

D. Team Recommendations
Team Recommendation 1:

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

- a. Develops and implements budgeting and resource allocations guided by institution needs for human resources and services;*
 - b. Includes the two centers on Tinian and Rota in the planning;*
 - c. Integrates all aspects of planning, evaluation and resources allocation;*
 - d. Is driven by college mission and goals;*
 - e. Relies on faculty and staff participation;*
 - f. Is well documented and widely distributed.*
- (Standards I.B.2., I.B.3., I.B.4., I.B.5., I.B.6., II.A.1., II.A.2., II.B.4., II.C., III.A., III.B., III.C., III.D., IV.A., IV.B., including various subsections)*

NMC Strategic Educational Master Plan

In the next few weeks, the College will embark on its strategic educational master planning process. This process will incorporate a comprehensive assessment/evaluation of all programs and services including the future of the Rota and Tinian academic programs. The educational master plan will incorporate the facilities master plan and the future institutional technology plan, all of which will be driven by the College's mission.

The Budget Development Process

The College's budget process is extensive and driven by institutional priorities. The College's Planning, Budget and Evaluation Council (PBEC) is the governing body which is charged with oversight of the budget process. The PBEC is widely representative of the College community. The composition of PBEC's membership is as follows:

- Chief Financial and Administrative Officer (CFAO), Chairperson
- Dean of Academic Programs and Services
- Dean of Community Programs and Services
- Dean of Student Services
- Faculty Senate Representative (President or Designee)
- Staff Senate Representative (President or Designee)
- Student Representative (President of ASNMC or Designee)
- Tinian Site Program Coordinator
- Rota Site Program Coordinator
- Director of Institutional Advancement
- Director of Library Programs and Services
- Director of Information Technology
- Director of the Community Development Institute
- Director of Institutional Effectiveness
- Human Resources Manager
- Federal Programs Representative (Currently Director of CREES)

9. The Chair of PBEC, in consultation with the membership, schedules departmental budget hearings to review, amend and/or adjust the budget to be in line with the institutional priorities and available resource levels for the financial year. These meetings include consultation with Tinian and Rota on their respective budget submissions.
10. Once all departmental hearings are completed and the Budget is "balanced", PBEC transmits the document to the College Council for review, adoption and presentation to the President.
11. The President, on acceptance of the College Council's recommendation, places the budget on the agenda of the Board of Regents for review and approval.
12. The Board Fiscal Committee is charged with reviewing the budget submission in detail and making its recommendation to the full Board. On recommendation from the Fiscal Committee, the Board of Regents reviews and adopts the budget.
13. On approval and adoption of the Budget by the Board of Regents, the amended budget is disseminated to the College community and allotments for expenditure are made on a quarterly basis. A copy of the consolidated budget is also provided to the CNMI Legislature and the Governor's Office.

Although the primary function of PBEC is to review, adopt and recommend the annual Budget to the College Council and the President, the Council recognizes that circumstances during the course of the financial year require adjustments or amendments to the Budget. It is the PBEC's position that the Budget is a living document, which would be periodically revisited to ensure that it continues to meet the changing needs of the institution. For this very reason, the PBEC meets on a weekly basis to address budgetary issues as they arise during the course of the year.

Items generally considered during these meetings include:

1. Review and approve any expenditure that deviates from the originally approved budget.
2. Review and approve any reprogramming of funding (within the approved budget ceiling) with departments to cover shortfalls or to address pressing departmental needs not originally budgeted for.
3. Review the revenue projections against actual performance and adjust budget levels appropriately and make recommendations to the bodies noted earlier to ensure that the College operates within its means.
4. Consider financial policies and procedures for further recommendation to the College Council, President and Board of Regents.

As noted in the self study report, the economic downturn in the CNMI economy resulted in significant reductions in our budget both from the appropriations (funding provided by the CNMI Government) and operations (internally generated tuition and fees). Although these reductions in budget forced the College to make adjustments quickly to ensure that the institution continued to operate in a fiscally sound manner and on a balanced budget, the integrity of the budget process detailed above was not compromised. All decisions relative to budget adjustments were made through the established process and in spite of an approximately 40% reduction in our overall budget in just two years, the College ended the last four financial years on a balanced budget and was able to actually post surpluses.

The reduced level of funding has required the College to revisit its operations and consider the need to realign its expenditures to be in line with available resource levels while continuing to meet its constitutionally mandated mission and WASC standards. During the past several months, the President, in consultation with the management team and the College community, was able to identify an optimal organizational structure (given the limited resources available) in order for the College to continue to meet its mission and ensure quality programs and services for its students and the community. The new organizational structure went through the shared governance process, which includes review and approval by the Management Team, the Faculty Senate, the Staff Senate, the Associated Students of Northern Marianas College, the Planning Budget and Evaluation Council and the College Council, and was presented to the Board of Regents for their review and adoption. The proposed organizational structure was approved by the Board at its meeting on September 24, 2007.

The concern raised by both the Visiting Team and the Commission regarding ensuring that the institution includes Tinian and Rota in all decision-making at the institution is taken very seriously and the College also takes just as seriously its desire to ensure that both these centers also meet accreditation standards. It is for this specific reason that the College continues to invest heavily in technology which links the Saipan campus with the Tinian and Rota sites and further allocates significant resources toward travel to and from the two sites (FY2008 Operations Budget).

The Tinian and Rota sites are routinely included in all planning processes. Both sites are represented on College governing bodies and participate in discussions on issues impacting the institution. Where it is not practical for the sites' representatives to physically be on Saipan to participate in meetings, the respective governing bodies meet in the Saipan campus VTC room to allow for participation by Tinian and Rota representatives. In the summer of 2007, the two Program Coordinators at that time received extensive training in all areas of academic and student services.

The College systematically uses evidence-based decision making that links planning, evaluation, and budgeting. As the College fully noted in its self-study report, the current student information system (PowerCAMPUS) is a powerful tool, which can greatly increase the availability of student data, which will in turn strengthen evidence-based

decision making at the institution. Toward this end, the College continues to invest in upgrading and training on PowerCAMPUS including upgrading of the server on which the software is resident and upgrading the software in fall 2007. Additionally, funding was provided in the FY2008 Operations Budget to continue the contract of the person assigned to updating student data in PowerCAMPUS and for training on the software.

The College systematically allows for staff, faculty, and student participation in the decision making process at the institution through its shared governance process. The President regularly sends out email communications to all staff and faculty informing them of current activities and issues at the institution. Periodic newsletters are also sent out to the College community from the President's Office via the President's Blog.

The governance bodies meet regularly and all other college committees meet regularly. All matters requiring policy action by the Board are processed via the shared governance structure, i.e., proposals are forwarded to the Faculty Senate, Staff Senates, Associated Students of NMC, etc. The proposal is then taken to College Council, President, appropriate board committees and the full Board for action. All governance bodies provide for college wide participation through their composition and by publicizing meeting dates, venues and times and inviting all college community members to participate.

The President has established an open-door policy and encourages effective and efficient communication throughout the institution. The views and opinions of all voices are valued and all the meetings of committees/councils are open to all. The President also regularly meets with faculty, staff, and students to keep them informed of College activities.

The College also strives to ensure that all decision-making at the institution is driven by the College's duty as defined by our mission and goals. In an effort to increase college wide understanding of its mission and WASC standards and expectations and our goal to provide the best education possible, with high quality customer service, the institution invested in numerous training opportunities. Below are some examples of investments in this area:

1. Implemented College wide training on assessment August 8-9, 2007;
2. Adopted our institutional assessment plan called the Student Learning Outcomes Comprehensive Implementation Program (SLOCIP), which was processed through the shared governance and reviewed by the Board of Regents on September 24, 2007 (Appendix D 1:1)
3. Implemented supervisory/leadership training in August 2007;
4. Implemented campus-wide telephone etiquette training beginning in August 2007;
5. Implementing campus-wide customer service training including students and employees both part-time and limited term beginning in August 2007; and
6. Implemented adjunct instructor certification process college wide.

Team Recommendation 2:

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

During the College's annual Professional Development Days following the return of the faculty on August 6, 2007, NMC hosted Dr. Ray Somera, the Assistant Director of Assessment and Institutional Effectiveness at Guam Community College, for a review and reorientation with an emphasis on Program and Course Assessment. The formation in July 2007 of the Program Review and Outcomes Assessment Committee (PROAC), the overall assessment guidance and working committee for the institution, preceded this institutional training (NMC Online Resource 4). This has resulted in the drafting and institutional acceptance of the Student Learning Outcomes Comprehensive Implementation Program (SLOCIP) (Appendix D 1:1) which is currently being implemented. As a first step in the direction of institutionalizing self-reflective dialogue, the NMC Assessment Taxonomy has been developed more clearly identifying the various academic programs, both degree and certificate, as well as student services the institution provides. The SLOCIP then lays out the assessment work that the College has begun implementing.

With the adoption of the Nicholls and Nicholls "5 Column Model", all the identified academic programs and student services were scheduled to submit the first three columns completed in "Memo 1" (Appendix D 2:1) on September 7. Those programs that had not completed the first three columns were then required to submit a formal request for a one-week extension. PROAC is currently reviewing and finalizing the Memo 1 submissions for improvement through a process of dialogue with the various programs. With the completion of the first three columns, each program is working to submit by November 21, 2007 the fourth column detailing data collection.

This is reflected in the matrix on Memo 1 submissions. The NMC Assessment Taxonomy has divided programs into four groups: Group A is General Education, Bachelor and Associate Degree Programs; Group B is Certificate Programs; Group C consists of Student Services and Administrative Units; while Group D is Special Programs and Services. Compliance in submission of the Program Assessment Plan (Memo 1) for Group A was 78%, Group B was 64%, Group C was 84%, and Group D was 100% (NMC Online Resource 5). The disparity in compliance rates relates to the fact that numerous certificate and degree programs are no longer active. The sizable number of inactive programs, especially certificate programs, has resulted in the Academic Council setting up procedures for the institution to place academic degree and/or certificate programs on "Inactive" status (NMC Online Resource 6). This will result in the institution's expected reorganization of its degree and certificate offerings.

The institution has engaged in extensive dialogue on assessment as shown in the General Education, Liberal Arts, PROAC, Academic Council and other individual committee reports available in the WASC room and available on NMC Online. These include reports by the Sciences, Mathematics, Health and Athletics Department (NMC Online Resource 7) and the Languages and Humanities Department (NMC Online Resource 8) to name just two.

Since President Fernandez has been on board (May 7, 2007), the institution has been embarking on utilizing assessment activities as the basis for its decision-making. While budgetary constraints have continued to hinder the institution's fiscal resources, the implementation of the assessment and evaluation process has assisted the College in better focusing its efforts in justifying its budget requests with the CNMI legislature and administration. NMC is required to submit two reports for the CNMI legislature. The Public Law 10-66 Annual Report for reporting its progress on vocationally oriented programs is submitted to the CNMI government on October 30; the institution's Annual Report is published and made available by January 15. In addition, the minutes and summaries of meetings are available on NMC Online.

The College has been making greater sustained efforts at increasing community involvement through the formation of Program Advisory Councils for its academic degree programs. While still incomplete, progress is notable through the formation and first meeting of the Tourism Program Advisory Council under the leadership of the former Business Department Chair (NMC Online Resource 9). In addition, the first Accounting Program Advisory Council is scheduled to meet in October. The Criminal Justice Degree Program is reinvigorating its Program Advisory Council, while the Liberal Arts program has begun identifying community members appropriate for its Program Advisory Council. The General Education program is in the invitation phase and is expecting to identify community members for its Program Advisory Council shortly. The Coastal Resource Management Program Advisory Council will be composed of the directors of Department of Environmental Quality, Division of Fish and Wildlife, and Director of Coastal Resource Management.

Recognizing the need for NMC to lead the way for workforce development, President Fernandez convened the CNMI Strategic Workforce Action Team (SWAT) (NMC Online Resource 10). This voluntary public/private sector group is composed of representatives from the legislature, Governor's Office, Department of Labor, Public School System, Northern Marianas College, Workforce Investment Agency, Office of Vocational Rehabilitation, CNMI Scholarship Office, Society for Human Resource Management, Chamber of Commerce, and Hotel Association of the Northern Marianas Islands. SWAT's main objective is to implement the findings of the 2006 Workforce Development Summit and the 2007 Job Study conducted by the Office of the Public Auditor. Additionally, the group has pledged to develop a strategic CNMI workforce plan and to support enforcement of all labor laws. The formation of this group is the first of its kind and is highly commended by community leadership.

As seen in the numerous reports attached, institution-wide assessment is best demonstrated through the NMC Assessment Taxonomy and related PROAC meeting minutes in which program assessment activities have begun undergoing review. Each academic and student service program is currently undergoing assessment in one of four groupings, with each of the groupings (A, B, C, or D) on a schedule for completing the first assessment cycle within a two-year period.

NMC has several standing committees. In order to lend stability to their functions and purposes, bylaws have been developed to more clearly delineate their respective membership and functions. For instance, the College Council the overall decision-making body that recommends actions to the President and Board of Regents, has recently adopted its bylaws (NMC Online Resource 11). The Academic Council adopted its bylaws earlier in the year (NMC Online Resource 12). Both of these decision-making bodies have developed assessment outcomes for their adoption of and integration into the assessment process as noted in their "Memo 1" submissions to the PROAC.

Academic Council has been designated the body for overseeing course assessment. Individual instructors involved in course assessment submit their course assessment plan, "Memo 1" (Appendix D 2:2), to the Academic Council for review and approval. In addition, as mentioned above, with the recognition that the College has been offering more certificate and degree programs than it can equitably and thoroughly assess, the Academic Council has established procedures for putting programs on "Inactive" status and for bringing programs that are only offered irregularly to be returned to "Active" status once student learning outcomes are established and approved for each course, each course guide has been updated to include SLO's, and there is an accepted assessment plan in place before courses are offered and the program is allowed to start. The Academic Council has set aside a monthly meeting solely to address course evaluation concerns. The Council is also in the process of setting up a schedule and procedures for course evaluations.

All Student Services programs, including Library Programs and Services, submitted to PROAC their Memo 1, which are currently being reviewed for acceptance.

With the completion by the PTI of the repair of the fiber optic cable connecting Saipan with Rota and Tinian, the dropped packets impairing visual and auditory communication which occurred most noticeably during the Visiting Team's visit in 2006 has been addressed. The repairs have allowed the College to increase its course offerings to Tinian, especially through the use of the VTC connection. In addition, the College has adopted the Elluminate Live course management system that provides the ability to offer courses to both Tinian and Rota. This Fall Semester eight courses are offered either utilizing Elluminate Live as the primary vehicle of instruction or in a blended format with VTC and Elluminate Live being utilized. Course evaluations are completed at the end of each course and are reviewed by both the academic department offering the course and the Dean of Academic Programs and Services to ensure quality is maintained.

Additionally, in order to ensure that the quality of instruction at each site is equitable, the Academic Council has implemented an "Adjunct Instructor Certification Form" for all instructors teaching on an adjunct basis (part-time) for the College regardless of the instructional site. This form was initiated in the spring 2007 semester and was implemented immediately. All instructors teaching as adjunct now have completed applications on file, have had their transcripts and records reviewed, have completed "Adjunct Orientation" sponsored by the academic department for which they are teaching, and are expected to complete the "Ten Questions for Course Assessment for Adjunct Instructors" (NMC Online Resource 13). Completion of this and review of instructors' comments will assist the College in further institutionalizing its assessment activities.

The institution's student support services have been incorporated into the overall SLOCIP that is currently being implemented. The NMC Assessment Taxonomy broke down the College's overall support structure into more manageable components and each support service is to submit assessment plans indicating their development of learning outcomes, either student learning outcomes or administrative unit outcomes, and the means of measuring each. Group D Special Programs and Services, a great many of which are student service oriented programs, had a 100% compliance rate on submission of their assessment plans. In addition, Group C Student Services and Administrative Units had 84% compliance in submitting Memo 1 on assessment plans above the overall institutional average of 78%.

The Academic Council is in the process of certifying instructors teaching via Elluminate Live and VTC in instructional modalities. This certification will include training in delivery of both methods. All eight Elluminate Live instructors have received training.

The College has revised and finalized the organizational structure recommended by President Fernandez as the optimal structure for the College's current conditions. The draft organizational chart was processed via shared governance and was approved by the ASNMC, Faculty Senate, Staff Senate, and College Council. The Board Personnel Committee approved the organizational chart on September 21, 2007 and the Board of Regents approved it on September 24, 2007.

Both the Acting and the current President have made conscious efforts towards improving communication within the institution. The Acting President met with the college community twice in Spring 2007 prior to the hiring of President Fernandez. President Fernandez has met with the faculty on three more occasions – specifically at the end of Spring 2007 Semester, during the Assessment Workshop on August 8 -9, 2007 and again on August 31, 2007 after the beginning of the fall semester.

With the establishment of the 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.

Team Recommendation 3:

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

Suspension of academic programs and courses both on-site and via distance education is effective Spring 2008. In the meantime, the Director of Information Technology is assessing the current status and viability of all DE offerings at NMC.

Distance Education Capacity/Technical Issues

PTI updated its broadband capacity and repaired its fiber optic backbone. This increased the overall Internet capacity for the entire CNMI. This updated system was completed in July 2007. The College expects this to have a positive impact on the use of technology to support student learning.

NMC was awarded an Administration for Native Americans (ANA) grant totaling \$900,000 starting in FY 2007 and ending at the close of FY 2009. This grant will allow the institution to connect all three islands independently of PTI's system via a point-point, wireless broadband network. When fully operational this wireless network will provide more reliable access and connectivity for VTC classes and to the Internet at all three instructional sites.

NMC has purchased Elluminate Live with 25 site licenses. Elluminate Live is a web-based communication tool that allows teachers to hold live class meetings online. This allows NMC to deliver distance education courses through another modality rather than by video teleconferencing (VTC) Elluminate Live, when used in conjunction with NMC's learning management system (LMS), NMC Online, <http://courses.nmcnet.edu>, permits the College to provide both asynchronous and synchronous distance learning methods of class delivery to students and provides working students the opportunity to enroll in classes because of its more flexible nature. In addition to adding Elluminate for synchronous delivery of classes, NMC has added these alternative means of communication between an instructor and students should the VTC fail:

- A Polycom Conference Telephone System at each site so the instructor can quickly call students to allow them to continue to participate in the live class session;
- A fax machine in each VTC classroom so materials can be faxed quickly between instructor and students;
- Students can continue to complete their course work through asynchronous methods via NMC Online (<http://courses.nmcnet.edu>).

- Placement of course materials on CD. Students can continue to complete their course work asynchronously via NMC Online or through course materials on CD and fax machines. (The use of CDs at the moment is ad hoc. However a recommendation from this committee will be made to the Academic Council to put all course materials, including non-distance ed classes, on CDs as part of a disaster recovery plan.)
- In addition, all NMC courses are evaluated at the end of the course, providing the institution the means of monitoring students' satisfaction with the mode of delivery.

In the event that communication systems fail for a longer time due to a natural disaster, then classes would be suspended.

During the summer of 2007, larger television monitors were installed at all three instructional site distance education classrooms. These 50-inch televisions give the students both larger viewing spaces and higher quality pictures.

Routine monitoring of the VTC facilities at all NMC instructional sites since the March and July 2007 upgrades mentioned above, has indicated this system does perform reliably for distance education classes and meetings at NMC (NMC Online Resource 14)

Once a wireless system is in place via the ANA grant mentioned above, connectivity will be ensured because the College will have both the wired connection via our Internet Service Provider, PTI, along with a wireless network connection. This will give the College connectivity redundancy to all three instructional sites.

Policies and Procedures/Instructional Support and Academic Issues

The College has improved the technology aspects of its distance education significantly in the last few months. However, it recognizes that significant obstacles still impede progress in providing the full range of equitable student services at the Tinian and Rota instructional sites. The matter of providing equitable student resources, including counseling and academic quality issues, is still unresolved. Thus, the College has elected to suspend academic programs and services at these sites beginning in the Spring 2008 semester until sufficient resources are available to provide the full array of student services that NMC students need and deserve.

The College will still maintain a presence at these sites offering non-academic assistance to the communities via the Community Programs and Services (COMPASS) division along with supporting post-secondary endeavors in the communities with its Upward Bound and Educational Talent Search programs.

The Academic Council has established policies and procedures to certify that all adjunct faculty at all instructional sites are qualified to teach and fully understand the student

learning outcomes of the subjects that they teach, as well as provide information on course assessment.

To help ensure that the institution can meet the technology demands of the academic programs at NMC, the Director of Information Technology is a standing nonvoting member of the Academic Council. The Program Coordinators of Tinian and Rota are also Academic Council members.

Human Resources, along with the Faculty Senate, is developing a better orientation process for both fulltime and adjunct instructors so that instructors can better acclimate to NMC. This will include classroom related issues and appropriate training for distance education delivery.

Student Resource Centers

The VTC rooms at both the Tinian and Rota sites are equipped with computers, printers, copiers, and fax machines. Students can connect to the Internet and email instructors. They can also send and receive faxes. A Polycom Conference Telephone System has been installed in the VTC rooms at each instructional site. If needed, conference calls can be made from each instructional site.

Counseling Support

There are no NMC counselors at either the Tinian or Rota instructional sites. Elluminate Live and the VTC were both considered as modalities for counseling services to Tinian and Rota; both were considered unsuitable. There is a perception of a lack of privacy and confidentiality with these modalities, especially among small island cultures. These modalities also do not have the level of personal/human contact that counselors and their clients sometimes undergo.

There is a Memorandum of Agreement (MOA) between NMC and the Tinian Heath Center for services at the NMC Tinian instructional site. These are for mental health services only, not academic issues. The Program Coordinator on Tinian provides academic advising. The mental health professional at the Tinian Heath Center and the NMC counselors on Saipan have established a good working relationship.

Currently, a similar agreement is not possible on Rota. There are no mental health care professionals on the island of Rota. This is a significant issue not only for NMC but the Rota community as well.

Academic Advising

Instructional Site Program Coordinators provide course, degree and financial aid advising. For the fall 2007 semester registration, an experienced instructor from the Saipan campus traveled to Rota and provided academic advising for all the students who registered at the Rota instructional site. The Program Coordinators routinely attend

advising workshops. Furthermore, the sites are often assisted by Upward Bound personnel from Saipan who routinely visit Tinian and Rota for academic advisement of their participants in accordance with their grant guidelines.

Team Recommendation 4:

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

As can be seen in the minutes and summaries of meetings, NMC is moving forward on evaluation and assessment. Following the Assessment Workshop on August 8-9, 2007 conducted by Dr. Ray Somera, the NMC Assessment Taxonomy was established and is being implemented. NMC has been making strides in developing the collegial dialogue necessary to institutionalize the assessment process in order to complete the first program assessment cycle. For instance, the Liberal Arts Assessment Committee is composed of the Academic Council, which includes the Director of Counseling Programs and Services and a staff member, and the Upward Bound Program Director. The General Education Assessment Committee, in the forefront of assessment three years ago, in hiatus for two years, has now resurfaced and is implementing the work started before. It is composed of several Academic Council members and also other faculty better representing the diversity of the faculty teaching General Education courses. Both committees have submitted Memo 1 as scheduled by PROAC, and both submissions are being used as tools for refining their assessment processes.

The School of Education (SOE), well advanced in its assessment activities, has designated SLOs for all their courses and has been collecting data on student learning outcomes. With the institutionalization of the assessment process via SLOCIP, the SOE's efforts are more transparent and more clearly following the established assessment procedures established by the PROAC. For instance, the School of Education's baccalaureate program has already submitted Memo 1, which was approved by PROAC, and is collecting evidence on its way to completing the requirements for Memo 2.

As was identified by the Workforce Development Summit held in November 2006, NMC has a vital role in providing a better-educated and better-prepared workforce to meet the impending changes in immigration which will gradually reduce the number of non-resident workers that the Commonwealth has allowed into the CNMI. Of particular note, with the steady and rapid decline in the garment industry, tourism has taken on more importance as one of the prime sources of government revenues.

The summit found that tourism related employment and accounting were identified as two areas in which employment could be expected to increase. NMC has responded to

that need by beginning to review those degree programs – Tourism and Accounting – with the establishment of advisory councils. Both of these degrees were criticized for not meeting the needs of the CNMI and the College is reviewing each through the assistance of community members employed in each area. In addition, the Criminal Justice program in the past had an advisory council, which resulted in the expanded program offerings in that program. The same can be said for the Nursing program, whose advisory council will reconvene by the end of Fall Semester.

In addition, the Area Health Education Center (AHEC), which moved on campus in October 2006, also has been using its advisory council in order to organize short-term allied health training. This University of Hawaii program has provided numerous CEU training opportunities and has supported the Nursing Assistant program over the summer. The Nursing Assistant program had not been available for several years due to funding restrictions and a lack of instructors. In addition, the proposed Rehabilitation and Human Services degree program has formed its Program Advisory Council, which has been instrumental in identifying community needs in this vital area.

As noted in the NMC presentation at the Workforce Development Summit (NMC Online Resource 15), the vast majority of entering NMC students begin their freshman year in developmental math and/or English classes. The report reveals that between 91-94% of students taking the math placement test score in MA 090 or MA 091 levels. Furthermore, over the last four years, an average of 87% of students place in developmental English classes as well. It appears that at least nine of every 10 students place in developmental courses each year.

To meet the need for developmental courses, the College has two developmental math courses and up to 11 developmental English courses. Both programs are in the process of setting up the first cycle of assessment and have submitted Memo 1 to the PROAC and will be identifying and collecting evidence in the upcoming semester.

In addition, in order to ensure that the College's CEU's maintain the same degree of consistency as its regular course offerings, the Community Development Institute, the office responsible for organizing and offering community education opportunities has also completed Memo 1 and has submitted it to the PROAC.

In order to ensure that the quality of instruction at each site is equitable, the Academic Council implemented the Adjunct Instructor Certification Form for all instructors teaching on an adjunct basis. This form was developed in Spring 2007 and was implemented immediately. All adjunct instructors now have completed applications on file, have had their transcripts and records reviewed, have completed "Adjunct Orientation" sponsored by the academic department for which they are teaching. They are also required to complete the "Ten Questions for Course Assessment for Adjunct Instructors." Adjunct instructors also participate in training and SLOCIP activities.

Following the assessment workshop on August 8-9, it was pointed out that General Education plays an important role in the College's accreditation, so the PROAC's

requirement that all academic programs submit SLOs and an assessment plan brought back the General Education committee. The committee, composed of faculty from each academic department, began meeting immediately and has spent a great deal of time refining its SLOs and eventually submitting its Memo 1.

With the resignation of the sole Vocational Education instructor and continuing decline in enrollment and lower graduation rates (NMC Online Resource 16), construction and trades courses have not been offered for a year.

The Fire Safety Training curriculum was revised in cooperation with the Division of Fire Safety to better meet national standards set up for the Fire Safety Specialists.

Nursing graduates have been encouraged to complete their qualifications for employment by taking the NCLEX exam and to date five students have passed the exam. Because of the high number of non-resident students in that program, tracking Nursing graduates is difficult at best and notification of their taking and passing the NCLEX is only by word of mouth follow up.

Students entering the School of Education's B.S. program are required to take the PRAXIS I and earn a minimum score of 168 on all sections. The College now is starting to track the number of Pre-education and Liberal Arts students taking the PRAXIS.

With the Academic Council's requirement that all courses being taught must have updated course guides, over the last two years many of the courses now have SLOs. In addition, the most recent catalog, available when the Visiting Team visited in October, included student learning outcomes for most academic degrees.

Every instructor is required to provide students with a paper copy of the course syllabus which must include student learning outcomes. Instructors utilizing NMC Online provide a paper and electronic copy.

Through the leadership of the Director of Information Technology, the College is currently working to complete its technology plan. The College recently launched a comprehensive IT audit which will be incorporated into the institutional technology plan. The TEC committee has been meeting regularly and working on integrating planning with assessment.

Team Recommendation 5:

The team recommends the college implement the employee evaluation processes that are in place in a timely manner in order to assure the effectiveness of its human resources and encourage improvement. (Standards II.A.2.a., III.A.1., II.D., IV.A.1., IV.A.4., IV.B.)

Following a temporary suspension of the evaluation process by a former college president, evaluation forms were developed following a Faculty Senate ad hoc committee's recommendations. Each instrument was developed through dialogue among employees and supervisory personnel. Training was conducted for each instrument to ensure that all employees were fully informed about the evaluation system. The evaluation tools were adopted for each category of employee and these tools were distributed to the respective representative bodies (Faculty Senate and Staff Senate) and adopted. On August 23, 2005, a memorandum from the President announced the implementation of the NMC employee evaluation system.

This employee evaluation system introduced the use of nine different evaluation forms that assess the performance of employees in various categories at NMC. All evaluation instruments are comprehensive, objective and specific enough to meet the needs and goals of the College and its employees. Professionalism and professional growth, service to the students, professional competencies, skills, and service to the College and community, and program implementation are some of the elements included for evaluation in the instruments. Defining activities are outlined below each element and are used to evaluate employees in their areas of concentration and expertise. Each evaluation instrument contains a rating scale used to determine areas to be addressed, especially in connection with the employee's professional development. Aside from the eight instruments that evaluate employees based on defining activities, another comprehensive evaluation instrument is to be used for the purpose of giving anonymous and voluntary feedback to the employee's supervisor.

Administrators, faculty and staff are evaluated annually on the anniversary date of employment. The employee's immediate supervisor evaluates the performance of each employee. The same procedure applies to the comprehensive evaluation form, but vice versa. It is understood that each item on the employee's evaluation form should be discussed between both parties to ensure mutual input into and benefit from the evaluation process.

Beginning January 2007, the Human Resources office in conjunction with the Acting President, the Deans and the Chief Financial and Administrative Officer, embarked on a detailed review of the status of evaluations of all employees. A list of all employees and the anniversary dates of their employment was compiled. Based on this listing, the Human Resources Office sends a reminder e-mail about three months prior to the employee's anniversary date to the immediate supervisor with a cc to the President and the appropriate direct report. If the anniversary date includes the renewal of the

employee's two year contract, the renewal is not processed until such time that the evaluations are completed and submitted to the Human Resources office.

A copy of the standard e-mails which are sent to the immediate supervisor of the employee and the employee, for the side-to-side or comprehensive evaluations, is attached as an appendix (NMC Online Resource 17). The immediate supervisor is then responsible for completing his/her evaluation of the employee, and that evaluation should incorporate the comments received from the employee's peers through the side-to-side evaluations. The employee and employer must then review and sign the evaluation form which then is filed in the employee's file.

The following table provides a summary status report of employees whose employment anniversary dates fall in financial year 2007 and status of the respective employees' evaluations as of the date of this writing (October 5, 2007):

Total Number of Employees (Anniversary Date Calendar Year 2007 on or before 10-5-07)	88
Number of Employees whose evaluations have been completed and filed	57
Number of Employees whose evaluations are currently in progress	31

The following table provides summary data on employees whose anniversary date will fall in this calendar year but after October 5, 2007.

Total Number of Employees (Anniversary Date Calendar Year 2007 after 10-5-07)	25
Number of Employees whose evaluations memos/tools have been distributed	18
Number of Employees whose evaluations memos/tools will be distributed before 11-15-07	7

Based on the above schedule 113 employees or approximately 77% of all employees (based on the total number of College employees as of October 5, 2007) should have their evaluations completed or in progress by the end of this calendar year.

The following table provides a summary of the status of evaluations for all College employees:

Total Number of Employees	146
Number of Employees due for Evaluation (based on anniversary date) in CY2007	113
Number of Employees scheduled to be evaluated in CY2008 (based on anniversary date)	33

All employees are expected to have completed their comprehensive annual evaluations on completion of this cycle. As this will be an annual cycle, employees evaluated during

calendar year 2007 would be in the second year cycle for evaluations during calendar year 2008.

In addition, to assist in changing the perception of the evaluation process, the Acting President Danny Wyatt, upon his completion of six months in the acting position, provided the college community the opportunity to evaluate his efforts up until that point in time. The evaluations were forwarded to the Human Resources office and the Acting President's Executive Secretary. She then compiled the results and posted the evaluation on NMC Online.

Team Recommendation 6:

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

As noted in the self study report, the College has not been able to obtain resources from the CNMI government to fund capital improvements. The economy has been in a downward spiral largely due the closure of a number of garment industries and the loss of Japan Airline flights several years ago. There have also been aggressive efforts to attract businesses to the CNMI, however, these benefits may not be experienced until the next few years.

The College, in its self study report, has recognized the need for renovation and replacement of its facilities as a significant concern, and the President and the Management Team in collaboration with the entire NMC community has placed this as an institutional priority.

In light of the circumstances noted above, the College had no choice but to seek alternative funding sources to fund the renovation, repair or replacement of its aging buildings and facilities. Toward this end, the College was able to obtain approval for use of federal funds from the Federal Emergency Management Agency to fund a significant portion of the cost of renovating Building L (the Procurement and Property Management Office) with the remaining funding being allocated from the operations budget. Additionally, in August 2007 the College's short-term commercial loan for \$250,000, all of which is pledged toward various repair and renovation projects, to be procured through a formal Request for Proposal (RFP) process, was approved. The short term renovation projects are outlined below.

In the self study report, the following concerns relative to various buildings on campus were reported:

Building M:

Self study report: Building M is in extremely poor condition and is abandoned. There are currently no plans for renovating this facility.

Renovation and reconstruction for replacement of Building M is expected to begin in October 2007 with a completion date of December 2007. Once completed, Building M will provide adequate space to house up to 17 faculty offices, a conference room, two administrative offices, a copy center, a classroom which can seat up to 15 students, a computer lab which can accommodate up to 15 individual work stations, a receiving dock, ramp and restroom facilities. The College intends to relocate faculty currently located in Building X (housing the Languages and Humanities Department) and it will also provide additional facilities for students as noted earlier. The College expects to invest approximately \$168,000 for renovation and reconstruction of Building M and additional funds to purchase furniture and collateral equipment.

Building Q:

Self study report: Building Q has recently been taken out of service due to roof damage caused by termites.

Renovation and refurbishment of Building Q is expected to begin in October 2007 and be completed within 60 days from the start date of construction. On completion of the renovation, Building Q will provide two classrooms, which can each accommodate up to twenty students, in addition to two faculty/administrative offices, storage space and restroom facilities. The College expects to invest approximately \$55,000 for the reconstruction of Building Q and additional funds to purchase furniture and collateral equipment.

Building L:

Self study report: The roof of Building L, which housed the procurement office was damaged during Typhoon Chaba on August 22-23, 2005. Although funding for replacement of the roof was approved by the Federal Emergency Management Agency, due to the dilapidated condition of the rest of the building, it was determined that this funding be used instead to renovate and reconstruct Building M and relocate faculty offices.

It was reported in the self study that the College elected to abandon this building and instead focus its efforts on renovating and reconstructing Building M. The College decided to invest in renovating and reconstructing both Buildings M and L after further

consideration and based on the current facility needs of the institution, renovation and refurbishment of Building L began in June 2007 and was completed in August 2007. This was funded, as noted earlier, by grant funding from the Federal Emergency Management Agency and was subsidized with operational funds.

College invested approximately \$55,000 toward the renovation of this building and will be purchasing additional computers, furniture and collateral equipment. This building will house five offices on the second floor and a large conference room. Additionally, the first floor of the building will provide a large receiving, processing and storage area for incoming College purchases and a large open area for the maintenance staff and an office for the maintenance manager. Once occupied by the respective staff from procurement and maintenance, space will be freed up in Buildings N and O for staff currently squeezed into these buildings.

Building S:

Renovation of building S is scheduled to commence October 2007. Once completed it will include three faculty/staff offices and a computer room large enough to accommodate up to 20 computer stations. The College expects to invest approximately \$18,500 toward this renovation and additional funds to purchase furniture and collateral equipment.

All of the above renovations and repairs are funded through federal grants, the renovation loan, and the operations budget.

In addition to the above, the College also invested in the following during the Summer 2007:

- Invested operational funds to renovate and repair Building A, the College's primary classroom building by resealing the roof, repainting the building and repairing classroom furniture.
- Invested operational funds to renovate Building T, the College's School of Education building. As part of this renovation, an area in the building was renovated and restructured to accommodate fine arts classes and related equipment. Additionally, the entire building was also scaled and repainted.
- The College also invested over \$10,000 in new furniture for the Tinian instructional site. Items purchased included classroom desks and tables, student lounge furniture and office furniture. These purchases were funded through a donation from the NMC Foundation.

The College is also scheduled to renovate the buildings that currently house the federal programs CREES, ABE and certain faculty offices and classrooms, with the assistance of funding from the U.S. Department of Agriculture. President Fernandez, the CREES Director and the Chief Financial and Administrative Officer are scheduled to meet with USDA officials in Washington D.C. to discuss this and other issues.

In spite of the current financial constraints of the College and the CNMI as a whole, the College has already invested significant resources toward addressing this recommendation. The College will continue to invest in upgrading its facilities in phases by:

- Repaying the current renovation loan of \$250,000 within two years and obtaining a much larger credit facility to accommodate the next scheduled set of facilities repairs and upgrades.
- Dean of COMPASS is writing for capital improvement grants.
- Working with the CNMI government to obtain capital improvement project funding. President Fernandez was successful in securing commitment from the Department of Public Works to mitigate/repair flooding at the building A parking lot and to pave the road at the left side of the campus.
- President Fernandez is working on achieving building naming donations to fund facilities improvements.