

ANNUAL REPORT 2005
PUBLIC LAW 5-32/10-66



NORTHERN MARIANAS COLLEGE

Degree and Certificate Programs

Bachelor of Science

Elementary Education

Associate in Arts

Liberal Arts, International Business

Associate in Science

Nursing, Natural Resources Management

Associate in Applied Science

Audio/Video Production	Criminal Justice
Business Administration – Emphasis in Accounting, Business Management, Computer Applications, Office Technology Administration, Sales & Marketing	Electrical Installation and Maintenance Electronics Hospitality Management Recreational Diving Refrigeration and Air Conditioning
Construction Trades	

Certificate of Achievement

Accounting	Food and Beverage Services
Audio/Video Production	Hospitality Management
Business Management	Hotel Operations
Computer Applications	Network Technology
Computer Programming	Office Technology Administration
Construction Trades	Related Services
Culinary Arts	Sales and Marketing
Electrical Installation and Maintenance	Scientific Diving
Electronics	Teaching a Second Language/Teaching a Foreign Language (TSL/TFL)

Certificate of Completion

Accounting	Fire Science Technology
Basic Corrections Officer	Hemodialysis Technician
Basic Law Enforcement	Hospitality Management
Business Management	Nursing Assistant
Combined Law Enforcement	Office Technology Administration
Computer Applications	Public Safety Diver
Construction Trades	Sales and Marketing
Early Childhood Education	Seamanship and Small Boat Handling
Early Intervention	Sign Language Interpreter

Endorsement

Special Education Individualized Endorsement Plan

Northern Marianas College

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MESSAGE FROM THE PRESIDENT

Hafa adai and greetings from Northern Marianas College!

It is with exceptional pride that we present this annual report pertaining to the programs at NMC funded under the provisions of Public Law 5-32, as amended by Public Law 10-66. Both laws address the need for training and education of the local workforce in the Commonwealth of the Northern Mariana Islands and the goal of reducing the CNMI's heavy reliance upon non-resident workers in career technical and professional fields.

The major training and education programs that have been developed and implemented at NMC over the years since P.L. 5-32 was initially enacted in 1987 are in the fields of

- Business, with associate degrees/certificates offered in business management, sales and marketing, accounting, computer applications, office technology, and tourism hospitality management;
- Nursing, with an associate degree offered in nursing;
- Education, with a baccalaureate degree offered in elementary education and associate degrees/certificates offered in a variety of education fields; and
- Technical Trades/Vocational Education, with associate degrees/certificates offered in numerous technical vocational areas.

It is well worth noting that the above-named programs have a considerably larger role than to serve those who enroll in them for pre-service training and education. Another vital purpose for them is to provide training and education for those individuals who have already entered the local workforce. Today's workforce professionals must have ongoing training in order to keep pace with the numerous and constant advances and improvements in their chosen fields. Consequently many of our enrollees are employed, part-time students motivated by the opportunities that NMC offers them for enhanced skills, advancement, and increased pay. NMC's professional and technical programs have been especially successful in addressing this need.

For each of NMC's major programs funded under P.L. 5-32/10-66, this report sets out the program's accomplishments for AY 2004-2005 and presents the program's major challenges and concerns. It is only through the hard work and dedication of the faculty and staff in each program that these significant accomplishments have come about. Certainly it is not the case that such achievements have been possible because a wealth of physical and financial resources has been available to the programs. With adequate financial support, the major concerns presented in individual program accounts could be addressed and the program faculty and staff would be able to fulfill the mandate of these well-intentioned CNMI public laws. (Related to this, I call the reader's attention to the annual funding levels appropriated under these laws as presented on p. __: Legislative appropriations were at a high point in FY 1991 and have been well under that every year since!) A summary of the challenges and concerns reported for each program area shows that the most critical need is for adequate funding to

- increase faculty salaries so that NMC can recruit and retain qualified faculty;
- increase the number of program faculty so that NMC programs can be expanded and meet the CNMI's increasing demand;
- allow for professional development of faculty so they remain current in their fields;
- purchase adequate instructional equipment, materials, and supplies; and
- provide financial assistance for part-time students.

If NMC's programs currently dependent on P.L. 5-32/10-66 appropriations were funded as intended by these laws, it could then be said that our College does in fact "offer unending opportunities for success" and that NMC is indeed leading the way in transforming the Commonwealth of the Northern Mariana Islands into an island nation whose adult citizenry is the best educated and most highly trained in the entire region.

Un dangkulu na si Yu'us ma'ase'. Thanks and regards,

Antonio V. DeLeon Guerrero
President

Introduction

On August 1, 1997, Acting Governor Jesus C. Borja signed H.B. 10-330 into law, thus creating Public Law 10-66 (see Appendix B). This new law amended Public Law 5-32, which was originally created in 1987 as "The Alien Labor Act", also referred to as "The Non-Resident Workers Act" (see Appendix A). The intent of P.L. 5-32 was to reduce the CNMI's reliance on non-resident workers by funding appropriate education and training programs at Northern Marianas College (NMC).

Due to the dynamic changes taking place in the overall economic development of the CNMI, the 10th Commonwealth Legislature created P.L. 10-66 because the members found that circumstances required a new direction in providing education and training for residents to gradually replace guest workers in technical and professional fields. Purposefully, both P.L. 5-32 and P.L. 10-66 recognize NMC as the institution to provide the educational and training programs necessary to meet the human resource development needs of the Commonwealth.

P.L. 10-66 additionally specified funding for the Business Development Center (BDC) and Work Experience Training Program (WETP) and continued to provide funding for the intent of P.L. 5-32, namely to provide education and training in technical and professional fields. Since Academic Year 1997-1998, education and training funds authorized under P.L. 10-66 have been used for the Business Department, the Nursing Department, the School of Education, and the Technical Trades/Vocational Education Program. This report describes each of these programs and provides information about each program's accomplishments, challenges, and concerns for AY 2004-2005. The primary purpose of these programmatic areas is to provide education and training for local residents so that the CNMI can gradually reduce its dependence on foreign labor in these technical and professional fields. As such, the programs comply with the funding objectives of P.L. 10-66 and the overall philosophy, mission, and goals of NMC.

Purpose of the Annual Report

As mandated by law, NMC submits annual reports to the CNMI Legislature to advise policymakers of the programmatic activities and status of programs funded by P.L. 5-32/10-66. The college administrators of the programs funded under P.L. 10-66 present this Annual Report for AY 2004-2005 to address the following purposes:

1. To inform policy-makers on the progress, accomplishments, challenges, and future expansion plans of all NMC educational programs funded by P.L. 5-32/10-66;
2. To provide a detailed management and fiscal report on the funds received by NMC under P.L. 5-32/10-66;
3. To document the current status and departmental performance of programs funded under P.L. 5-32/10-66;
4. To demonstrate program accountability and to monitor program effectiveness of each educational area funded by P.L. 5-32/10-66; and
5. To communicate the actual programmatic results and provide useful feedback to other stakeholders in the community.

NMC Vision, Values, Mission, and Goals

Statement of Vision

Northern Marianas College will be recognized for its excellence in education and student success. The College will be the primary choice of the people of the Commonwealth seeking higher education, preparing for the job market, and pursuing career advancement and personal growth opportunities.

The College, in partnership with the Commonwealth's secondary schools, business groups, and governmental agencies, will contribute to an educational system that enhances economic development and quality of life as the Pacific region moves into the new millennium.

The College will be recognized for its ability to provide to its community the highest quality of teaching, customer service, student development programs, research-based evaluation of programs and services, and access to innovative technology.

Continuous improvement concepts and principles will become identifiable aspects of the College's operational processes.

STATEMENT OF VALUES

Northern Marianas College respects the diversity of its student body, faculty, and staff and recognizes the worth and potential of each student and employee. Accordingly, the College affirms the following values and beliefs:

Commitment to Students and to Excellence in Education. The College believes in providing, with accountability, the finest instruction, resources, and support services to enhance the growth and development of students in a multilingual and multicultural setting.

Commitment to Faculty and Staff. The College recognizes the importance and contribution of all employees who collectively create a positive teaching-learning environment.

Commitment to Access and Diversity. The College believes in providing access to programs and services to all students and that the student population should reflect the diversity of the community.

Contribution to Community. The College is committed to enhancing the economic vitality of the Commonwealth and the quality of life of its citizens.

Commitment to Quality Campus Environment. The College recognizes the importance of providing a working and learning environment that is characterized by integrity, clear communication, open exchange of ideas, involvement in decision-making, and respect for all individuals.

STATEMENT OF MISSION

In 1985, the Second Constitutional Convention included the College in the CNMI Constitution. The Constitutional provision became the milestone of NMC's foundation and protects its autonomy as an institution of higher education. The NMC mission as stated in the CNMI Constitution:

The mission of Northern Marianas College shall be to provide the best quality and meaningful postsecondary and adult educational opportunities for the purpose of improving the quality of life for the individual and for the Commonwealth as a whole. The College shall be responsible for providing education in the areas of adult and continuing education, postsecondary and adult vocational education, and professional development for the people of the Commonwealth.

INSTITUTIONAL GOALS

To ensure that NMC meets its constitutionally mandated mission, internal and external stakeholders developed the following institutional goals to guide its educational programs and services:

1. NMC's instructional programs and services will meet the needs of the community by providing quality opportunities for the growing number of individuals seeking higher education, by preparing students to succeed in a changing workforce and workplace, by raising the skill levels of all students, and by improving the quality of life for the individual and for the Commonwealth as a whole.
2. The quality of academic, administrative, and support staff will be assured by the provision of maximum opportunities for continuous professional growth and by the recognition of excellence in employee performance and contribution.
3. Funding sources will be diversified and properly managed in order to ensure financial stability.
4. Student support services and programs will assist students in the achievement of their educational and personal goals.
5. NMC will be recognized for its excellence in providing instruction, research, and public service.
6. Facilities will be designed, constructed, and maintained to create an environment that is conducive to learning and working and that will support and enhance the College's delivery of its programs and services.
7. A broad-based and integrated system of research and evaluation will be used to assess institutional effectiveness, including the achievement of identified institutional outcomes, and the results will be used to guide institutional planning and improvement.
8. NMC's communication methods and processes, internal and external, will be both efficient and effective.

Summary of Results

The administrative and academic leadership at NMC supports the vision of our legislators in recognizing the private sector's value and importance in the overall economic development of the CNMI. The intended purpose of P.L. 5-32/10-66 is to provide education and training programs for local residents so they are qualified to hold jobs in various employment sectors. All programs funded by P.L. 5-32/10-66 have been purposefully designed to meet the work place needs of the private and public sectors in the CNMI.

During AY 2004-05, educational programs under P.L. 5-32/10-66 offered a total of 182 college courses, served 2,142 students (duplicated enrollment), and awarded 90 certificates and degrees. The program offerings are deemed to have had a definite positive impact on improving the knowledge, skills, and attitudes of our resident population with respect to the aforementioned professional and technical fields.

Funding and Expenditures

Public Law 5-32, as amended by P.L. 10-66, stipulates that all available funds from the Nonresident Worker Fee be made available to Northern Marianas College after the distributions specified in the law are made. However, the College has historically received only a fraction of these annually collected fees. In FY 2001, the Comprehensive Budget Act for the CNMI Government suspended all earmarking laws, including the provisions of P. L. 10-66, and limited funding to Northern Marianas College to \$1,191,680. To this date, the College has remained at this FY 2001 funding level. Furthermore, the historic funding levels received by the College under P.L. 10-66 have never adequately met the financial resource needs of the vocational programs offered by the College, as shown in Table 1 and Graph 1. Due to this inadequate funding level, it has become necessary to make supplemental budget requests on an annual basis in order to approach even minimally essential funding levels.

Because the CNMI Government remained under a continuing resolution for FY 2005, the funding level for NMC's vocational programs was again limited to \$1,191,680. The College is authorized 62 FTEs for its vocational programs under the continuing resolution funding levels, as has been the case since FY 2001; yet NMC receives funding for only 21 FTEs (34% of the authorized FTEs). Consequently, the College requested a supplemental budget, as it has in previous years, so that additional faculty could be hired for the Nursing program and Summer session adjunct faculty could be hired for the programs offered through P.L. 5-32/10-66 funding. For this purpose, the College was provided an additional \$518,000 in supplemental funding from the Tobacco Control Fund. The fact that the College must approach the CNMI Government annually for supplemental funding clearly demonstrates the need for NMC's vocational programs to be funded at the level specified in P.L. 5-32/10-66.

Of the \$1,191,680 appropriated to NMC, one percent (\$11,917) was earmarked for the Office of the Public Auditor as mandated by Public Law 9-58. Additionally, two percent of the appropriation (\$23,834) was withheld for the purpose of retiring the government's accumulated deficit. The remaining funds were used exclusively for personnel costs for the School of Education, the Technical Trades/Vocational Education Program, the Nursing Program, and the various programs offered by the Business Department.

The following tables and graphs show the history of personnel funding for NMC's vocational programs as well as funding from the General Fund.

Table 1: Historical Funding of NMC Vocational Programs under P.L. 5-32/10-66

VOCATIONAL EDUCATION (P.L. 5-32/10-66)						
Fiscal Year	Public Laws Budget Appropriations	Requested Budget	Legislative Appropriation	Additional/ Special Appropriation	Total Funding	Appropriated vs Request
FY 1991	P.L. 7-13/21		1,541,326	1,207,783	2,749,109	
FY 1992	P.L. 8-2	3,425,831	1,432,335	237,043	1,669,378	(1,756,453)
FY 1993	CR Level	4,096,463	1,432,335		1,432,335	(2,664,128)
FY 1994	CR Level	4,367,300	1,325,595		1,325,595	(3,041,705)
FY 1995	P.L. 9-25	2,605,455	1,371,155		1,371,155	(1,234,300)
FY 1996	P.L. 9-66 (CR)	2,591,159	1,371,200	800,000 -a	2,171,200	(419,959)
FY 1997	P.L. 10-41	2,374,800	1,376,200	227,029 -b	1,603,229	(771,571)
FY 1998	CR Level	5,908,880	1,376,200	482,135 -c	1,858,335	(4,050,545)
FY 1999	P.L. 11-41	3,500,000	1,354,500	(181, 638) -d	1,172,862	(2,327,138)
FY 2000	CR Level	1,308,407 -e	1,133,923 -f		1,133,923	(174,484)
FY 2001	CR Level	1,403,500	1,191,680 -g		1,191,680	(211,820)
FY 2002	CR Level	2,611,000	1,191,680	209,958-h	1,401,638	(1,209,362)
FY 2003	P.L. 13-24	4,000,000	1,191,680	297,920-i	1,489,600	(2,510,400)
FY 2004	CR Level	1,643,675	1,191,680	438,000-j	1,629,680	(13,995)
FY 2005	CR Level	1,951,795	1,191,680 -k		1,191,680	(760,115)

- NOTE:**
- a. \$800,000 was a supplementary appropriation authorized under P.L. 10-25.
 - b. \$227,029 was reprogrammed to NMC from the Governor's Office.
 - c. \$482,135 was reprogrammed to Voc Ed from NMC General Operations.
 - d. \$181,638 represents the 13.41% adjustment to the FY 99 Budget.
 - e. \$1,308,407 was the amount requested, while \$1,157,390 was the ceiling given by OMB.
 - f. \$1,133,923 was the amount allotted to NMC based on the allotment advice from OMB for FY 2000.
 - g. \$1,191,680 was the amount allotted to NMC based on the allotment advice from OMB for FY 2001.
 - h. \$209,958 was the amount reprogrammed to Voc Ed from NMC General Operations.
 - i. \$297,920 was the amount reprogrammed to Voc Ed from NMC General Operations.
 - j. \$438,000 was a supplemental appropriation authorized under P.L. 14-179.
 - k. \$1,191,680 does not include the \$310,000 special appropriation from the Tobacco Control Fund for the hire of nursing faculty.

Graph 1: P.L. 5-32/10-66 Requested Budget vs. Total Funding for FY 1991 – FY 2005

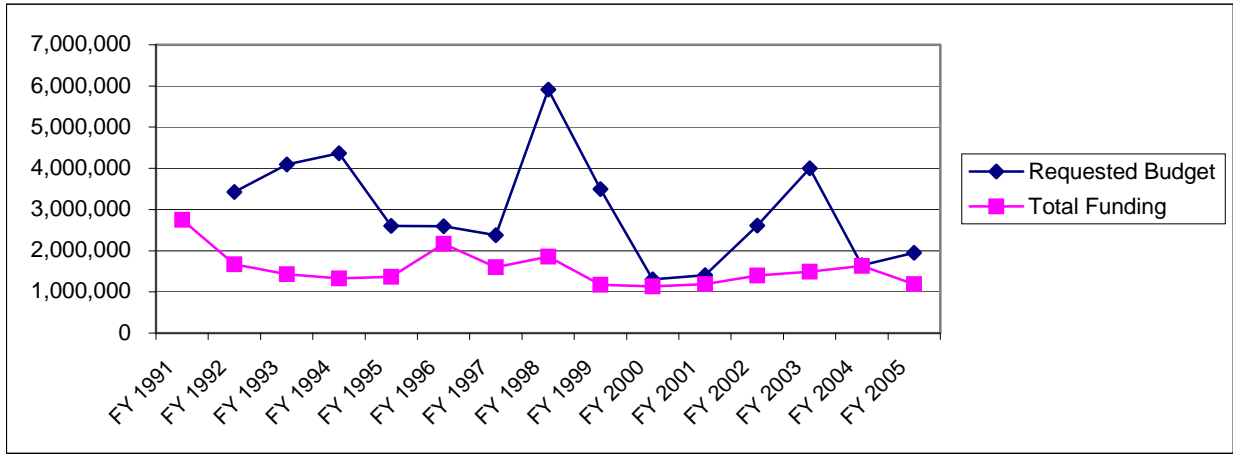
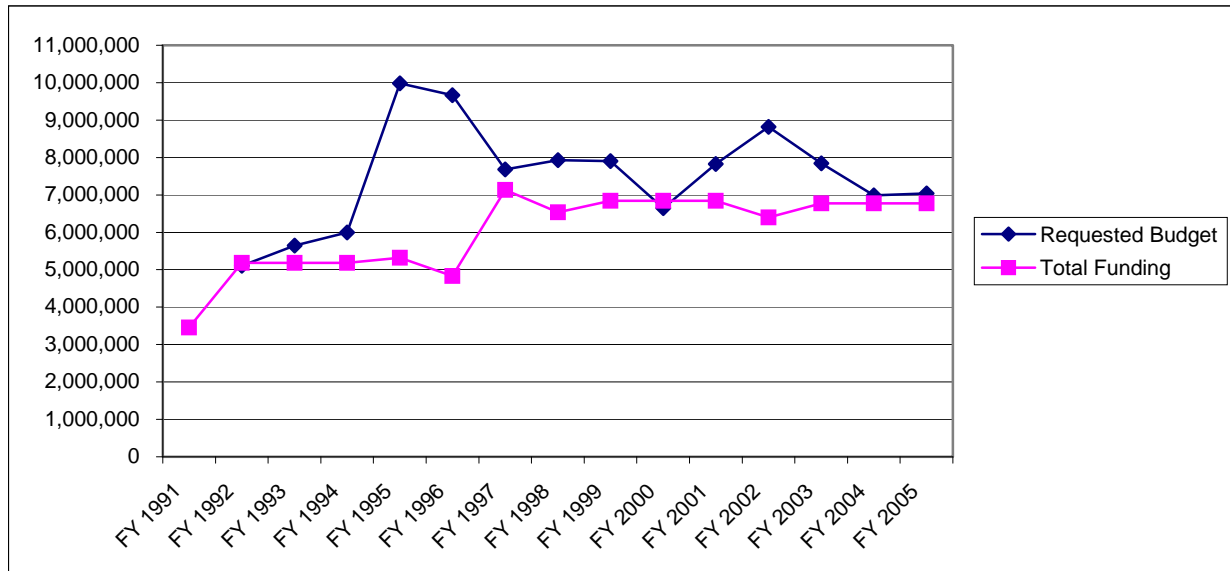


Table 2: Historical Funding of General Fund (Operations)

GENERAL FUND (OPERATIONS)						
Fiscal Year	Public Laws Budget Appropriations	Requested Budget	Legislative Appropriation	Additional/ Special Appropriation	Total Funding	Appropriated vs. Request
FY 1991	P.L. 7-13/21		3,458,862		3,458,862	
FY 1992	P.L. 8-2	5,108,150	5,182,200		5,182,200	74,050
FY 1993	CR Level	5,645,480	5,182,200		5,182,200	(463,280)
FY 1994	CR Level	5,993,552	5,182,200		5,182,200	(811,352)
FY 1995	P.L. 9-25	9,986,003	4,829,402	490,800 -a	5,320,202	(4,665,801)
FY 1996	P.L. 9-66 (CR)	9,661,920	4,829,402		4,829,402	(4,832,518)
FY 1997	P.L. 10-41	7,680,807	7,130,800 -b		7,130,800	(550,007)
FY 1998	CR Level	7,932,150	6,430,800 -c	102,260 -d	6,533,060	(1,399,090)
FY 1999	P.L. 11-41	7,907,100	7,907,100	(1,060,342) -e	6,846,758	(1,060,342)
FY 2000	CR Level	6,649,907 -f	6,846,758 -g		6,846,758	196,851
FY 2001	CR Level	7,827,000	6,846,758		6,846,758	(980,242)
FY 2002	CR Level	8,816,602	6,298,075		6,396,793	(2,518,527)
FY 2003	P.L. 13-24	7,846,924	6,775,388		6,775,388	(1,071,536)
FY 2004	CR Level	6,988,740	6,775,388		6,775,388	(213,352)
FY 2005	CR Level	7,039,318	6,775,388 -h		6,775,388	(263,930)

- NOTE:**
- a. \$490,800 was reprogrammed to NMC from the Governor's Office.
 - b. \$7,130,800 includes the additional \$700,000 appropriation for the NMC Multipurpose Gym (CIP).
 - c. \$6,430,800 does not include \$700,000 from P.L. 10-41 (FY 97).
 - d. \$102,260 was reprogrammed to NMC from the Governor's Office.
 - e. \$1,060,342 represents the 13.41% adjustment to the FY 99 Budget.
 - f. \$6,649,907 is the ceiling given by OMB.
 - g. \$6,846,758 is the current CR Level based on FY 99.
 - h. \$6,775,388 does not include the \$208,000 special appropriation from the Tobacco Control Fund for Summer session adjunct faculty.

Graph 2: NMC Requested Budget vs. Total Funding for FY 1991 – FY 2005



Academic Data

The four programs funded under P.L. 5-32/10-66 offered a total of 182 classes during AY 2004-05, decreasing from the 205 classes offered during the previous year. Total student enrollment (duplicated count) was 2,142 (compared with 2,053 the year before), with an overall average class size of 11.77 students. Degrees and certificates awarded reached a total of 90, a decrease from the 118 awarded the previous year. Table 3 shows the number of classes offered in the four programs funded by P.L. 5-32/10-66, the number of students served, average class size, and the number of degrees and certificates awarded. Graph 3 shows the total number of degrees and certificates awarded, by program, from AY 2000-2001 to AY 2004-2005.

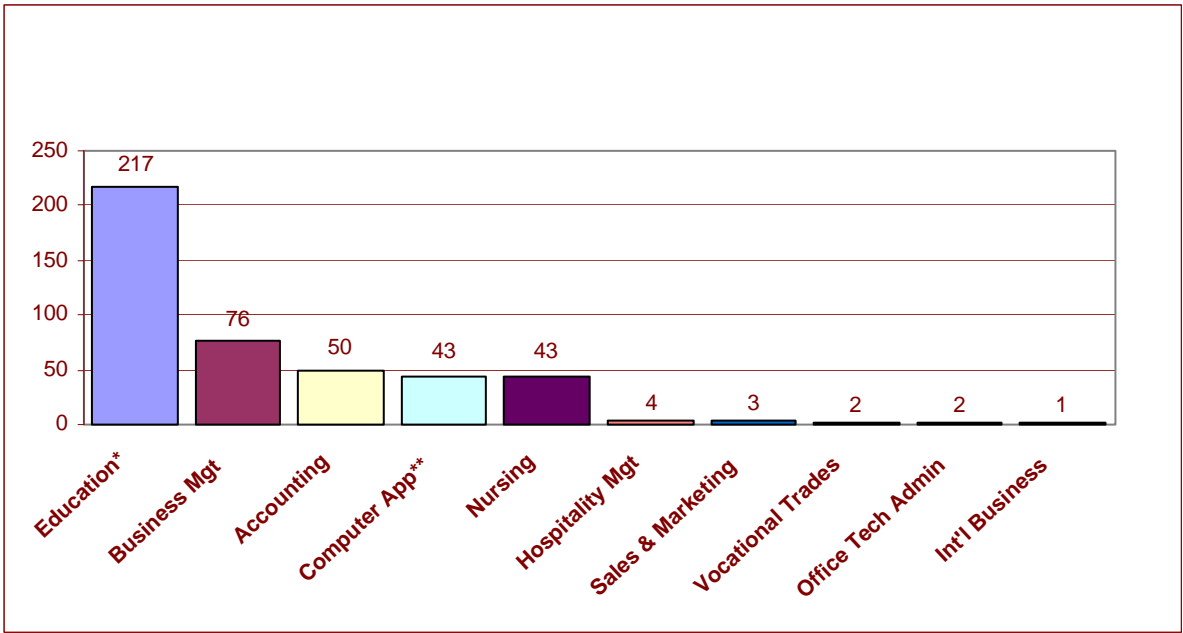
Table 3. Composite Academic Data for Programs Funded by P.L. 5-32/10-66

AY 2004-2005

School/Department/Program	No. of Classes Offered	Enrollment (duplicated count)	Average Class Size	Degrees/Certificates
Business Department	86	979	11.38	29
Nursing Department	7	135	19.29	12
School of Education	68	846	12.44	49
T.T/Vocational Ed Program	21	182	8.67	0
Total	182	2142	11.77	90

Graph 3: Total Degrees and Certificates Awarded by Program

AY 2000-2001 to 2004-2005

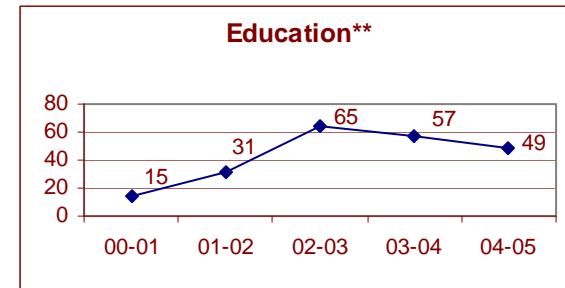
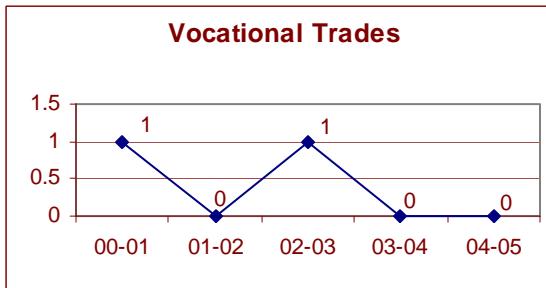
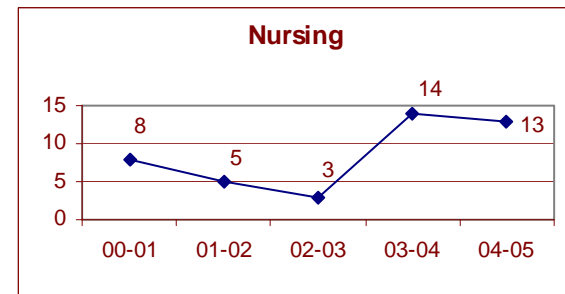
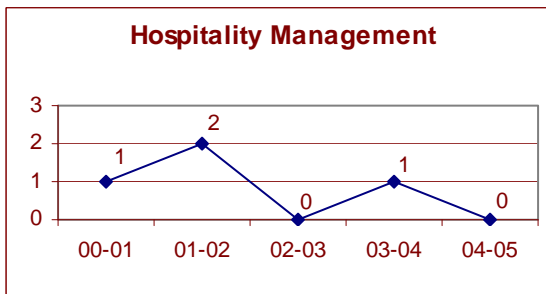
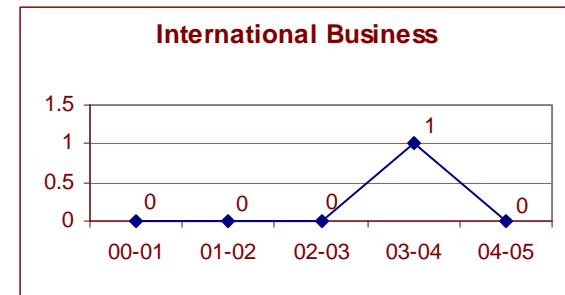
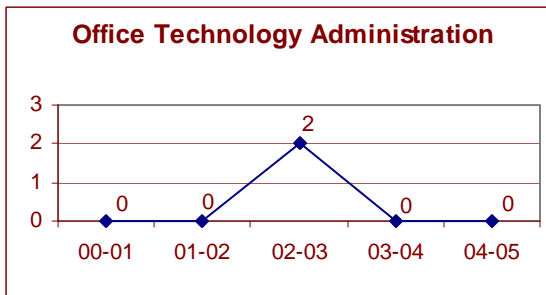
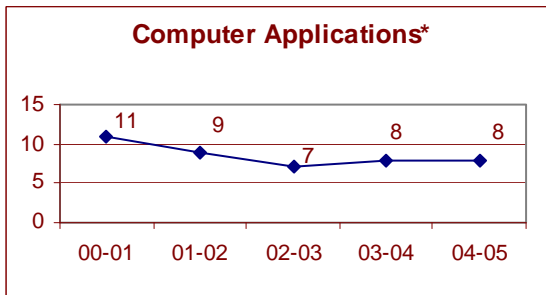
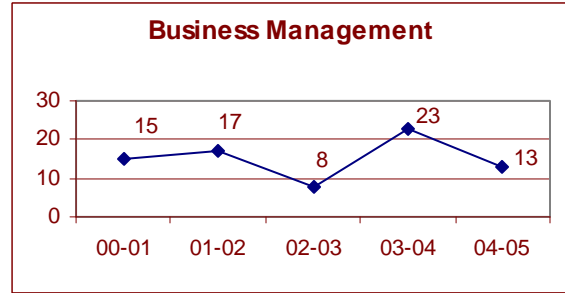
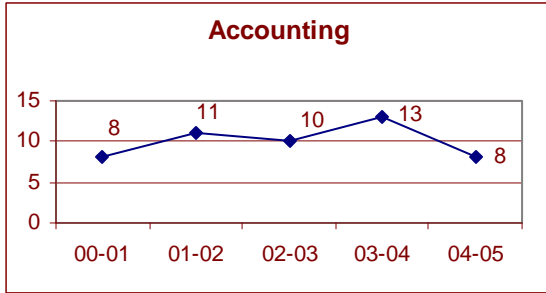


* Includes 14 B.A. in Elementary Education degrees conferred by UOG in 2001 through articulation with NMC.

** Includes 2 A.A.S. in Data Processing degrees.

Degrees and Certificates Awarded by Program and Year

AY 2000-2001 to 2004-2005



* Includes 2 A.A.S. in Data Processing degrees.

** Includes 14 B.A. in Elementary Education degrees conferred by UOG in 2001 through articulation with NMC.

PROGRAM REPORTS

BUSINESS DEPARTMENT

PROGRAM DESCRIPTION

The Business Department offers students the option of pursuing the Associate in Arts (A.A.) degree, Associate in Applied Science (A.A.S.) degree, Certificate of Completion, or Certificate of Achievement on various career ladder tracks in business, tourism/hospitality, and computer applications areas. Degree and certificate programs are currently offered in accounting, business management, hospitality management, computer applications, sales and marketing, international business, and office technology administration. These programs provide marketable job skills that enable students to pursue careers in banking, the tourism industry, communications companies, retail businesses, government agencies, and other business sectors. The Associate in Arts in International Business degree program is designed for students planning to pursue a baccalaureate degree in business at a four-year institution.

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

Program Goals

1. To provide quality education and training that will prepare the people of the CNMI for business leadership and management careers in the private sector.
2. To hire and maintain qualified instructors who will motivate and inspire students toward academic excellence.
3. To offer appropriate business, hospitality, and computer technology courses, and to use state-of-the-art technologies which will accommodate the needs of both public and private sector employers.
4. To provide instructional services for continuing education and workforce training programs that will present developmental opportunities for individuals in the CNMI workforce to improve their administrative, managerial, and technical skills.
5. To supplement the formal classroom education of students with work experience and training opportunities so they can competently assume positions in the business world.
6. To continually improve the Department's course offerings in order to keep pace with changes in technology and business practices.

TOTAL NUMBER OF AWARDS IN BUSINESS

2001–2005

Type of Award	Academic Year				
	2001	2002	2003	2004	2005
Certificate of Completion: Accounting	0	0	1	0	1
Certificate of Completion: Business Management	2	0	0	7	2
Certificate of Completion: Computer Applications	1	0	0	0	3
Certificate of Completion: Sales and Marketing	0	0	0	0	0
Certificate of Achievement: Accounting	0	0	0	0	2
Certificate of Achievement: Business Management	2	0	0	1	1
Certificate of Achievement: Computer Applications	1	0	0	0	1
Certificate of Achievement: Hospitality Management	0	0	0	1	0
Certificate of Achievement: Sales and Marketing	0	0	0	1	0
A.A. International Business	0	0	0	1	0
A.A. Pre-Business	0	0	0	0	0
A.A.S. Business Administration – Accounting	8	11	9	13	5
A.A.S. Business Administration – Business Management	11	17	8	15	10
A.A.S. Business Administration – Computer Applications	9	8	6	8	4
A.A.S. Business Administration – Data Processing	0	1	1	0	0
A.A.S. Business Administration – Office Technology Admin.	0	0	2	0	0
A.A.S. Business Administration – Sales and Marketing	2	0	0	0	0
A.A.S. Hospitality Management	1	2	0	0	0
Total	37	39	27	47	29

**TOTAL STUDENT ENROLLMENT AND NUMBER OF CLASSES IN BUSINESS
BY SEMESTER AND CAMPUS**

AY 2005

Semester	Number of Classes				Enrollment			
	Saipan	Rota	Tinian	Total	Saipan	Rota	Tinian	Total
Fall 2004	37	2	3	42	402	19	28	449
Spring 2005	34	2	7	43	447	18	50	515
Summer 2005	1	0	0	1	15	0	0	15
Total	72	4	10	86	864	37	78	979

STUDENT ENROLLMENT IN BUSINESS BY CLASS AND SEMESTER

FALL 2004

Alpha numeric	Course Title	Credits	Enrollment	Instructor
AC 220-01	Accounting Principles I	4	11	P. Conner
AC 220-02	Accounting Principles I	4	17	S. Tan
AC 221-01	Accounting Principles II	4	8	P. Conner
AC 221-02	Accounting Principles II	4	10	P. Conner
CE 250-01	Intro to Cooperative Education	3	13	J. Griffin
CE 251-01	Cooperative Work Experience	3	9	L. Lee
CS 103-01	Intro to Computers	3	16	J. Griffin
CS 103-02	Intro to Computers	3	16	W. Maui
CS 103-03	Intro to Computers	3	13	W. Maui
CS 103-04	Intro to Computers	3	13	S. Tan
CS 103-05	Intro to Computers	3	15	S. Tan
CS 103-07	Intro to Computers	3	12	S. Tan
CS 103-08	Intro to Computers	3	15	J. Griffin
CS 103-21	Intro to Computers	3	9	M. Strickwerda
CS 103-22	Intro to Computers	3	10	C. Strickwerda
CS 103-31	Intro to Computers	3	16	H. Cole
CS 131-01	Word Processing/Macintosh	3	17	B. Sablan
CS 140-01	Database Applications I	3	8	W. Maui
CS 150-01	Spreadsheet Applications	3	15	W. Maui
CS 150-02	Spreadsheet Applications	3	8	W. Maui
EC 212-01	Principles of Microeconomics	3	5	P. Conner
MG 231-01	Intro to Business	3	13	R. Villegas
MG 231-02	Intro to Business	3	8	R. Villegas
MG 231-03	Intro to Business	3	10	R. Villegas
MG 232-01	Intro to Marketing	3	10	J. Griffin
MG 232-31	Intro to Marketing	3	3	J. Griffin
MG 234-01	Intro to Management	3	12	R. Villegas
MG 236-01	Intro to International Business	3	7	R. Villegas
MG 238-01	Business Law	3	13	J. Camacho
MG 245-01	Leadership Principles & Practices	3	6	R. Villegas
OT 101-01	Keyboarding/Typewriting	2	12	B. Sablan
OT 101-02	Keyboarding/Typewriting	2	7	B. Sablan
OT 101-03	Keyboarding/Typewriting	2	12	B. Sablan
OT 101-04	Keyboarding/Typewriting	2	11	B. Sablan
OT 115-01	Gregg Shorthand	3	3	B. Sablan
OT 120-01	Business Mathematics	3	13	S. Tan
OT 206-01	Business Communications	3	16	J. Griffin
OT 206-02	Business Communications	3	7	J. Griffin
OT 206-31	Business Communications	3	9	J. Mendiola, Jr.

TS 101-01	Intro to Travel & Tourism Industry	3	8	D. Aguon
TS 103-01	Intro to the Hospitality Industry	3	6	L. Lee
TS 177-01	Basic Travel Agency Skills	3	5	D. Aguon

SPRING 2005

Alpha numeric	Course Title	Credits	Enrollment	Instructor
AC 220-01	Accounting Principles I	4	17	P. Conner
AC 220-02	Accounting Principles I	4	13	P. Conner
AC 220-31	Accounting Principles I	4	10	A. Perez
AC 221-01	Accounting Principles II	4	12	S. Tan
AC 221-02	Accounting Principles II	4	4	S. Tan
AC 226-01	Computerized Accounting	3	11	S. Tan
AC 230-01	Intermediate Accounting I	3	9	S. Tan
AC 231-01	Intermediate Accounting II	3	9	S. Tan
CE 250-01	Intro to Cooperative Education	3	19	J. Griffin
CE 250-31	Intro to Cooperative Education	3	1	J. Wedding
CS 103-01	Intro to Computers	3	17	J. Griffin
CS 103-02	Intro to Computers	3	16	W. Maui
CS 103-03	Intro to Computers	3	16	W. Maui
CS 103-04	Intro to Computers	3	15	W. Maui
CS 103-05	Intro to Computers	3	16	W. Maui
CS 103-06	Intro to Computers	3	17	W. Maui
CS 103-21	Intro to Computers	3	10	M. Strickwerda
CS 103-31	Intro to Computers	3	11	H. Cole
CS 132-01	Word Processing/IBM	3	12	B. Sablan
CS 150-01	Spreadsheet Applications	3	13	W. Maui
CS 150-31	Spreadsheet Applications	3	6	H. Cole
CS 223-01	Visual BASIC Programming	3	12	F. Hill
CS 240-01	Advanced Word Processing	3	14	B. Sablan
MG 206-01	Business Communications	3	14	J. Griffin
MG 231-01	Intro to Business	3	20	R. Villegas
MG 231-02	Intro to Business	3	14	R. Villegas
MG 231-03	Intro to Business	3	10	R. Villegas
MG 232-01	Intro to Marketing	3	14	P. Conner
MG 234-01	Intro to Management	3	14	R. Villegas
MG 238-01	Business Law	3	13	J. Camacho
MG 239-01	Principles of Customer Service	3	8	R. Villegas
MG 239-31	Principles of Customer Service	3	8	W. Cing
MG 250-01	Small Business Management	3	14	R. Villegas
MG 250-31	Small Business Management	3	1	R. Villegas
OT 101-01	Keyboarding/Typewriting	2	17	B. Sablan
OT 101-02	Keyboarding/Typewriting	2	16	B. Sablan
OT 101-03	Keyboarding/Typewriting	2	15	B. Sablan
OT 101-21	Keyboarding/Typewriting	2	8	M. Strickwerda
OT 120-01	Business Mathematics	3	16	P. Conner

OT 120-02	Business Mathematics	3	12	B. Sablan
OT 120-31	Business Mathematics	3	13	V. King
TS 185-01	Intro to Food & Beverage Mgt.	3	7	L. Lee
TS 288-01	Practicum Training	3	1	L. Lee

SUMMER 2005

Alpha numeric	Course Title	Credits	Enrollment	Instructor
CS 103-01	Intro to Computers	3	15	G. Folta

PROGRAM ACCOMPLISHMENTS

1. In AY 2005 the Department continued to provide quality education and training to prepare the people of the CNMI for business leadership and management careers in the public and private sectors. A number of students were provided with internship opportunities with various private sector companies and CNMI government agencies. Many private sector employees took advantage of the Department's offerings to upgrade their job skills in specific areas during the academic year.
2. The number of business degrees awarded decreased by 51%, from 37 associate degrees in AY 2004 to 19 in AY 2005. There was a slight increase in the number of business certificates awarded, from nine in AY 2004 to ten in AY 2005. Total student enrollment in business courses grew 22%, from 759 in AY 2004 to 979 in AY 2005.
3. The Department faculty continued to review and update program course guides to reflect changes and trends in the business world, and also to incorporate measurable student learning outcomes, or competencies, and the means by which these are assessed. Many of the required textbooks and instructional materials for business courses were updated.
4. In AY 2005 Business Department faculty members, in collaboration with NMC's Small Business Development Center (SBDC), organized and conducted the first-ever NMC Business Concept Competition. The competition was designed to (a) promote economic development in the CNMI by stimulating viable business ideas; (b) establish a mechanism for connecting business community mentors to serve as resources for NMC students pursuing entrepreneurial interests; (c) provide NMC students with hands-on professional experience through which classroom concepts and learning could be applied and tested; and (d) enhance general understanding of the importance of entrepreneurship to the CNMI economy. A total of 14 teams of NMC business students on Saipan and Tinian submitted their written business concept proposals, and four finalists were selected to present their business concepts to a panel of three judges from the local banking industry. Cash prizes of \$1,500, \$1,000, \$500, and \$250 were awarded to the top four teams.
5. The Department facilitated the formation of a new Business Club with a membership of NMC students interested in business. Officers were elected and several activities were organized over the course of the year.
6. The tourism/hospitality instructor organized and chaired a new NMC Tourism Scholarship Board, which administers and awards tourism scholarships funded by contributions from members of the Hotel Association of the Northern Mariana Islands. The purposes of the

scholarship are to (1) develop hospitality professionals by providing financial assistance and on-the-job training opportunities to high school and college students in their pursuit of careers in the tourism and hospitality industry; (2) help alleviate the current and future critical shortage of skilled and trained hospitality workforce in the CNMI; and (3) provide current tourism industry employees with opportunities to improve their knowledge and skills, and to enhance their career and professional development. Sixteen scholarships were awarded in AY 2005—eleven to NMC hospitality management students, and five to full-time CNMI hotel employees enrolled in hospitality courses through the Educational Institute of the American Hotel and Motel Association.

PROGRAM CHALLENGES AND CONCERNS

1. The Department finds it very difficult to recruit well-qualified faculty for many of its programs because of the low mandated ceiling on salaries of public employees. Many years ago, when legislation in this area was first enacted, it may have made some sense to limit public employees to salaries of no more than \$50,000 per annum. Currently, however, persons with extensive qualifications in fields such as accounting, business management, and computer science, to name but a few, expect to earn well in excess of \$50,000 per annum. The Department requires its faculty to hold at least a master's degree in any field in its purview, but finds it difficult to acquire personnel with such degrees because they would have to accept significant reductions in real income to accept positions with the Department. Given that NMC is mandated by law to pay no more than \$50,000 even to highly experienced faculty with doctoral degrees, the College is noncompetitive in the area of salaries. This affects the quality of instruction and the attractiveness of the programs the Department can offer to potential students, in addition to creating a heavy burden on the better-qualified instructors to offer the number of advanced courses that will satisfy student demand.
2. Changes in the CNMI Scholarship Program continue to have a negative effect on student enrollment in the Department's course offerings. 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 to upgrade their skill levels for purposes of advancement. The Department has two main pools of students on which it draws. These are (1) foreign students who are attracted to NMC because of the ease of entry into the CNMI and the fact that NMC is a U.S.-accredited institution, and (2) local students who, for the most part, work full time and take classes on a part-time basis. This latter pool of potential students generally has very limited discretionary income and they cannot afford to attend classes at NMC without some form of financial aid from the CNMI Government. The decision by the CNMI Government to eliminate scholarship funds for part-time students is bound to have long-reaching negative effects on the economy of the CNMI and should be reexamined by the Legislature at the earliest opportunity.
3. Currently, buildings V (Business Department classrooms and offices) and W (computer labs) on the Saipan campus are not connected to the College's backup generator system. When a typhoon disables the island's power supply to the NMC campus, all Business Department classes scheduled in buildings V and W have to be cancelled. This poses a significant hardship on the students and instructors, as class contact hours need to be made up.

NURSING DEPARTMENT

PROGRAM DESCRIPTION

The mission of the Nursing Department of Northern Marianas College is to provide career guidance and education in nursing to those students of the CNMI and the Pacific Basin who desire to become Nursing Assistants and/or Registered Nurses. To fulfill this commitment, the Department offers the Certificate of Completion for Nursing Assistant (NA) and the Associate in Science degree in Nursing (A.S.N.). At the completion of the A.S.N. program, the graduate is eligible for the National Computerized Licensure Examination for Registered Nurses (NCLEX-RN), which leads to a Registered Nurse (RN) license in the Commonwealth of the Northern Mariana Islands and in the United States.

The vision of the Department is to increase the number of locally trained and licensed nurses working in the various health care provider agencies in the CNMI as well as the Pacific region. The Department would also like to establish a matriculation agreement with four-year institutions in the Pacific that offer a baccalaureate or higher degree in nursing. The Department also supports the idea of importing a Master of Science degree program in Nursing to the CNMI.

The learning experience for NMC's nursing students encompasses instruction by Registered Professional Nurses in classroom theory, nursing skills laboratory, computer skills laboratory, and clinical patient care. Classroom instruction teaches nursing concepts necessary to prepare the student nurse to understand and give patient care. The nursing skills laboratory provides a simulated hospital setting where students can practice and satisfactorily demonstrate nursing skills before giving patient care in the clinical setting. The computer laboratory provides students with simulated patient situations and practice preparation for the NCLEX. Clinical instruction gives the student nurse the opportunity to apply the nursing concepts and skills learned at the College to patient care at CHC and other local health facilities (physicians' offices and community health clinics). This experience also allows student nurses to observe health professionals in all areas of clinical practice.

TOTAL NUMBER OF AWARDS IN NURSING

2001—2005

Type of Award	Academic Year				
	2001	2002	2003	2004	2005
A.S. Nursing	8	5	3	14	13
Total	8	5	3	14	13

**TOTAL STUDENT ENROLLMENT AND NUMBER OF CLASSES IN NURSING
BY SEMESTER**

AY 2005

Semester	Number of Classes	Enrollment
Fall 2004	3	41
Spring 2005	3	68
Summer 2005	1	26
Total	7	135

STUDENT ENROLLMENT IN NURSING

BY CLASS AND SEMESTER

FALL 2004

Alpha numeric	Course Title	Credits	Enrollment	Instructor
NU 105-01	Basic Nursing Concepts & Skills	9	27	C. Tice, N. Park, J. Paguirigan
NU 207-01	Medical-Surgical Nursing II	8	13	P. Taylor, J. Sabaot
NU 209-01	Nursing Issues & Trends	2	14	L. Gage

SPRING 2005

Alpha numeric	Course Title	Credits	Enrollment	Instructor
NU 107-01	Medical-Surgical Nursing I	8	26	C. Tice, N. Park, J. Paguirigan
NU 114-01	Pharmacology for Nurses	3	27	L. Gage
NU 212-01	Medical-Surgical Nursing III	8	15	P. Taylor, J. Sabaot

SUMMER 2005

Alpha numeric	Course Title	Credits	Enrollment	Instructor
NU 203-01	Maternal & Child Health Nursing	8	26	C. Tice, P. Taylor, J. Paguirigan

PROGRAM ACCOMPLISHMENTS

1. In AY 2005 the Nursing Program continued to offer a full range of courses leading to the Associate in Science degree in Nursing.
2. The number of students enrolled in the Nursing Program has greatly increased in recent years and this trend is expected to continue. Twenty-seven students enrolled in Fall 2004, and more than 30 are expected to do so in Fall 2005. Nursing courses include a clinical component and are usually limited to ten students per instructor as a safety precaution.
3. To improve student learning, Department faculty have used multiple approaches in implementing the nursing curriculum. Since students have demonstrated enthusiasm and interest in using computer-based learning materials, interactive computer lessons are now threaded throughout the Program. The nursing faculty are exploring additional resources that will enhance the ability of nursing students to master difficult content.
4. In AY 2005, students and instructors in the Nursing Program were involved in several activities, including school visits, related to promoting the profession and recruiting new students. As always, the purpose of these visits was to provide information about nursing as a profession and about health in general. Several class presentations about health were made to schoolchildren. There is great potential to expand these aspects of recruitment and promotion in collaboration with private organizations like Marianas Health Services. The brochures that are used to market the Program have been revised. Nursing students also receive public attention by participating in diabetes and blood pressure clinics on Beach Walk and in NMC's Charter Day celebration. They have also offered these services to other public assembly functions such as the recent Martin Nievera Concert.
5. In AY 2005 the Department Chair and nursing students, both local and non-local, made repeated (almost daily) visits to the Legislature to request additional funds to serve the nursing student body. These actions resulted in the submission of a Bill to appropriate \$310,000 per year for the Nursing Department to help meet the needs of the Program and its students. The Department is pleased that the Legislature has authorized this additional funding. The timeliness of making the funds available has been a problem for AY 2005, but it is hoped this will not be the case in future years.

PROGRAM CHALLENGES AND CONCERNS

1. There continues to be a critical need in the CNMI for locally and U.S.-trained nursing professionals. The nursing staff at Commonwealth Health Center (CHC) includes a high percentage of off-island hires, a majority of whom are non-resident workers. Because of changes in CHC hiring practices, NMC graduates are not assured of a job at the Center. CHC has begun to direct hire to fill its nursing positions, and NMC nursing graduates are being told that there are no positions open for new nurses.
2. Funding from P.L. 10-66 is essential to the survival of NMC's Nursing Program. In spite of the increasing number of students enrolled in the Program, the Department does not generate enough revenue to be able to purchase needed instructional equipment, supplies, and materials. Funds need to be identified for the addition of a Licensed Practical Nursing Program, as recommended by the CNMI Nursing Taskforce. Additionally, scholarship funds need to be adequate to support students throughout the three and one-half years (including mandatory summer terms) required for an individual to complete the Nursing Program. Scholarship money should also be made available to part time-students. A Bill was recently introduced in the Legislature for a CNMI Nursing Scholarship that would be awarded only to

students with a minimum grade point average of 3.0, which is unrealistic; the Bill was submitted without input from nursing educators.

3. NMC needs to be able to employ and retain qualified nursing faculty. The ongoing turnover means that consistent improvement in the Program is nearly impossible. Currently there is a national shortage, not only of nurses but also of nursing faculty. The CNMI needs to be more competitive in terms of salaries if the College is to be able to secure and retain the services of qualified nursing instructors. The Program must receive sufficient funding to allow for effective recruitment in the U.S. Such funding has been included every year in the Nursing Department budget request, and every year it has been deleted. Advertising in highly respected nursing journals, or the attendance of Program representatives at recruitment meetings in key areas, is of critical importance in addressing NMC's shortage of nursing faculty—but funds continue to be unavailable.
4. Registered Nurses, including instructors of nursing, must maintain competence and improve their knowledge and skills through continuing education and advanced certification and degrees. Opportunities for this in the CNMI are limited to Internet courses and correspondence courses. For AY 2006 the Department has budgeted funds to bring a nurse to the CNMI to teach relevant material to the instructors for skills improvement. This item has been budgeted previously and has always been removed. The Department hopes to be able to retain the money for this purpose in AY 2006.
5. The Program has greatly increased in size in recent years. Unfortunately the College has been unable to keep pace with this growth by hiring the necessary number of instructors. The Department needs to receive a greater percentage of the revenues generated by P.L. 10-66 in order to meet the needs of its student body.

SCHOOL OF EDUCATION

PROGRAM DESCRIPTION

NMC'S School of Education (SOE) is dedicated to enhancing the quality of education in the CNMI by providing a Bachelor of Science degree in Elementary Education. The SOE also offers certificate programs in Early Childhood Education, Early Intervention, and Related Services. An endorsement program for individualized training in Special Education, in coordination with or beyond the bachelor's degree, is also provided.

A Curriculum Resource Center (CRC) and Educational Technology Center (ETC) support the Teacher Preparation Program. The CRC serves as a specialized resource center that is linked to the main NMC library system. Its holdings include texts for educational research and curriculum materials to enhance constructivist-teaching methodology and to provide primary resources for education students, teachers-in-training, and mentor teachers. Any student registered for an education course has access to the resources available in the CRC.

The Educational Technology Center provides technology support, software, and hardware to pre-service teachers, student teachers, and instructors teaching education students. The goal of the ETC is to provide educators with the training and tools needed to incorporate technology in education.

The Elementary Education Program is designed to engage education students in a developmental process of acquiring the knowledge, attitudes, and skills necessary to promote educational excellence and equity in the classroom. The B.S. degree program is based upon the latest research and current best educational and classroom practices. The educational faculty design courses to incorporate the cultural strengths of the children of the CNMI and teach how to match those strengths to teaching practices. The educational faculty is currently evaluating and incorporating student learning outcomes to efficiently measure student knowledge, attitudes, and skills.

NMC's College Lab School (CLS) was designed and developed to offer NMC students a venue for observation and practice in teaching experiences. The Lab School was dissolved at the end of AY 2005. A team made up of parents, CLS faculty, SOE faculty, and a non-SOE faculty representative evaluated the current status and operating conditions of the CLS to determine whether its mission, goals, and objectives were being met. NMC was unable to guarantee conditions under which the CLS could continue to achieve its mission. As a result the team recommended, and the College made the final decision, to close the CLS.

Statement of Philosophy

The Commonwealth of the Northern Marianas Islands is geographically isolated, culturally diverse, and rich in human resources. It is populous and growing, and every day brings forth new challenges to traditional ways as well as fresh opportunities for insights and growth. For a society to prosper and thrive, it requires individuals who can sustain tradition while accommodating change. As the primary provider for initial teacher education in the CNMI, Northern Marianas College's School of Education is committed to preparing knowledgeable and dedicated teachers for the community.

Teachers are essential conduits of culture. They provide insights into the past; they enlarge worldviews; they deepen understanding of both the familiar and the arcane. At their best, they lead students to an awareness of the way life works. They supply students with the emotional skills needed to understand themselves and to get along with others.

To contribute fully to society, individuals need a foundation of knowledge, good communication and interpersonal skills, the capacity to think critically and creatively, and the ability to solve

problems. The School of Education endeavors to provide teachers-in-training with the content, theories, methods, and practices necessary to facilitate the transfer of such knowledge and skills to their students. The SOE's Teacher Preparation Program strives to instill in its participants the fundamental competence they need to observe, contemplate, evaluate, and instruct learners of all ages, backgrounds, and abilities.

The School's faculty and staff are equally dedicated to personal growth and self-improvement. Faculty work to keep abreast of insights and innovations in the fields of Early Childhood Education, Elementary Education, English Language Learners, Multicultural Education, and Special Education. They seek to use and instill what are viewed as the most effective practices in all areas of education. Faculty strive to implement fresh directions in curriculum and instruction. Innovative approaches and research-based practices are the foundation of the School of Education's curriculum. SOE faculty set high standards and hold high expectations for all students and mentors.

Program Standards

The School of Education serves the CNMI by providing a teacher education program for students seeking baccalaureate degrees. In preparing this program's curriculum, the School's faculty has been guided by standards developed by the National Council for Accreditation of Teacher Education (NCATE) and its affiliates. The NCATE has also been involved in creating Program Standards for Elementary Teacher Preparation. A committee comprising representatives from 19 national standard-setting associations, organizations, and projects has prepared these standards, a work in progress. The School of Education wholly endorses these standards as program guidelines.

Standard 1. DEVELOPMENT, LEARNING, AND MOTIVATION. Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Standard 2. CURRICULUM. Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-8 grades, and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.

Standard 3. INSTRUCTION. Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

Standard 4. ASSESSMENT. Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of each elementary student.

Standard 5. PROFESSIONALISM. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

Instructional Goals and Objectives

As indicated by the standards listed above, the School of Education provides students with courses rich in both theoretical foundation and practical experience. In line with this, the School of Education states that, upon completion of the B.S. degree program in Elementary Education, students will be able to:

1. Explain and demonstrate basic educational methods and techniques;
2. Develop and write course and lesson objectives and plan, execute, and evaluate classroom lessons;
3. Incorporate video materials, audio materials, computer software, and the Internet in classroom lessons;
4. Describe the history of modern education and explain the roles that pedagogic, philosophic, and social movements have had in the development of the modern school;
5. Explain the development and evolution of various schools of psychology and the impact these schools have had on current educational concepts and practices;
6. Describe and explain the stages of child and adolescent physical, cognitive, affective, and social development;
7. Design lessons that reflect and respect the various cultural influences that make up modern society;
8. Design lessons and activities that develop deductive reasoning and critical thinking skills;
9. Design lessons that encourage the development and growth of inquiry strategies;
10. Recognize, identify, and design lessons to national and regional subject matter standards;
11. Use a variety of assessment tools and techniques to evaluate student work and achievement;
12. Develop and teach short- and long-term integrated units, lessons, and activities at all levels K-8;
13. Analyze and explain the impact that current global, regional, national, and local issues have on students, families, and schools in the CNMI.

Curriculum Resource Center

The Curriculum Resource Center (CRC) is a teaching and learning resource for School of Education students and for all NMC faculty. The purpose of the CRC is to provide SOE students and faculty with appropriate and relevant information for their research, coursework, educational pedagogy, and methodology. The CRC is a specialized resource center linked to the College's main library system, and the collection includes materials for both educational research and hands-on activities.

The CRC Librarian is an integral part of the School of Education's efforts to integrate information literacy across the curriculum. The CRC supports this goal by facilitating intellectual and physical access to materials in a range of formats. The CRC Librarian provides bibliographic instruction to students and faculty in the use of computerized resources and Internet resources, and both recommends and provides current educational resources to SOE faculty.

TOTAL NUMBER OF AWARDS IN EDUCATION

2001—2005

Type of Award	Academic Year				
	2001	2002	2003	2004	2005
Certificate of Completion: Early Childhood Education	0	0	20	24	8
Certificate of Achievement: Related Services	0	0	20	1	14
A.A. Liberal Arts – Elementary Education	1	1	1	0	0
B.S. Elementary Education	14*	30	24	32	27
Total	15	31	65	57	49

* These are B.A. degrees in Elementary Education conferred by UOG through articulation with NMC.

**TOTAL STUDENT ENROLLMENT AND NUMBER OF CLASSES IN EDUCATION
BY SEMESTER AND CAMPUS**

AY 2005

Semester	Number of Classes				Enrollment			
	Saipan	Rota	Tinian	Total	Saipan	Rota	Tinian	Total
Fall 2004	29	4	2	35	415	23	20	458
Spring 2005	28	0	3	31	346	0	34	380
Summer 2005	1	0	1	2	2	0	6	8
Total	58	4	6	68	763	23	60	846

STUDENT ENROLLMENT IN EDUCATION BY CLASS AND SEMESTER

FALL 2004

Alpha numeric	Course Title	Credits	Enrollment	Instructor
ED 105-02	Intro to Computers for Teachers	3	22	G. Folta
ED 110-01	Intro to Teaching	4	15	P. Buckingham
ED 110-02	Intro to Teaching	4	13	R. Teregeyo
ED 115-01	Advanced Related Services	3	19	Kathy Ratliff
ED 116-01	Advanced Related Services Practicum	3	19	Kathy Ratliff
ED 141-01	Curriculum I in Early Childhood	3	13	R. Shultz
ED 144-01	Guiding & Nurturing Young Children	3	12	R. Shultz
ED 205-01	Child Development	3	31	E. Lieberman
ED 282-01	Multicultural Foundations	3	21	P. Layne
ED 300-01	Educational Psychology	3	12	B. Dashiell
ED 306-01	Teaching Linguistically Diverse Students	3	17	P. Layne
ED 315-01	Inclusive Practices for Children with Learning Problems	3	7	B. Dashiell
ED 319-01	Children's Literature	3	20	R. Teregeyo
ED 320-01	Fine Arts for Elementary Teachers	3	15	P. Layne
ED 321-01	Literacy & Language Arts for El Tchrs	4	21	M. Asper
ED 330-01	Math for Early Elementary Teachers	3	21	S. Sablan
ED 332-01	Math for Upper Elementary Teachers	3	16	S. Sablan
ED 333-01	Science Inquiry Methods	3	11	P. Layne
ED 334-01	Social Studies in Action	3	17	B. Dashiell
ED 335-01	Diagnostics & Prescriptions: Reading	5	8	M. Asper
ED 350-01	Assessment & Evaluation	3	14	S. Osborn
ED 351-01	Instructional Strategies & Classroom Management	3	17	S. Osborn
ED 380-01	Educational Technology	3	8	G. Folta
ED 470-01	Integrated Plan & Programs	3	18	S. Osborn
ED 471-01	Integrated Lessons & Activities	4	16	S. Sablan
ED 492-07	Student Teaching Practicum	12	1	G. Willis
ED 492-08	Student Teaching Practicum	12	5	P. Buckingham
ED 492-09	Student Teaching Practicum	12	6	R. Teregeyo

SPRING 2005

Alpha numeric	Course Title	Credits	Enrollment	Instructor
ED 105-01	Intro to Computers for Teachers	3	11	G. Folta
ED 105-02	Intro to Computers for Teachers	3	21	G. Folta
ED 110-01	Intro to Teaching	4	14	P. Buckingham
ED 110-02	Intro to Teaching	4	11	P. Buckingham
ED 205-01	Child Development	3	24	R. Schultz
ED 247-01	Medical Implications of Students with Disabilities	3	15	E. Lieberman
ED 282-01	Multicultural Foundations	3	24	G. Willis
ED 300-01	Educational Psychology	3	11	R. Schultz
ED 306-01	Teaching Linguistically Diverse Students	3	10	S. Osborn
ED 315-01	Inclusive Practices for Children with Learning Problems	3	23	E. Lieberman
ED 319-01	Children's Literature	3	11	B. Shultz
ED 320-01	Fine Arts for Elementary Teachers	3	19	R. Teregeyo
ED 321-01	Literacy & Language Arts for El Tchrs	4	11	R. Teregeyo
ED 330-01	Math for Early Elementary Teachers	3	10	S. Sablan
ED 332-01	Math for Upper Elementary Teachers	3	16	S. Sablan
ED 333-01	Science Inquiry Methods	3	22	G. Willis
ED 334-01	Social Studies in Action	3	12	E. Lieberman
ED 335-01	Diagnostics & Prescriptions: Reading	5	9	R. Teregeyo
ED 350-01	Assessment & Evaluation	3	10	B. Dashiell
ED 351-01	Instructional Strategies & Classroom Management	3	13	S. Osborn
ED 360-01	Modification and Adaptations in the Classroom	3	4	E. Lieberman
ED 380-01	Educational Technology	3	9	G. Folta
ED 470-01	Integrated Plan & Programs	3	12	S. Osborn
ED 471-01	Integrated Lessons & Activities	4	7	S. Osborn
ED 492-08	Student Teaching Practicum	12	8	P. Buckingham
ED 492-03	Student Teaching Practicum	12	1	E. Lieberman
ED 492-05	Student Teaching Practicum	12	7	R. Schultz
ED 492-04	Student Teaching Practicum	12	1	S. Osborn

SUMMER 2005

Alpha numeric	Course Title	Credits	Enrollment	Instructor
ED 334-01	Social Studies in Action (Note: This includes 6 students who were enrolled in this course section on Tinian.)	3	8	E. Lieberman

PROGRAM ACCOMPLISHMENTS

1. The School of Education's baccalaureate degree program in Elementary Education, approved by the Accrediting Commission for Senior Colleges and Universities of the Western

Association of Schools and Colleges (WASC) in 2003, graduated 27 students in AY 2005. All of the graduates were immediately hired by the Public School System or by the CNMI's private schools.

2. In AY 2005 the U.S. Department of Education's "Preparing Tomorrow's Teachers to Use Technology (PT3)" Implementation Grant, first awarded to the SOE in AY 2002, enabled NMC to continue hiring faculty, purchasing equipment, and conducting workshops to advance the use of educational technology by pre-service teachers and College faculty. The SOE's Educational Technology Center and Curriculum Resource Center continued to support NMC faculty and education students in their integration of information and technology literacy in the classroom.
3. MENTOR (Mathematics Education for Novice Teachers: Opportunities for Reflection) is a National Science Foundation-funded project implemented through Pacific Resources for Education and Learning (PREL). In AY 2005, the CNMI's MENTOR team designed and delivered the annual five-day summer institute to develop novice teachers' mathematics content knowledge, as well as their knowledge of standards-based mathematics pedagogy. The team's NMC representative, a higher-education mathematics specialist, conducted workshops and provided continual on-site support at CNMI locations throughout the year.
4. Each School of Education faculty member has continued to conduct workshops, training, seminars, and consultations at the request of PSS and private school administration and principals. These activities have been provided at no cost and cover such topics as Cultural Awareness and Understanding, Portfolio Development, Brain Research and How We Learn, Curriculum Alignment, Diagnostic Reading, Integrated Curriculum, Math, ESL, and many others. Most such activities are one- to two-hour sessions provided after school or during professional development days. However, some events have extended as long as three days.
5. The WASC (Western Association of Colleges and Schools) accreditation visiting team recommended in 2002 that the College institutionalize an integrated systematic process for evaluating program effectiveness. It was also recommended that this process include a definition of learning outcomes for all programs, and objective measures of student performance, which can inform and guide decisions to improve programs. The School of Education continues to refine its assessment and evaluation procedures in accordance with guidelines laid down by the Commission. Course guides have been reviewed and modified, where necessary. Instructors are specifying more precise measures of student performance for each course, and data collection is ongoing for five selected program-level student learning outcomes.

PROGRAM CHALLENGES AND CONCERNS

1. NMC's reorganization eliminated the SOE Dean's position, merging its responsibilities with those of the Director. The Director's position has been assumed successively, in an acting capacity, by education faculty. This has disrupted the growth of the SOE by leaving it with no leadership at the helm. The faculty have managed to maintain the program despite the lack of leadership.
2. Determining the effectiveness of the School of Education's program and curriculum is a goal of the SOE. NMC's Assessment Committee and the Self-Study Steering Committee are actively meeting to determine the effectiveness of the institution as a whole. The School is represented on both committees by members of its faculty.
3. Bilingual issues affect the School of Education in several ways. Most SOE students and most of the students in the public schools of the CNMI speak non-standard English. However, the textbooks, standards, tests, and curriculum for NMC, the CNMI Public School System, and local private schools are based on U.S. mainland curriculum standards, and Standard

American English is the official medium of instruction. To further complicate the situation, the PSS has a bilingual policy that does not follow the usual procedure of providing mother tongue instruction to students as a transition to English. The policy of the PSS is to maintain the Chamorro and Carolinian languages. Children whose mother tongue is other than English, Chamorro, or Carolinian must attend either Carolinian or Chamorro classes. The CNMI is absorbing increasingly large numbers of immigrants from the Philippines, Korea, Japan, China, and the other Pacific Islands. However, no ESL instruction is provided in the PSS. There are no ESL specialists in the schools, nor are ESL classes available even for beginning speakers of English. Since the regular classroom teacher has the task of meeting the needs of children with a wide range of English language abilities, the SOE has the task of providing CNMI teachers with the necessary language teaching skills.

One approach to dealing with these challenges is found in the SOE course, ED 306 Teaching Linguistically Diverse Students. This is a required methods course that develops the capacity of future teachers to assess language abilities, use second-language teaching techniques, and design and teach lessons that integrate ESL objectives with content instruction. The ED 306 instructor is a consultant to the PSS Bilingual Program.

On the basis of assessments of student teacher performance and observation of PSS classroom teachers, the SOE has determined that corrective measures should be taken with regard to the English ability of teachers. Many PSS teachers are hired from outside the U.S. and its territories and their English is often unintelligible. NMC also admits students who have transferred from non-U.S. institutions, and their English is often inadequate for college-level work. PSS has resisted the SOE's efforts to require that PSS Certification candidates meet SOE standards of English proficiency before they can take upper-division courses. As a result, the School (through NMC's Community Development Institute) has agreed to provide pass-fail courses that meet PSS certification requirements, but do not carry college credit.

There is constant tension between the effort to meet the needs of the CNMI within the realities of the cultural context, on the one hand, and that of meeting U.S. institutional standards of performance, on the other. There is also the need to remain mindful of NMC's mission, which is to provide the best education to adults in the CNMI. It is often difficult to determine whether the maintenance of a specific standard will result in the desired level of excellence, or in the exclusion of large segments of the population.

The School of Education is working with the College's Languages and Humanities Department to address these problems. Some of the measures currently being implemented are:

- Strict adherence to the English prerequisites before education courses can be taken.
- Working with other departments to raise the English prerequisite levels for core required courses at the freshman and sophomore levels, in math, science, and the social sciences, from 93/94 (Developmental English) to EN 101.
- Administration of the PRAXIS I as a requirement for admission to the upper-division education courses.
- Advising education students who appear to need greater oral/aural competency to enroll in one or more Speaking and Listening Development courses.
- Both the SOE and the Languages and Humanities Department believe that using a test of oral English proficiency, such as SPEAK (Spoken Proficiency English Assessment Kit), would help identify students who need further remedial work. Trained staff and materials are available at NMC; however, at present there is no mechanism in place to require students to take the test. The SOE is exploring possibilities for increasing student use of that resource.

4. Another objective of the SOE is to strengthen auxiliary programs so that they further complement the baccalaureate degree program. Although coursework is provided for the Certificate of Completion in the areas of Related Services and Early Childhood Education and individualized endorsements in Special Education, the School faces a number of challenges relative to these programs: meeting the needs of the programs with small numbers of students; ensuring that students enter the programs with adequate backgrounds in prerequisites needed to meet the academic and practical demands of specialized areas; and securing qualified faculty for the programs.

There is an ongoing, critical need for additional faculty to teach these courses. The current SOE faculty cannot handle this additional teaching responsibility, so the programs must rely on adjunct faculty, primarily principals and teachers from PSS, if these courses are to be taught and these endorsements and certificates offered. However, adjunct instructors may be qualified to teach particular courses but do not have the necessary investment in the overall education program, which is viewed by the SOE as a whole. These certificate and endorsement programs are not individual parts that can be separated from the overall goal of producing quality teachers. Also, because of low salaries for adjunct instructors, attrition is a constant problem and a factor that works against the development of stable programs. Hiring additional full-time faculty is a priority in meeting the needs of the Public School System and the community.

5. President Bush's No Child Left Behind Act has had a particular impact on the SOE in the areas of K-3 language arts and mathematics. Currently B.S.E.E. students complete coursework in children's literature, literacy and language arts, and diagnostic reading. Based on the recommendation of the mathematics education faculty and PSS's need to focus on early elementary mathematics, the previous mathematics education course was separated into a lower elementary course (focusing on K-3rd grade mathematics) and an upper elementary course (focusing on middle school 4th to 8th grade mathematics). Pre-service teachers' pedagogy has improved through incorporation of performance-based projects. The implementation and effectiveness of these curriculum changes is being studied.
6. In addition, a primary-level (K-3) endorsement program focusing on teaching and math has been requested by PSS, as well as an endorsement in library science. Additionally, PSS needs to certify their secondary teachers. Many secondary teachers do not have the educational training in the content area they are teaching nor do they have the training in pedagogy. The institution is seeking alternative venues for students and public and private school teachers to pursue other educational degrees and opportunities.
7. Due to NMC's ongoing financial constraints, the cost of maintaining the College Lab School came under close scrutiny in AY 2005. At the close of the Spring 2005 semester a team was put together to evaluate the mission and goals of the CLS, and the challenges to its continued operation. Ultimately the committee recommended that the Lab School be closed. Two CLS teachers completed their contracts with the College and left to pursue other teaching opportunities in the Commonwealth. One teacher was offered a position in the institution; the former principal is now working for NMC in the office of Community Programs and Services. The teacher assistant accepted a position as administrative manager for the SOE and is now pursuing her B.S.E.E. degree.

8. As it has grown programmatically over the years, the School of Education has concurrently expanded and relocated physically in the ongoing search for adequate space. Since there are presently only three classrooms available on the Saipan campus for SOE use, scheduling of classes is difficult. In addition, SOE faculty offices are spread across the campus, greatly complicating collaboration, coordination, and communication within the School. The SOE fully supports and endorses any plan to construct a permanent School of Education flagship building on the Saipan campus when fiscally feasible.

TECHNICAL TRADES/VOCATIONAL EDUCATION PROGRAM

PROGRAM DESCRIPTION

The Technical Trade/Vocational Education Program is committed to serving not only those students pursuing regular academic programs, but also non-traditional students enrolling in non-academic credit courses. The mission of the Program is to provide educational opportunities and support services to the entire CNMI community.

The Technical/Vocational courses offered on the Saipan, Tinian, and Rota campuses give students the option of pursuing the Associate in Applied Science (A.A.S.) degree, Certificate of Completion, or Certificate of Achievement in the areas of Construction Trades, Electrical Installation and Maintenance, Electronics, and Refrigeration and Air Conditioning.

Through MOUs with CNMI government agencies—specifically, the Workforce Investment Agency, Division of Youth Services, and Department of Correction—the Program provides service to the community through training and skills development and by the completion of numerous construction projects.

The Program is facilitated by one full-time instructor, two instructors on professional service contracts, and two adjunct instructors. Twenty-one classes served a total of 182 students in AY 2005.

TOTAL NUMBER OF AWARDS IN TECHNICAL TRADES/VOCATIONAL EDUCATION

2001—2005

Type of Award	Academic Year				
	2001	2002	2003	2004	2005
Certificate of Achievement: Construction Trades	1	0	0	0	0
Certificate of Achievement: Electrical Installation & Maintenance	0	0	1	0	0
Total	1	0	1	0	0

TOTAL STUDENT ENROLLMENT AND NUMBER OF CLASSES IN TECHNICAL TRADES/VOCATIONAL EDUCATION BY SEMESTER AND CAMPUS

AY 2005

Semester	Number of Classes				Enrollment			
	Saipan	Rota	Tinian	Total	Saipan	Rota	Tinian	Total
Fall 2004	5	0	2	7	34	0	15	49
Spring 2005	7	0	3	10	74	0	25	99
Summer 2005	4	0	0	4	34	0	0	34
Total	16	0	5	21	142	0	40	182

**STUDENT ENROLLMENT IN TECHNICAL TRADES/VOCATIONAL EDUCATION
BY CLASS AND SEMESTER**

FALL 2004

Alpha numeric	Course Title	Credits	Enrollment	Instructor
CT 110-31	Construction Trades I	6	11	J. Celes
CT 112-31	Construction Trades II	6	4	J. Celes
CT 130-01	Basic Plumbing (DOC)	6	8	L. Santos
CT 130-02	Basic Plumbing (DYS)	6	2	L. Santos
CT 191-01	Special Projects Masonry (DOC)	1	8	L. Santos
EM 110-01	Electrical Installation (DOC)	6	8	I. Masga
EM 190-01	Special Projs Elec Inst & Mntce (DOC)	1	8	L. Santos

SPRING 2005

Alpha numeric	Course Title	Credits	Enrollment	Instructor
AS 120-31	Auto Services II	6	12	J. Celes
CT 110-01	Construction Trades I (WIA)	6	14	L. Santos
CT 112-31	Construction Trades II	6	7	J. Celes
CT 130-31	Basic Plumbing	6	6	J. Celes
CT 192-01	Special Projects Plumbing (WIA)	1	13	L. Santos
CT 192-02	Special Projects Plumbing (DYS)	1	3	L. Santos
EM 100-01	Basic Electricity (WIA)	6	13	I. Masga
EM 190-01	Special Projs Elec Inst & Mntce (WIA)	1	13	I. Masga
DT 100-01	Intro to Drafting & Blueprints (WIA)	3	15	L. Santos
DT 100-02	Intro to Drafting & Blueprints (DYS)	3	3	L. Santos

SUMMER 2005

Alpha numeric	Course Title	Credits	Enrollment	Instructor
CT 112-01	Construction Trades II (WIA)	6	11	L. Santos
CT 120-01	Basic Masonry (WIA)	6	11	L. Santos
EM 110-01	Electrical Installation (WIA)	6	11	I. Masga
EM 131-01	National Code I	3	1	I. Masga

PROGRAM ACCOMPLISHMENTS

AY 2005 was a busy year for NMC's Technical Trades/Vocational Education Program, with several projects being undertaken simultaneously. The Program continued its service to the community through agreements with the Department of Youth Services (DYS) and Department of Corrections (DOC), allowing DHS and DOC students to enroll in Program courses during the Fall 2004 semester. In Spring 2005, NMC and the Workforce Development Agency (WIA) signed a Memorandum of Agreement whereby WIA students were made eligible to enroll in NMC's Technical Trades/Vocational Education Program. These students are expected to receive a Certificate of Completion in Construction Trades by Fall 2005.

Construction projects carried out during AY 2005 included the following:

1. WIA students, under the supervision and direction of instructors Mr. Lino Santos and Mr. Ignacio Masga, completed a renovation project at Capitol Hill housing No. 1234 for WIA. The project involved:
 - Removal of all rotten, termite-infested wooden materials
 - Disposal of materials and cleaning the inside and outside of the building
 - Erecting new walls and partitions, renovating the restroom to ADA requirements, and layout and installation of sewer lines, portable water lines, and ceramic tiles on the floor and walls
 - Painting the building's interior and exterior
 - Installation of light fixtures, windows, doors and door jams, meter box, electrical wiring, etc.
 - Layout of a concrete sidewalk for the entire building
 - Landscaping
2. An ongoing project is the construction of the new Marine Science Center at Pau Pau Beach, Marpi. Mr. Santos and his WIA students demolished the roof and parts of the building of the old San Roque Head Start School, preparing the building for the construction phase. The building permit for the renovation/extension (2nd floor) was approved on August 26, 2005. Upon receipt of the permit, the construction phase began.
3. WIA students, under the supervision and instruction of Mr. Santos and Mr. Masga, completed 80% of the Pacific Rim Academy's film and television studio on NMC's Saipan campus. The building and electrical project will continue through Fall 2005 and possibly be completed during Spring 2006.
4. Other Program projects included:
 - Work on the Aging Office (Manamko Center), painting the building's interior and exterior, including the fence and parking lot
 - Repair of student tables for NMC's Building V classrooms
 - Producing a mock-up of the DHS building's restroom and kitchen sewer line, water line, and fixtures

Program enrollments and number of classes offered have shown a steady increase, from 91 students and 11 classes in AY 2003, to 148 students and 18 classes in AY 2004, to 182 students and 21 classes in AY 2005.

PROGRAM CHALLENGES AND CONCERNS

1. While the CNMI Legislature continues to charge NMC with the responsibility of expanding its vocational education offerings, at the same time it continues to cut the P.L. 10-66 funds available for such training. The Technical Trades/Vocational Education Program's staffing level has shrunk over the past 15 years, from a high in 1991 of 16 faculty and staff (serving dozens of students), to one full-time instructor, no staff, and four limited-term contract instructors in AY 2005.
2. The Technical Trades/Vocational Education Program has the equipment and expertise to conduct far more courses in the technical trades than it does at present. However, due to minimal financial and technical support it has reduced its offerings to five technical trades skills: basic carpentry, plumbing, electricity, masonry, drafting/blueprints, and auto services (this last offered only on Tinian and Rota).
3. There is a demand from disadvantaged youth and adults to learn technical trades despite the low wages offered by these jobs in the local economy. However, many potential students find it very difficult to attend classes at NMC while holding down a full-time job. In addition, these students cannot afford NMC's tuition and fees without government subsidy.
4. Transportation for Program purposes (moving materials to and from project locations) has become a major problem due to the mechanical unreliability of the Program's pick-up truck, its susceptibility to break-in, and the high cost of vehicle insurance, maintenance, gasoline, etc. The ability to safely and reliably transport project materials is crucial to the continuation of the Technical Trades/Vocational Education Program at Northern Marianas College.
5. With sufficient support, Program students would be able to take part in large-scale rehabilitative vocational skills training. For example, students could construct wooden, concrete, and semi-concrete houses to include woodwork, cabinets, electrical wiring, and plumbing for water supply and drainage, thereby gaining experience in a spectrum of construction skills. Adequately supported students could also make furniture to sell to the CNMI government and private consumers.

The NMC Logo

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

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



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



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