessment, including ADA compliance.

GROUP A: Bachelor and Associate Degree Programs

Liberal Arts, A.A.	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Initiate dialog with instructors for courses mapped to Liberal Arts Student Learning Outcomes to ensure opportunities for measurement in courses where learning is introduced, reinforced, or emphasized. 2. Collect achievement data on declared Liberal Arts majors separate from graduation cohorts. 3. Consistent enrollment in developmental English and math among Liberal Arts majors needs further analysis, including placement testing methods, rates of failure for such courses, and adequate support for students. 4. Alter SLOs to reflect what the program wants its students to be, know, and do. 	<ol style="list-style-type: none"> 1. Identify an administrative leadership position accountable for directing resources, coordinating activities, planning and implementing curriculum, assessment, reporting, recruitment and transfer initiatives for the Liberal Arts program. 2. Provide required resources to implement a state-of-the-art English language lab and other student services to support English language instruction <i>and the needs of students' English language learning across-the-curriculum</i>. 3. Hire additional counselors to facilitate academic and transfer advising for the Liberal Arts Program. 4. Re-calibrate academic advising function for Liberal Arts majors to enhance services to students, reduce advisee/advisor ratio, and/or distribute responsibility and accountability equitably among all Liberal Arts faculty.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Evidence of student learning needs to be housed in the department given administrative leadership for the program. 	<ol style="list-style-type: none"> 1. Academic Council to identify "home" for Liberal Arts program. PROAC recommends the Social Sciences and Fine Arts Department. Status report to PROAC is due no later than December 2008, and periodically thereafter until resolved. 2. Transferability of courses and articulation agreements are an institutional concern; refer to the President and the Dean of APS. 3. Academic advisement overall needs to be reviewed, including training of advisors, clarification of roles and responsibilities of advisors, advisor accountability, assessment and improvement of advising services.

GROUP A: Bachelor and Associate Degree Programs

Natural Resources Management, A.S.	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Hire a qualified professional to fill the Natural Resources Management Program Coordinator. <i>Pursue hiring of Program Coordinator with the condition of finding outside funding source(s); grant(s).</i> 2. Investigate opportunities for grants that can provide sustained funding for the program. 3. Contact CNMI environmental agencies and governmental organizations around the Pacific region regarding the program's ability to provide their employees professional development and growth. 4. Contact CNMI environmental agencies and governmental organizations that can provide technical and human resources support. 	No recommendations.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Considerable work needs to be done on curriculum: address gaps in curriculum mapping and low completion rates. 2. Review viability of program and consider putting the program on inactive status. 	No additional commentary.

GROUP A: Bachelor and Associate Degree Programs

Nursing, AA.S.

PROAC Approved recommendations for actions to...

Program	Institution
<ol style="list-style-type: none"> 1. The absolute highest priority recommendation from the Department of Nursing is the hiring of a chairperson. 2. A Program Advisory Council (PAC) needs to be reconstructed to be able to gain input into our standing in the community and what changes may need to be made to further meet our mission within the community. <i>PAC membership needs to be active, from the community, with a member from the Nursing Board.</i> 3. Many present and past students are asking the program to offer a NCLEX review course for students who have graduated from NMC and those nurses who are here from the Philippines who are studying for the exam. <i>This course can be offered now. Concur this should not be on the IDP.</i> 4. An annual subscription to the NCSBN Program Report will allow the nursing program to keep close track on the scores of our graduates on the NCLEX-RN exams and help us in making changes if needed. 	<ol style="list-style-type: none"> 1. We would like for NMC and DPH to enter into an agreement in which DPH will hire all of our graduates as soon as they matriculate. 2. An agreement with a US based institution would be very beneficial to the graduates of NMC. 3. We would like for the College to have the Information Technology Services (IT) be more supportive of the academic services in the creation of and training involved in web site creation and maintenance for course use.

PROAC feedback back to...

Program	Institution
<ol style="list-style-type: none"> 1. Need to work on CARE plans; to be included in Form 1. 2. Program needs to review history of the Nursing certificate programs, and present to Academic Council a proposal to inactivate them if warranted. 	<ol style="list-style-type: none"> 1. Technology concerns need to be addressed at all levels; refer all technology-related recommendations to IT and the technology planning group. 2. Transferability of courses and articulation agreements are an institutional concern; refer to the President and the Dean of APS.



GROUP B: Certificate Programs

GROUP B: Certificate Programs

Basic Corrections Officer, C.C.

PROAC Approved recommendations for actions to...

Program	Institution
No recommendations.	No recommendations.

PROAC feedback back to...

Program	Institution
No additional commentary.	No additional commentary.

GROUP B: Certificate Programs

Basic Corrections Officer, C.A.	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
No recommendations.	No recommendations.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	No additional commentary.

GROUP B: Certificate Programs

Basic Law Enforcement, C.C.	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
No recommendations.	No recommendations.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	No additional commentary.

GROUP B: Certificate Programs

Early Childhood Education, C.C.	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<i>No specific recommendations made. PROAC acknowledged statements of concern.</i>	<ol style="list-style-type: none"> 1. Continue teaching to mastery for high level outcomes. 2. Professional development support for faculty and staff (sabbatical leave). 3. Reliability and consistency of institutions support and policies. 4. Stable and sufficient classrooms with adequate power generation, technical support, and maintenance. 5. A consolidated program location complete with offices, computer lab, library support and resources. 6. Improved Technical Support services to include update software and anti-virus protection on a regular basis.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Recommend program establish a corrective action plan related to statements of concern for the program. Consider NMC/PSS developing a PSS certification program. 	<ol style="list-style-type: none"> 1. The Dean of COMPASS and APS to further articulate and coordinate the offering of community response programs. Should cover roles, resources, etc. 2. Develop process and procedure for addressing requests by outside agencies to provide credentialing, courses, etc., including resource needs. 3. APS to support all academic departments offering programs and courses through CDI, and facilitate coordination and communication between departments, CDI, and any external entities involved, regarding all aspects of academic quality (certification of instructors, adherence to English and math placements, contact hours, etc.). 4. Implement an alternative operation schedule and provide expanded availability of equipment and support services to assist the faculty and students who are on campus evenings and weekends. 5. Consider the creation of a teaching development program to support instructors / trainers, and a development program to support academic leaders and College managers. 6. Technology concerns need to be addressed at all levels: refer all technology-related recommendations to IT and the technology planning group. 7. Refer all facilities-related recommendations for ongoing facilities and CIP planning and assessment, including ADA compliance. 8. Resolve electrical problems in Bldg. T so can equipment can be safely operated; protection of new photocopier is a major concern.

GROUP B: Certificate Programs

Fire Science Technology, C.C.	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. The Program should continue its assistance to the Fire Division. 2. The Program should periodically up-grade the Fire Technology course guides, and work closely with the Fire Division to ensure that the certificate program reflects CNMI needs. 	<ol style="list-style-type: none"> 1. The College should maintain its close and mutually respectful relationship with the Fire Division. 2. The College should continue to provide assistance in English language classes for Fire Academy cadets who need to reach the EN 101 level.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Need better coordination and communication between the program and CDI. 	<ol style="list-style-type: none"> 1. The Dean of COMPASS and APS to further articulate and coordinate the offering of community response programs. Should cover roles, resources, etc. 2. Develop process and procedure for addressing requests by outside agencies to provide credentialing, courses, etc., including resource needs. 3. APS to support all academic departments offering programs and courses through CDI, and facilitate coordination and communication between departments, CDI, and any external entities involved, regarding all aspects of academic quality (certification of instructors, adherence to English and math placements, contact hours, etc.). 4. Implement an alternative operation schedule and provide expanded availability of equipment and support services to assist the faculty and students who are on campus evenings and weekends.

GROUP B: Certificate Programs

Related Services Technician, C.C.	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<i>No specific recommendations made. PROAC acknowledged statements of concern.</i>	<ol style="list-style-type: none"> 1. Professional development support for faculty and staff (sabbatical leave). 2. Reliability and consistency of institutions support and policies. 3. Stable and sufficient classrooms with adequate power generation, technical support, and maintenance. 4. A consolidated program location complete with offices, computer lab, library support and resources. 5. Improved Technical Support services to include update software and anti-virus protection on a regular basis.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 2. Recommend program establish a corrective action plan related to statements of concern for the program. Consider NMC/PSS developing a PSS certification program. 	<ol style="list-style-type: none"> 1. The Dean of COMPASS and APS to further articulate and coordinate the offering of community response programs. Should cover roles, resources, etc. 2. Develop process and procedure for addressing requests by outside agencies to provide credentialing, courses, etc., including resource needs. 3. APS to support all academic departments offering programs and courses through CDI, and facilitate coordination and communication between departments, CDI, and any external entities involved, regarding all aspects of academic quality (certification of instructors, adherence to English and math placements, contact hours, etc.). 4. Implement an alternative operation schedule and provide expanded availability of equipment and support services to assist the faculty and students who are on campus evenings and weekends. 5. Consider the creation of a teaching development program to support instructors / trainers, and a development program to support academic leaders and College managers. 6. Technology concerns need to be addressed at all levels; refer all technology-related recommendations to IT and the technology planning group. 7. Refer all facilities-related recommendations for ongoing facilities and CIP planning and assessment, including ADA compliance. 8. Resolve electrical problems in Bldg. T so equipment can be safely operated; protection of new photocopier is a major concern.



GROUP C: Student Support and Administrative Units

GROUP C: Student Services and Administrative Units

Admissions and Records	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Prioritize hiring of an Enrollment/recruitment Manager. 2. Assign more space to OAR for purposes of storing hard copy data of student records. 3. Enhance NMC website to allow for online applications. 	<ol style="list-style-type: none"> 1. Implement more aggressive efforts to forge partnerships with other educational institutions that can offer our graduating students more options as they pursue their advanced degrees. 2. Increase efforts to offer customized programs for large businesses, government agencies, and other organizations. 3. Work with government agencies and private entities to provide shuttle transportation for students. 4. Require all students to sign up for NMC email and use it for their classes and other NMC-related matters.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Specific services and functions of OAR to assign academic advisors. 2. Refer back to prior surveys and generate corrective action plans to redress the matter. 3. Review of transfer credits: OAR to provide transfer policies and procedures. 4. Effective Fall 2008 onward, all files of enrolled students will be complete. 	No additional commentary.

GROUP C: Student Services and Administrative Units

Auxiliary Services (Bookstore)	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Academic programs should follow course guides when ordering or changing textbooks. Departments will be charged for books that students did not buy based on instructor's advice or based on last minute change of textbooks. 2. Academic programs should turn in all book orders four months prior to the new semester. 	<ol style="list-style-type: none"> 1. The Bookstore strongly recommends for Building E to be renovated to prevent further damage to the structure as well as to the contents of the building. 2. Departments with past-due accounts at the Bookstore must be required to pay amount owed to the Bookstore so that the Bookstore can have the funds to replenish saleable items before fall semester begins. 3. Transfer the Bookstore's accounting to Finance for better accountability.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	<ol style="list-style-type: none"> 1. PBEC should address the issue of departments' past-due accounts at the institutional-level and recommend how best to address the matter. PROAC believes this to be a time-sensitive matter and would require immediate resolution.

GROUP C: Student Services and Administrative Units

Career Services	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
No recommendations.	No recommendations.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	1. Consider placing Career Services, Testing and Placement, and Service Learning under Counseling Programs and Services.

GROUP C: Student Services and Administrative Units

Counseling Programs and Services	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Hire and provide professional development for an additional counselor for advising and working with students with disabilities. 2. Provide resources for professional development among Counseling Center staff. 	<ol style="list-style-type: none"> 1. Establish uniformity and consistency for evaluating programs, events, and services. 2. Enhance effort to facilitate student transfer to four-year colleges and universities 3. Identify top reasons for student absences and tardiness. Address issues through education and resources as appropriate. 4. Develop and distribute FAQ list to students and for publishing on College website to inform students of campus and community resources. 5. Engage students with campus/community resources during New Student Orientation.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Include an AUO for Personal Counseling in next assessment cycle. 	<ol style="list-style-type: none"> 1. Need to hire disabilities counselor for compliance. 2. Review the overall scope of CPS. Include personal counseling and disabilities services liability issues. The Dean of SS and Dean of APS, with supervision of the President, to report on status of the above by the 1st week of October and periodically thereafter to PROAC until resolved. 3. Academic advisement overall needs to be reviewed, including training of advisors, clarification of roles and responsibilities of advisors, advisor accountability, assessment and improvement of advising services.

GROUP C: Student Services and Administrative Units

Finance and Budget Office	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
1. Create and implement Standard Operating Procedures for the Finance and Budget Office.	No recommendations.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	No additional commentary.

GROUP C: Student Services and Administrative Units

Financial Aid	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Request for additional personnel is approved with commentary. <i>PROAC to program: Conduct workload assessment to justify need for additional personnel.</i> 	<ol style="list-style-type: none"> 1. CFAO to conduct space utilization needs assessment in response to Financial Aid Office's request for larger office and storage space. Needed in order to conduct one-on-one assistance in a more private setting as well as allow for more capacity to hold new and current office files. 2. HRO to coordinate with Financial Aid Office (FAO) in order that FAO personnel may receive training/cross-training/professional development in area of profession. 3. IT needs to conduct audit of existing equipment to determine suitability to operate software in order to a) meet compliance standards, and b) support an efficient operation. 4. OIE to work with FAO and provide technical assistance in data collection, interpretation and reporting. 5. OIA to work with FAO by ensuring the NMC website contains updated information. OIA to report to PROAC no later than end of Fall 2008 as to status.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. The Department Head is encouraged to speak with the CFAO who is the Division Head to make those internal decisions relative to implementing longer office hours or alternative staff scheduling. Budget and personnel prerogative rests with the Division Head. PROAC discussed the possibility of extended hours for select services or student populations. For example, remaining open on Tuesdays and Wednesdays may better service those students who are taking classes in the evenings. 2. An advisory body should be assembled to create and enforce strategies that are designed to ensure a greater rate compliance with Title IV standards. 	<ol style="list-style-type: none"> 1. HR to consider hosting workshops on Title IV. 2. HR to consider, as part of new administrators/managers training, a "walk through" each division to see what tools are used to support operations and to meet compliance standards. 3. FAO's reference to continued use of Champlain is a matter of concern. Questions that emerged from the discussion include: a) How may units operate their own data silos? And, b) When is FAO to migrate all data to PowerCAMPUS? The recommendation is for the President and IT department to ensure that critical institutional data is stored in accordance with IT standards and practices.

GROUP C: Student Services and Administrative Units

Human Resources	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Employee Retention will be incorporated as a major service beginning Fall 2008. Exit surveys will be used to determine employee retention problems.. 2. HRO will continue to work toward automating some of HRO's processes. Additional HR software to assist in processes such as employee recruitment should be purchased to assist with the effectiveness of the recruitment process. 	No recommendations.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. HR to distinguish role of training and that they should take control of institutional training. What are strengths and weaknesses at NMC? From this collection of data, we can offer training based on need. Encouraged to model their forms and processes of assessment. Explore possibilities with other agencies. 	<ol style="list-style-type: none"> 1. PROAC has raised a concern that HR should centralize all training and professional development activities. 2. All training and professional development for NMC Employees to reside with HRO, and CDI is to train other agencies. If the need is evident, acquire another FTE and necessary funding.

GROUP C: Student Services and Administrative Units

Information Learning and Technology	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Hire a database administrator (Critical) to support the core application (Power Campus, Powerfaids, Sage MIP Fund Accounting, Abra, Fixed Asset system and other database) of the College. 2. Hire an instructional designer (Critical) to support the educational component (Online system, web tools, ePortfolio, etc.) of the Information Technology. 3. Hire one additional staff for the Media Services Unit to reduce the workload of the media specialist personnel. 	<ol style="list-style-type: none"> 1. Provide appropriate professional development training to all IT staff to support the technological needs of the College. 2. Replacement of desktop and mobile computer system for academic and administrative needs. IT recommended 12 units. 3. Increase desktop units at the computer center (Building V). IT recommended an additional 10 units. 4. Increase Macintosh computer system to support SOE program curriculum. IT recommended an additional 10 Mac units. 5. Provide adequate bandwidth capacity to support the technological needs of the student, faculty and staff.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Prioritize Media Services activities to ensure that classrooms are well equipped, maintained and responsive to support Student Learning Outcomes. 	No additional commentary.

GROUP C: Student Services and Administrative Units

Library Programs and Services	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Library Services and Programs will also implement outreach strategies to increase use of library services and the collection amongst faculty and students in the upcoming school year, specifically to: 1) Develop faculty library collaboration and necessary materials; 2) Provide library information in new student orientation program; 3) Actively encourage the ILL option as an integral part of the reference desk service; and 4) Participate in International Federation of Library Associations @your library program to promote and encourage library use and awareness. 2. To improve student information competence skills, Library Services and Programs will 1) increase opportunities for students to receive group and individual bibliographic instruction, and 2) encourage entry-level courses to include bibliographic instruction as part of the course curriculum. Library Services and Programs will re-evaluate bibliographic curriculum and devise post-workshop exercises to demonstrate competency in identifying, selecting and locating materials in the library. Bibliographic curriculum will incorporate the Big6 Information Literacy Model with a focus on informational problem solving which assists students in identifying relevant information. 3. Based on the student survey usage results, Library Services will strive to improve and increase access and availability of computer stations in the library by pursuing grant funding for the purchase of computer hardware, software and peripherals, and, improve and expand the core reference collection which has a higher utilization than the circulating holdings of the Library and directly support academic programs specifically and a liberal arts education generally by increasing core reference collection book and eBook acquisitions. 	<ol style="list-style-type: none"> 1. First and foremost, the Northern Marianas College will need to address the staffing needs of Library Services and Programs. The director position is a priority, as is the replacement of a professionally trained librarian. 2. NMC and Library Management will need to secure funds through grant or other outside funding to update/replace the existing library cataloging and bibliographic management software and hardware. <i>PROAC recommends that #2 be forwarded to IT.</i>
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Review history of the CRC, and work with the SOE and Academic Council for resolution about the scope and responsibility for managing the CRC in addition to its respective place in the organizational structure. 	<ol style="list-style-type: none"> 1. IT to assess public web portal.

GROUP C: Student Services and Administrative Units

Maintenance Office	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
No recommendations.	No recommendations.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	1. Further review the need to reinstate position of "Director for Administrative Services / Plant Facilities Maintenance" due to uncertainty as to position titles and lines of authority.

GROUP C: Student Services and Administrative Units

Office of Student Activities and Leadership	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Organize more leadership workshops for Northern Marianas College students and clubs. The Office of Student Activities and Leadership will work with the Associated Students of Northern Marianas College to coordinate workshops that cover leadership qualities, character, integrity, responsibility, positive work ethics, and teamwork. 2. Develop alternative strategies for disseminating information regarding student activities and off-campus events that need student volunteers. 3. Implement evaluation surveys for all events for the school year 2008-2009. The Office of Student Activities and Leadership will work with Office of Institutional Effectiveness to create an evaluation survey. 4. Develop focus groups that deal with issues of Northern Marianas College and the community. The Office of Student Activities and Leadership will work closely with the Dean of Student Services and the Associated Students of Northern Marianas College to form focus groups. 5. Hire Student Activities Coordinator. 6. Procure new printer for computer lab. 	No recommendations.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Need more data for expansion of Student Center and incorporate into facilities planning. 	<ol style="list-style-type: none"> 1. Clarify the placement of OSAL on the organizational chart.

GROUP C: Student Services and Administrative Units

Office of Institutional Effectiveness	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Assign clerical support duties to Administrative Assistant whose expected start date for work is Monday, August 04, 2008. 2. Revisit AUOs and define key terms (i.e., "leadership") so that the expectations are clear. 3. Have discussion on Data Collected to determine to what degree OIE is "successful" at fulfilling the stated AUO. 4. Fulfill actions stated in Column 5 (Form 1) for AUO #2. 5. Quantify, analyze and report on existing information. Specific reference is made to records kept in Fall 2007 6. Go through logs and other evidence of requests to determine what information is routinely asked for in order that Program Coordinator level staff may best prepare for preparation of the report with little to no supervision; and, to develop an inventory of reports requested (provide type and guidance as to where the supporting data that makes up the report may be found). 7. Develop clear lines of responsibility in direct relation to the operational expectations of the office. 8. Schedule cross-training opportunities amongst the staff in OIE or in collaboration with other offices' personnel. 9. Staff are encouraged to cross-train or seek out guidance from peers on the use of these software packages. 	<ol style="list-style-type: none"> 1. PROAC to provide guidance in terms of specific expectations of Dyad members in addition to that of the Director of OIE. 2. Establish PROAC as a bona fide component of the College's shared governance structure. Guidance in terms of composition and selection of chairperson should be included. 3. Establish institution-level controls that would guide the use of the NMC seal or any official affiliation when collecting data or official reporting College data. Such a protocol should apply to all entities, to include faculty, staff, students, and governance bodies at NMC. 4. Provide annual training on how to use the software (i.e., PowerCAMPUS, etc.) 5. Establish institutional level policies and procedures on the management of data. 6. Establish institutional level policies and procedures on the management of data.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Look at staffing patterns correlating and accreditation history to determine correlation to staffing pattern, etc. 	No additional commentary.

GROUP C: Student Services and Administrative Units

Operations Office	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
No recommendations.	No recommendations.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	1. CFAO to look into Fleet Management.

GROUP C: Student Services and Administrative Units

Procurement Office	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
No recommendations.	<ol style="list-style-type: none"> <i>PROAC Recommendation (elevated to Institutional-level):</i> There is a clear need for an additional vehicle. Submit to PBEC for additional evidence, allocation of use of resource, financing, and to determine best means for addressing logistics issue (e.g., Truck, Van, Flatbed). Justification: Disposal of HazMat, Pick-up, transfer, disposal of collateral equipment.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> The practice of cross-training is excellent. Continue and report upon the impact of such training in the next program review cycle. Inclusion of Procurement Policies, Procedures and Compliance Training in new employee or beginning-of-year orientation is a good idea. <i>PROAC will elevate to Institutional-level Feedback.</i> 	<ol style="list-style-type: none"> HR needs to incorporate Procurement Policies, Procedures and Compliance into training of new and interested personnel and to coordinate such training with the Procurement and Property Management Office.

GROUP C: Student Services and Administrative Units

Service Learning	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
No recommendations.	No recommendations.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	1. Consider placing Career Services, Testing and Placement, and Service Learning under Counseling Programs and Services.

GROUP C: Student Services and Administrative Units

Testing and Placement	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
No recommendations.	No recommendations.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	1. Consider placing Career Services, Testing and Placement, and Service Learning under Counseling Programs and Services.



GROUP D: Special Programs and Services

GROUP D: Special Programs and Services

ABE English as a Second Language (ESL) Program	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none">1. Standardize collection of evidence based data such as CASAS Appraisal, Pre and Post Test scores.2. Mandate the collection of student work samples based on SLOs.3. Purchase CASAS ESL Listening Appraisal, Pre and Post Test to measure and assess learning gains.	No recommendations.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none">1. Evaluate data to demonstrate need to upgrade Learning 100 Instructional Reading Software.2. Evaluate data for registration software needs.	No additional commentary.

GROUP D: Special Programs and Services

ABE Adult Secondary Education (ASE) Program	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none">1. Implement the tracking software, TOPSpro, Fall 2008. Train fully ABE Counselor and Instructor as State CASAS Trainer2. Develop Student Satisfaction Survey by Fall 2008 to be distributed during Student Registration and Orientation.	No recommendations.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	No additional commentary.

GROUP D: Special Programs and Services

Community Service and Personal Enrichment (CSPE) Program	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Improve the number of courses offered under the CSPE program. 2. Develop a better tracking system that ties enrollment to the different courses offered to provide personal enrichment and meet the minimum enrollment requirements. 3. Improve the system of course evaluations and make evaluations mandatory for every course offered. 	<ol style="list-style-type: none"> 1. Follow the same track set forth in addressing accreditation issues and program review by the current College administration.
<i>PROAC feedback back to the Community Development Institute:</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Establish Internal Standard Operating Procedures to meet AUO/SLO, accounting, and other needs. 2. Work closely with the Office of the Dean of Academic Programs and Services to secure classroom space in a timely and orderly fashion. 	<ol style="list-style-type: none"> 1. Set up Standard Operating Procedures: need clear communication and responsibility outlined between APS, SS, & COMPASS 2. Establish clear system on Continuing Education Units to certify courses.

GROUP D: Special Programs and Services

CDI: Extended Degrees and University Partnerships Program	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Stipulate in the MOA/U's the completion of student evaluation by each partner and/or their representatives. 2. Be more effective in collecting data from partners, etc, by creating and issuing evaluation forms for all courses provided by the program. 3. Improve for Framingham State College orientation, size and type of classroom, computers and printers needed in classrooms, schedule adjustments to improve coordination and staff access, and student evaluation needs to be improved to reflect actual needs of students. 4. Improve for UOG and Argosy University coordination to collect information and data needs. 5. Evaluate the cost of utilities, room rentals, facility usage, and NMC employees and include such in future MOAs. 	<ol style="list-style-type: none"> 1. Follow the same track set forth in addressing accreditation issues and program review by the current College administration.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	No additional commentary.

GROUP D: Special Programs and Services

CDI: Workforce Development and Certificate Training Program	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none">1. Hire a WDCT Program Manager to help manage and build the program.2. Develop a financial tracking system for the enrollment of the different courses offered by the program.3. Implement a more efficient tracking system to obtain the evaluation forms.	<ol style="list-style-type: none">1. Follow the same track set forth in addressing accreditation issues and program review by the current College administration.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	No additional commentary.

GROUP D: Special Programs and Services

CREES: Agriculture Research and Extension	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
1. Obtain professional development in the creation of target response oriented surveys and other research methods.	No recommendations.
<i>PROAC feedback back to...</i>	
Program	Institution
1. Assessment and program review work is a shared responsibility at the College.	1. Provide professional development for faculty and staff on the various research methodologies for data collection.

GROUP D: Special Programs and Services

CREES: Family and Consumer Sciences	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
1. Obtain professional development in the creation of target response oriented surveys and other research methods. (See <i>CREES: Agriculture Research Extension.</i>)	1. Provide professional development for faculty and staff on the various research methodologies for data collection. (See <i>CREES: Agriculture Research Extension.</i>)
<i>PROAC feedback back to...</i>	
Program	Institution
1. Assessment and program review work is a shared responsibility at the College.	1. Provide professional development for faculty and staff on the various research methodologies for data collection. (See <i>CREES: Agriculture Research Extension.</i>)

GROUP D: Special Programs and Services

Developmental Math Program	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. The department should encourage NDU math students to take consecutive math courses. <i>Inform all academic advisors to encourage students to take courses consecutively as well.</i> 2. The department should develop a basic mathematics course. 	
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Utilize existing facilities referencing the APS room grid. 2. Address completion rates. 3. PAC membership is strongly encouraged to include math professionals from the community (PSS, SOE, member of the general public). 4. Strongly encouraged to join and get involved with ongoing professional development and membership to organizations within discipline regarding math content and pedagogical best practices within the region and on island (PREL Math Mentors). 5. Implement teaching for mastery tied to program outcomes; content, instruction, assessment needs to be program/curriculum based, not instructor based. 6. Take immediate corrective action on concern as stated in Program Review; "an unexpected result...showed that a high percentage of students who passed MA090 or MA 091 did not enroll in math the following semester": Academic Council to take action and report resolution by December 2008. 	<ol style="list-style-type: none"> 1. Revisit placement tests and exit exams for all programs. Academic Council to report to PROAC status of the recommendation on Developmental Math Program: status report by end of September with resolution by December 2008. 2. Recommend mid-term evaluations for instructors and mid-term grades for students: Academic Council to place as an agenda item no later than Fall 2008.

GROUP D: Special Programs and Services

Educational Talent Search	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Concentrate on target schools, spread over a small area, but serve more students in each one. 2. Conduct further study to compare current participants that utilize the Talent Search program and services versus participants that were not eligible for the Talent Search Program. 3. Continue effective recruitment strategies, strong relationships with the public schools teachers and counselors, and continue valuable impact on referral activities. 4. Develop and implement Individual Development Plans (IDPs) for program participants and increase emphasis on academic support services. 5. Implement outreach strategies to increase parents and seniors involvement by offering incentives (coupons), contacting parents in advance of scheduled workshops, mailing multiple reminders, implementing a parents' advisory group, conducting meetings at nearby villages, and offering several workshops at multiple scheduled times. 6. Focus effort on providing early intervention guidance, career planning, and financial aid information as a major approach for motivating and preparing students for college. 7. Increase the usage and accessibility to technology for completing college and financial aid applications. 	<ol style="list-style-type: none"> 1. Provide Building I with generator hook-up to ensure that program services are not interrupted. 2. Renovate Building I for ADA compliance.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	<ol style="list-style-type: none"> 1. Incorporate back-up power generation and ADA compliance needs into facilities master plan.

GROUP D: Special Programs and Services

English Language Institute	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Assign Lab based on individual student's initial placement and progress throughout the course. <i>Develop lab curriculum.</i> 2. Each ELI instructor will spend one hour of his or her office hours in the English Learning Laboratory. <i>Clearly communicate purpose; tutoring, supplemental instruction, etc.</i> 3. Pilot the Acuplacer instrument software to determine its compatibility with our students and our College systems, which will culminate in a decision as to whether this instrument will replace our existing placement instrument (TOEFL). 4. Establish a peer class visitation program to help determine best practices. <i>Include all departments served for peer visitation.</i> 5. Encourage communication with students concerning their strengths, weaknesses, and progress by their instructors throughout the course. <i>Require feedback to students; assist students in learning how best to use their study time.</i> 6. Gather information on all students to determine how many of those who leave before completing the developmental English courses transfer to another college and how many were international students studying English for just a few semesters. <i>Include students' purpose for studying English at NMC.</i> 7. Publicize the fact that it is possible for a student to begin at NMC at the lowest levels of English proficiency and eventually become a Registered Nurse. 8. Issue a certificate of completion / performance for those completing the sequence of developmental English classes. <i>Approved in concept.</i> 	<ol style="list-style-type: none"> 1. Fully fund the new English Learning Lab with all of the hardware, software and other learning materials needed to make it fully functional. This will make it easier to fulfill student needs and recruit more students. 2. Fund new student desks and audiovisual equipment in the classrooms. 3. Upgrade the instructor computers 4. Upgrade copier and printer.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Address completion rates. 2. As program is designed to prepare students for college-level work, look at program "graduate" performance in EN 101. 3. Further Question 1: consider home language, preparedness of student, consistent curriculum with instructor compliance. 	<ol style="list-style-type: none"> 1. Technology concerns need to be addressed at all levels; refer all technology-related recommendations to IT and the technology planning group. 2. Refer all facilities-related recommendations for ongoing facilities and CIP planning and assessment, including ADA compliance.

GROUP D: Special Programs and Services

KRNM Radio Station	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Ensure NPR, BBC, and other public radio programming remain available to the residents of Saipan. 2. Consider uniting with KPRG (Guam) to form MPR (Marianas Public Radio). 3. Form a Friends of KRNM board. 	<ol style="list-style-type: none"> 1. Relinquish ownership of KRNM – freeing the College from any future financial liability associated with the station. 2. Ensure NPR, BBC, and other public radio programming remain available to the residents of Saipan. Transfer or assign control. 3. Distribute specific pieces of equipment to applicable NMC departments, and then liquidate remaining equipment. 4. Determine whether the College would like to generate revenue by allowing new owner(s) to broadcast for a specific amount of time from room N7 (collecting monthly rent and utilities from tenant), or ask new owner(s) to relocate.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	<ol style="list-style-type: none"> 1. Continue service for the CNMI listeners; therefore to transfer or assign control of the license in accordance with FCC rules, local laws & NMC policies & procedures & disposal of collateral equipment. 2. Consider recommended options, or “potential paths,” as submitted in KRNM program review for disposition of assets.

GROUP D: Special Programs and Services

Small Business Development Center	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Work with the Business Department faculty to come up with creative ways to assist in developing private sector projects for students in capstone courses. 2. Continue to monitor funding possibilities through the U. S. Small Business Administration (SBA) via the Pacific Islands Small Business Development Center Network (PISBDCN) at the University of Guam. 3. Continue working with the Department of Commerce, CDA, and the Northern Marianas Housing Corporation (Community Development Block Grant – CDBG) program to determine if there is any way to secure funds to either secure and renovate a building or build a new building to serve as a Business Incubator 4. Partner with CDA to see if they can fund more workshops and seminars outside of the annual Small Business Development Month training activities; 5. Continually survey members of the Hotel Association of the Northern Mariana Islands (HANMI), Society of Human Resource Management (SHRM), Saipan Chamber of Commerce to find out what workshop and seminar topics are of most interest to their organizations; 6. Continue to assist with the coordination of the Workforce Development Summit on an annual basis since it produces such valuable feedback in regard to student and employer demand for academic and training programs; 7. Determine if there are any possible funding sources to revive the Graduate Internship Program. 	<ol style="list-style-type: none"> 1. Purchase a backup generator for Buildings V and W, or hookup the two buildings to the existing NMC backup generator so that no Business courses will be cancelled or disrupted when there are power outages. 2. Replace the floor in the bathrooms on the second floor of Building V so that disabled students, workshop participants, and/or clients will be able to use the restroom facilities without having to inconveniently go down to the first floor or go to another building. 3. Assess the need to repair the elevator/freight lift located on the east side of Building V using ADA compliance regulations. 4. Complete the renovation of room V-117 so that it can be cross-utilized for large meetings and assemblies. Other possible uses being discussed.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	<ol style="list-style-type: none"> 1. Eliminate SBDC from Business Department. Transfer services and functions to COMPASS-CDI. COMPASS and APS are encouraged to work together to deliver services to the community.

GROUP D: Special Programs and Services

Student Support Services	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Develop a student management database for the program. 2. Communicate with the students' academic advisors regarding the term-to-term academic progress of each student. 3. Develop new goals and objectives for the renewal grant proposal. 4. Develop a plan of action to enhance awareness of the program's workshops. 5. Develop and create Standard Operating Procedures. 6. Collaborate and establish a networking partnership with the government and private sector to provide community awareness of the program. 7. Develop a student handbook for all eligible students. 8. Provide professional training to the staff and mentors (tutors). 	<ol style="list-style-type: none"> 1. Assess the facilities needs using data and incorporate the recommendations into the facilities master plan.
<i>PROAC feedback back to...</i>	
Program	Institution
No additional commentary.	<ol style="list-style-type: none"> 1. Provide services and opportunities for students/individuals not eligible for SSS through existing Counseling Programs and Services. 2. Relocate English Lab Institute to building M in fall of 2008, which will afford more physical space for Student Support Services.

GROUP D: Special Programs and Services

Upward Bound Program	
<i>PROAC Approved recommendations for actions to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Hire an Academic Advisement Coordinator and Guidance Specialist to provide supplemental services to help students increase their educational knowledge at the end of the school year. Have counselors available for tutorial services from 3pm to 6pm Monday through Friday. 2. Conduct a workshop on the different learning strategies a month before the spring and fall semesters. 3. Establish a collaborative effort with the College instructors to track and monitor students' progress in their respective classes. 4. Provide one-on-one career assessment goal for graduating seniors. Each student will have a Kuder Career Portfolio that gives them access to Planning Timeline, Education Planner, Resume Builder, College Search & Comparison, Financial Aid Application, and Scholarship Search. The Kuder Career Planning System will allow program counselors to guide students to the most viable colleges and technical schools. It will also allow our program to track our students who are in the military and workforce, and assist them when they are ready to attend college. 5. Relocation of the English Lab Institute to building M in October of 2008 will afford more physical space for Upward Bound Program staff. <i>PROAC elevates this to an institutional level concern.</i> 6. Standardize evaluations and surveys for summer component, workshops, seminars, presentations for each event and activity. 7. Secure physical space for program participants to participate in the summer component activities. 	<ol style="list-style-type: none"> 1. A diverse menu at the sole snack bar on campus is much needed.
<i>PROAC feedback back to...</i>	
Program	Institution
<ol style="list-style-type: none"> 1. Program's institutional recommendation approved, with the understanding of the need to use clear survey results available to support recommendation. 	<ol style="list-style-type: none"> 1. Relocate English Lab Institute to building M in fall of 2008, which will afford more physical space for Upward Bound.

V. Next Steps: Structure and Process

PROAC established a series of “Next Steps” that serves to ensure that the results of Program Review are institutionalized as part of the College’s shared governance structure with ample opportunity for input and further discussion by the appropriate constituencies.

The Next Steps links both the results of Program Review with college-wide planning—both short- and long-range. Further, the integration of PROAC with College Council (CC), the Planning, Budget and Evaluation Committee (PBEC), and the governing Board of Regents (BOR) ensures that PROAC’s *Recommendations for action* are considered by the College’s respective decision-making bodies. The intended outcome is that decisions affecting the College community regarding financing and the allocation of resources are in alignment with institutional priorities and supported by evidence.

Structure

Both CC and PBEC serve as advisory bodies to the President. The Board of Regents is the governing authority for the College whose authority is derived from the Commonwealth constitution and statutes. PROAC is a duly constituted entity recognized by CC, the President and BOR as a standing advisory body to the President. Students, faculty, staff and management are represented in one or more of the bodies mentioned herein.

Figure 1.1 illustrates each of the advisory bodies in relationship to the President and the Board of Regents. This “Participatory Management Model,” as outlined in the CC *Primer* (2008) is multi-tiered in addition to being inclusive of the various internal constituencies in that the Presidents of the Faculty Senate, Staff Senate and Associated Students of the Northern Marianas College (ASNMC) hold seats on the CC and BOR.

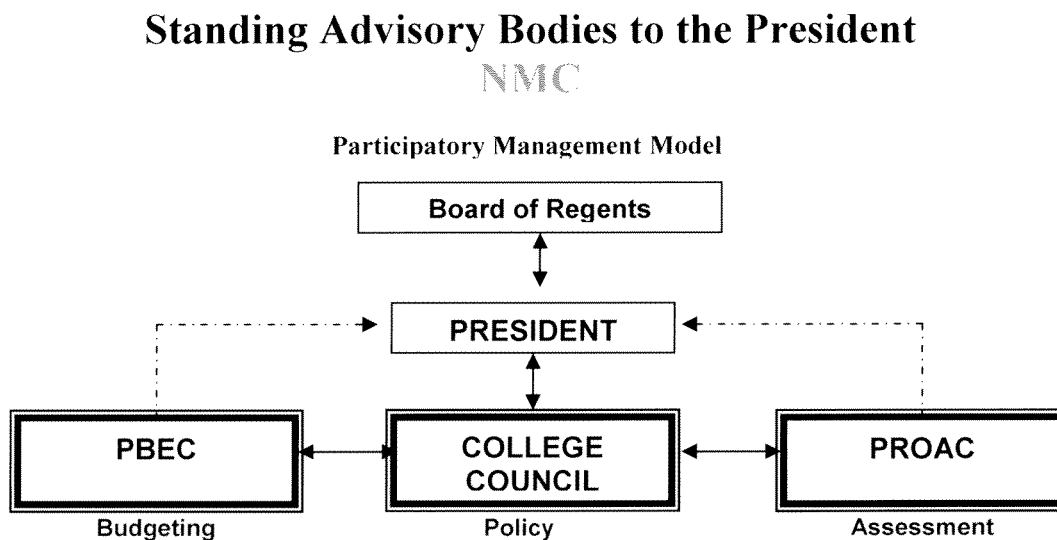


Figure 1.1

Board of Regents is a seven-member board appointed by the CNMI Governor, with the advice and consent of the Senate. The Board is responsible for ensuring

that the College accomplishes its mission in providing quality educational programs and services to the CNMI community. The Board ensures institutional performance by monitoring progress toward College goals and student learning outcomes.

College Council serves as the primary advisory body to the President. The Council deliberates on issues related to ongoing operations of the College. It produces institutional reports used in the decision-making process, and deliberates on issues brought to the Council by other committees. This group is comprised of the President, the Deans, and other representatives of the College.

Planning, Budget and Evaluation Committee is charged with aligning institutional priorities with the allocation of resources; reviewing and adjusting the budget according to present circumstances and future projections; and for producing reports to inform the decision-making process. The Committee is comprised of representatives of the various units at the College.

Program Review and Outcomes Assessment Committee is an important part of NMC's ongoing efforts to improve the quality of instruction and support services through a systematic process of planning and assessment. The Committee is tasked with building and sustaining a campus-wide culture of evidence and shall concern itself with matters relative to accreditation, assessment and with monitoring the fidelity of initiatives and other actions being implemented as recommended through program review, other means of assessment, and as provided in NMC's strategic plan or other plans generated by the College.

The inclusion of PBEC, CC and the BOR ensures that information relative to program review and assessment is disseminated to internal as well as external stakeholder representative groups.

Process

The *Composite Report* is a document that will be an integral part of the budgeting process. The *Recommendations for action* are a result of PROAC's deliberations and are reflective of the input from the respective divisions and units within the College. It should be noted however that the *Composite Report* does not contain all of the program and institutional level recommendations suggested by each of the respective divisions and units. Further, based upon additional insight gained from reading and deliberating upon the results for program review documents (*Form 2*) as submitted, PROAC has exercised the prerogative of either 1) including program and institutional recommendations not originally stated in any of the findings, or 2) elevating program level recommendations to the institutional level, and vice versa. Last, it should be noted however that not all of the recommendations in this report require human, technology, financial or physical resource allocation. Such actions, however, may directly or indirectly impact upon one or more programs with potential impact upon resource allocations in the future. For this reason the committee decided to note these action items as a matter of record in the report.

Therefore, given the dynamic yet well documented nature of the planning process linking program as well as institutional level priorities to the *FY 2009 Operations Budget* and *PROA Strategic Plan*, it is essential that the *Composite Report* be made available to all interested stakeholders in a way that ensures transparency and ample opportunity for feedback from a broad base of the College community. It is with this in mind that PROAC has adopted the following processes.

Step 1. PROAC to IPAC

PROAC will submit the *Composite Report* to the Institutional Priorities Ad Hoc Committee (IPAC). IPAC's role is to review the recommendations for action by PROAC and further prioritize those items that require funding and are linked to institutional planning documents; specifically with the College *FY 2009 Operations Budget* and the updated *PROA Strategic Plan 2008-2012 (PROA SP)*.

Upon completion, IPAC is to submit its recommendations to PBEC for action.

Step 2. IPAC to PBEC

PBEC will be charged with reviewing the recommendations from IPAC and using the document to guide the *Operations Budget* call for Fiscal Year (FY) 2009. Prioritizing the specific recommendations from program review against the annual budget call will require deliberation and further review by the College community. It is in this light that PBEC will submit the recommendations for action to College Council for adoption and presentation to the President. PROAC will also submit the *Composite Report* to CC for review, acceptance and forwarding to the President.

Step 3. PBEC to College Council.

Both PROAC and PBEC will submit the *Composite Report* and recommendations for action, respectively, to CC whose stated purpose is to facilitate shared communications at Northern Marianas College. According to its Articles and Bylaws, CC serves as the mechanism for institutional input on issues of broad general interest, as an internal communication system, and as a key part of the strategic planning process and WASC accreditation monitoring function for Northern Marianas College.

The intended outcome is that CC will disseminate the *Composite Report* to all affected constituencies for review and subsequently accept the report as an official document of the College.

Step 4. College Council to campus community.

In addition to affording the College constituencies the opportunity to review the report within CC and PBEC, a College-wide advisory will be issued to all interested constituents, internal and external, to be able to review, inquire, and dialogue with PROAC, CC and PBEC members on either the *Composite Report*, College *FY 2009 Operations Budget* or updated *PROA SP*.

Step 3. College Council to President

Upon its final review and adoption, CC shall then forward the *Composite Report* and *FY 2009 Operations Budget* to the President for her disposition. Additional recommendations for action not linked to the budget or resource allocations for FY 2008-2009 may also be forwarded to the President for consideration and possible inclusion in the *PROA SP*.

Step 4. President to BOR as part of budget document.

It is PROAC's expectation that the President will include, in whole or in part, the findings of CC and PBEC as influenced by the PROAC's recommendations for action into the College's planning documents, financial and otherwise. It is the intent of PROAC that all decisions be well informed and based on data and evidence in support of the institutional priorities as established and affected in large part by program review.

Although it is not a requirement that the *Composite Report* be approved by the Board of Regents, it is understood that the *FY 2009 Operations Budget* as well as the revised *PROA SP* shall be. It is in those two documents that the results of program review will be linked.

Figure 1.2 illustrates the sequenced process and bodies involved.

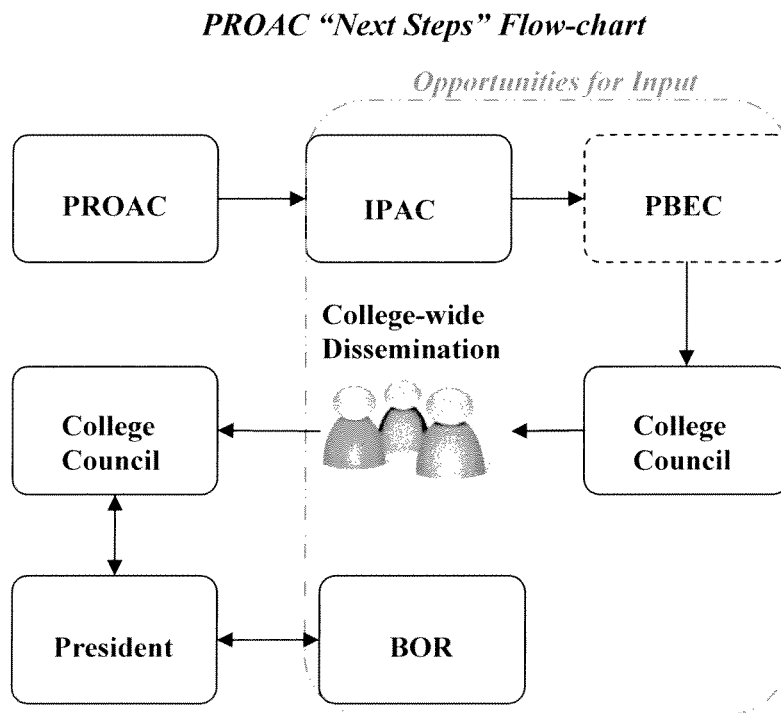


Figure 1.2

PROAC is of the firm belief that the structure and process as stipulated herein will clearly and directly link the results of program review to strategic, operational and resource planning at the College.

It is further believed that the structure and process provide broad based opportunity for input by appropriate internal and external constituencies.

VI. Recommendations for Next Cycle

Process and Structure of Assessment and Program Review

1. Work with Academic Council to establish and implement systematic and institutionalized assessment at the course level that is integrated with program and general education assessment.
2. Create a glossary of terms for easy reference and consistency in understanding and interpretation of terms.
3. Make available to programs an inventory of reports, studies, surveys, and other resources for program review.
4. Make PROAC rubrics consistent with templates.
5. Distribute with templates the PROAC rubrics for clarity on institutional expectations of reports.
6. Facilitate working sessions applying PROAC rubrics to completed assessment and program review reports.
7. Organize and facilitate shared dialogue sessions giving all programs opportunity to share their program review reports and allow for commentary.
8. Institutionalize PROAC structure, membership, and procedures.
9. Establish greater faculty representation and participation in PROAC.
10. Document every PROAC decision with clear, concise notes/minutes.
11. Place in a timely manner PROAC notes, decisions, templates, rubrics, timelines, etc., online for easy access.
12. Update NMC Assessment Taxonomy.
13. Update assessment and program review timeline.
14. Facilitate orientation session on assessment and program review for new and current employees.
15. Write a Frequently Asked Questions sheet for programs.
16. Require the use of a specific formatting and style guide (e.g. MLA, APA) for Form 2.
17. Establish clear and strict protocols on internal and external communications that strengthen program review.
18. Require responsible managers to deliberate and review all submissions prior to final submission to PROAC.

Brief History

19. Require the verification of facts reported in first program review report.
20. Clarify the expectations or standards on discussion of milestones in Form 2's *Brief History*.
21. Clarify the types of trends programs are expected to report in Form 2's *Brief History*.
22. Clarify the incorporation of the statements of concerns in *Brief History* and other sections in Form 2.

Mission

23. Require all programs to develop and state their program mission in Form 1's Column 1.

24. Require programs to assess how their program supports its mission and the College's mission.

Data

25. Review data requirements from the ACCJC's "The Requirements for Evidence and Data in the Self Study."
26. Provide to programs the following data at the aggregate level:
 - a. course completion data
 - b. retention term to term
 - c. progression to next course/level
 - d. program completion
 - e. degree/certificate completion
 - f. transfer rates to four-year institutions
 - g. scores on licensure exams
 - h. job placement/post training.
27. Make available *Program Data* for academic programs and require analysis and interpretation in Form 2.
28. Require an abstract for Form 2.
29. Require academic programs to report assessment of direct evidence of student learning in Forms 1 and 2.
30. Require academic programs to review data on scheduling of classes and availability to students.
31. Require relevant programs to review workload as it relates to cycle time data.
32. Make available college-wide data for all programs in the form of a "fact book."

Resources

33. Require programs to identify themselves in the institution's organizational structure/chart and outline their own program organizational structure prior to discussing all resources.
34. Require Form 2 to include section on *Financial Resources* that documents funding trends/patterns and sources.
35. Require programs to assess the appropriateness of staffing as it relates to program needs and available *Financial Resources* in Form 2's *Human Resources* section.
36. Include in Form 2's *Human Resources* section information on institutional or unit level committee membership of staff/faculty that supports functions or outcomes of the program separate from information on community volunteer activities external to the program.
37. Include in Form 2's *Human Resources* section information on professional development opportunities given to staff/faculty.
38. Require the identification of personnel by position title in Form 2's section on *Human Resources*.
39. Require Form 2 section on *Physical Resources* to include assessment on disability access and safety requirements.
40. Provide information to programs on benchmarks/requirements for *Physical Resources*.
41. Require programs located on Saipan, Rota and Tinian to report distribution of resources (physical, technology, and human resources) and report on recommendations in Form 2.

42. Require list in Form 2 of all *Technology Resources* that enable day-to-day operations, and for all other *Technology Resources* that are directly or indirectly linked to program outcomes.

Student Learning Outcomes and Administrative Unit Outcomes

43. Develop and share with programs rubric for quality learning outcomes.
44. Reflect on efficiency vs. process focus for Administrative Unit Outcomes.
45. Require Academic Support and Administrative Programs to link Form 2's section on *Specific Services/Functions of Programs* to their Administrative Unit Outcomes.
46. Require mapping of program outcomes to General Education Student Learning Outcomes for Form 2.
47. Distinguish Objectives from Administrative Unit Outcomes.
48. Require narrative that assesses program mapping.

Self Study and Team Recommendations

49. Require programs to discuss how they meet accreditation standards and resolve Team Recommendations.

Recommendations to the Program and to the Institution

50. Require programs to discuss how recommendations in Form 2 feed into the existing strategic plan.
51. Require programs to report in Form 2 the status of recommendations from their previous Form 1 (Column 5) and Form 2.
52. Emphasize to programs the need to use data to support recommendations.

VII. References

1. PROAC Appointment Memo
2. Student Learning Outcomes Comprehensive Implementation Program (SLCOCIP)
3. NMC Assessment Taxonomy
4. PROAC Memo 1
5. PROAC Memo 2
6. PROAC Form 1: Five-Column Model
7. Form 2: Academic Support and Administrative Programs Program Review
8. Form 2: Academic Program Review
9. Assessment Monitoring Matrix