NORTHERN MARIANAS COLLEGE

Institutional Assessment Plan

October 2005

Degree and Certificate Programs

Bachelor of Science
Elementary Education

Associate in Arts
Liberal Arts, Business, International Business

Associate in Science
Nursing, Natural Resources Management

Associate in Applied Science

Audio/Video Production
Business Administration - Emphasis in
  Accounting, Business Management,
  Computer Applications, Office Technology
  Administration, Sales & Marketing
Construction Trades

Criminal Justice
Electrical Installation and Maintenance
Electronics
Hospitality Management
Recreational Diving
Refrigeration and Air Conditioning

Certificate of Achievement

Accounting
Audio/Video Production
Business Management
Computer Applications
Computer Programming
Construction Trades
Culinary Arts
Electrical Installation and Maintenance
Electronics

Food and Beverage Services
Hospitality Management
Hotel Operations
Network Technology
Office Technology Administration
Related Services
Sales and Marketing
Scientific Diving
Teaching a Second Language/Teaching a
  Foreign Language (TSL/TFL)

Certificate of Completion

Accounting
Basic Corrections Officer
Basic Law Enforcement
Business Management
Combined Law Enforcement
Computer Applications
Early Childhood Education
Early Intervention
Fire Science Technology

Hemodialysis Technician
Hospitality Management
Nursing Assistant
Office Technology Administration
Public Safety Diver
Sales and Marketing
Seamanship and Small Boat Handling
Sign Language Interpreter

Endorsement
Special Education Individualized Endorsement Plan

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Institutional Assessment Plan
for
Northern Marianas College

October 2005

Table of Contents

I. Introduction

From 1999 through 2004, Northern Marianas College implemented, in varying degrees, its Institutional Assessment Plan, which was designed to measure the degree to which its five-year Strategic Master Plan was carried out and its goals were accomplished. Because the period covered by the Master Plan ended in 2004 and the College was engaged in developing a new five-year strategic plan, in June 2005 the President charged NMC's Assessment Task Force to review and revise the Institutional Assessment Plan. On August 1, 2005, after considerable research and review and assessment of the then-current Institutional Assessment Plan, the Assessment Task Force submitted its product to the President for review by the College community. In August and September, the draft plan was distributed to the College community and meetings and discussions were conducted by the Assessment Task Force (ATF) to obtain feedback and comments, which were used to further revise the Plan prior to its adoption in October 2005.

In revising the Institutional Assessment Plan (IAP), members of the ATF decided to unlink the IAP from the Strategic Master Plan, a departure from the method used to develop the 1999 IAP which was directly linked to the eight Goals and 49 Priority Initiatives of the master plan and comprised 27 Key Performance Indicators (KPIs) and 76 related Performance Standards (PSs). This decision was made in part because the College was developing a new strategic plan, so there were no goals and priority initiatives to guide revision of the IAP. Also, the ATF wanted to develop a plan that would focus on a smaller set of KPIs which could be consistently measured on a regular basis as part of a well-established reporting cycle. In this effort to refine and reduce the number of KPIs, members decided to use the American Association of Community College's publication, Core Indicators of Effectiveness for Community Colleges (2nd edition), as the framework for the 2005 IAP. The ATF was also guided by how several other community colleges used AACC's core indicators to assess institutional effectiveness, and by the new ACCJC Accreditation Standards as well as the Commission's complementary documents regarding the role of evaluation and planning in improving institutional effectiveness. Consequently, revision of the IAP resulted in a reduced set of Key Performance Indicators and a stand-alone document for annual use in assessing institutional effectiveness at NMC.

An important College achievement in the year prior to beginning revision of the IAP was the development and initial implementation of the NMC program review process. This work is documented in the 2004 Assessment Manual and the NMC Assessment Updates. The development and implementation of this process represents the work of the former Director of the Office of Institutional Effectiveness (OIE) and the work of the ATF, established in April 2004. The ATF recognizes the strong relationship between the NMC program review process and the IAP. Several of the KPIs and associated performance standards in the 2005 IAP will rely on data collected as part of the program review process, especially with regard to student learning outcomes and student/client satisfaction measures. Additionally, the 2005 IAP follows the terminology and processes documented in the Assessment Manual.

The ATF realized that the 2005 IAP would be only one of several elements needed to guide the College in establishing a "culture of evidence." The changes to the Plan are meant to focus the College on specific processes that support assessment at all levels within the

College, and that help the College report outcomes as measures of its effectiveness as a community college. Furthermore, the ATF strongly urges that the scope and contents of the 2005 IAP be reviewed regularly, and amended as NMC grows in its ability to collect data and provide evidence for its institutional achievements and outcomes.

A major observation made by the ATF pertained to Part 2 of the annual Performance Reports, which were produced to show to what extent the goals in the master plan were accomplished from 1999 to 2004: there was little, if any, analysis of the data gathered and reported each year. Facts and figures were published as part of these reports, but the College did not review and discuss most of the information for insights regarding improvement of institutional effectiveness. This limited use of data and lack of analysis was acknowledged in the College's 2004 Midterm Report to ACCJC. The following excerpt from the 2004 Midterm Report discusses NMC's planned actions regarding one of the visiting team's major recommendations:

> As NMC continues to address this recommendation fully, it plans the following actions:
> - To recognize that data collection alone is only one step toward establishing a culture of evidence. Formulating questions to answer; identifying types of data that will answer them; collecting and analyzing the data (to include presenting findings, establishing relevant connections, and drawing conclusions); as well as making recommendations for action based on the analyses, are all essential elements leading to data-driven decision making. Many of NMC's data reports can be considered static documents for they go no further than presenting aggregated data. Each document of this type needs to become a more dynamic tool for use in institutional decision making by presenting research questions, findings, conclusions, and recommendations for action. Then those recommendations need to be incorporated into the institution-wide set of recommendations for addressing goals and objectives in the Strategic Master Plan; and they in turn must lead to the identification of priorities used to determine allocation of resources and effort. (p. 13)

The ATF concurs with this description of how the College has used data in the past, and hopes to facilitate the move toward future Performance Reports being produced and used as the "dynamic tool" described above. In addition to reporting findings for each KPI and related measures, future annual Performance Reports need to include discussions of the findings—noting trends, successes, challenges, and recommendations for the future.

The remainder of this document delineates the 15 KPIs and related PSs identified by the ATF as being important for the College to use over the next several years. They require the College to dramatically increase its data collection capabilities and to shift its focus from the institution to the student. This current choice of KPIs assumes that much of the 1999 IAP, which focused on institutional health standards and routine good practice, will be addressed as a by-product of program assessment. Those KPIs and PSs that focus on such standards and practices would be appropriate for use by the relevant programs (e.g. Finance, Administrative Services, Human Resources, etc.) as part of their individual program assessments. The main thrust of assessment at the College has been, and will continue to be, at the program level, with the focus on student learning outcomes. The following Key Performance Indicators and Performance Standards will be used as core indicators of how effectively we are doing what we say we do.

II. Key Performance Indicators and Standards

• STUDENT PROGRESS

KPI 1: Student Goal Attainment

Performance Standard 1. Seventy-five percent of students, upon leaving NMC, will report that their original goal in attending (or subsequent goal decided while enrolled) has been met. (Results need to be reported by sub-groups based on goal in attending NMC.)

Assessment Regularity. This will be reported annually.

KPI 2: Persistence (Fall to Fall)

Performance Standard 1. Of the cohort of students who register for their first credits at NMC in one fall term, the percentage that is still enrolled the following fall term and that has not completed a degree or certificate will be at or above the national retention rate for public community colleges. (Results need to be reported by sub-groups based on goal in attending NMC. This will give the College a clearer picture of how well we are retaining students throughout the various programs of the College.)

Assessment Regularity. This will be reported annually.

KPI 3: Degree Completion Rates

Performance Standard 1. The percentage of an entering cohort officially enrolled in a certificate or degree program that actually completes a certificate or degree, will be at or above the national rate for public community colleges.

Assessment Regularity. This will be reported annually.

• WORKFORCE DEVELOPMENT

KPI 4: Placement Rate in the Workforce

Performance Standard 1. Eighty percent of students achieving a certificate or degree, and who do not transfer to another institution, will obtain employment in a field directly related to that certificate or degree within one year of last attendance. (Results need to be reported by field of training or job classification.)

Assessment Regularity. This will be reported annually.

KPI 5: Alumni/Employer Assessment

Performance Standard 1. Eighty percent of a sample of regional employers in a given field will indicate that their employees who received training at NMC exhibit skills and job performance that are equivalent or superior to those exhibited by all their other employees. (Results need to be reported by field of training or job classification.)

Assessment Regularity. This will be reported annually.

KPI 6: Licensure/Certification Pass Rates

Performance Standard 1. Eighty percent of Associate in Science in Nursing and Bachelor of Science in Elementary Education graduates will actively seek and obtain licensure or certification within a 24-month period. (Results need to be reported by degree program.)

Assessment Regularity. This will be reported annually.

KPI 7: Client Assessment of Programs and Services

Performance Standard 1. Eighty percent of COMPASS clients will rate course/workshop content and instructional quality of programs as satisfactory or better. Clients include such individuals and groups as students/participants, employers, contractors, organizations, etc.

Performance Standard 2. Eighty percent of COMPASS clients will rate program services as satisfactory or better. Clients include such individuals and groups as students/participants, employers, contractors, organizations, etc. (Results need to be reported by departments [CDI, CREES, etc.].)

Assessment Regularity. This will be reported annually.

• GENERAL EDUCATION

KPI 8: Demonstration of Critical Literacy Skills

Performance Standard 1. The demonstration of critical literacy skills is included in the assessment of student learning outcomes as part of the NMC Program Review Process being implemented at the Degree and General Education program levels. Outcomes data from these program activities will be used to inform this KPI.

Assessment Regularity. The regularity of assessment will be governed by the cycle of data collection for this student learning outcome at the program level as part of the NMC Program Review Process.

KPI 9: Demonstration of Citizenship Skills

Performance Standard 1. The demonstration of citizenship skills is included in the assessment of student learning outcomes as part of the NMC Program Review Process being implemented at the Degree and General Education program levels. Outcomes data from these program activities will be used to inform this KPI.

Assessment Regularity. The regularity of assessment will be determined by the cycle of data collection for this student learning outcome at the program level as part of the NMC Program Review Process.

• TRANSFER PREPARATION

KPI 10: Number and Rate of Transfer Students

Performance Standard 1. Seventy-five percent of an identified entering cohort actively enrolled in a degree program, with the intent to transfer, and completing at least 12 semester hours of college-level credit, will within two years enroll for at least 12 college-level credits in a degree program at a four-year institution. (The results need to be reported by degree program.)

Assessment Regularity. This will be reported annually.

KPI 11: Performance after Transfer

Performance Standard 1. Seventy-five percent of regular college-level courses at the transfer institution will be completed with a grade of "C" or better by students who previously attended NMC.

Assessment Regularity. This will be reported annually.

• DEVELOPMENTAL SKILLS

KPI 12: Success in Subsequent, Related Coursework

Performance Standard 1. The percentage of an identified entering cohort that is assessed as being deficient in one or more of the basic skills (reading, writing, computation), and that successfully completes developmental work intended to remediate this deficiency, will be at or above the national rate for public community colleges.

Performance Standard 2. Of those who successfully complete developmental work, seventy-five percent will within one year complete their first college-level courses requiring the use of this skill with a grade of "C" or better.

Assessment Regularity. This will be reported annually.

• OUTREACH

KPI 13: Participation Rate in Service Area

Performance Standard 1. The number of CNMI high school graduates enrolling at NMC will increase annually by one percent.

Performance Standard 2. The number of individuals participating in at least one organized COMPASS activity (course, program, service, event, etc.) will increase annually by one percent.

Assessment Regularity. This will be reported annually.

KPI 14: Responsiveness to Community Needs

Performance Standard 1. Periodic assessments of community needs and expectations will be carried out at the institutional and program levels.

Performance Standard 2. As part of the program review process, programs will demonstrate responsiveness to community needs and expectations by continuously improving and adapting programs and services.

Performance Standard 3. As part of the program review process, programs will demonstrate that individuals and groups served are satisfied with, and have benefited from, these programs and services. (See KPIs 7 and 15.)

Performance Standard 4. The College will report on the number and kind of partnerships with other agencies and organizations, together with other descriptive data such as numbers served.

Assessment Regularity. These will be reported annually.

• STUDENT SATISFACTION

KPI 15: Student Satisfaction with Programs and Services

Performance Standard 1. Eighty percent of students will indicate satisfaction with instructional programs and services.

Performance Standard 2. Eighty percent of students will indicate satisfaction with administrative and educational support unit programs and services.

Assessment Regularity. This will be reported annually.

III. Critique of 1999 IAP and Assessment of Current Capability for Implementation of 2005 IAP

Critique of 1999 Institutional Assessment Plan

In the 1999 Institutional Assessment Plan, Performance Standards were set as benchmarks against which to measure institutional performance. Over the five-year period covered by the IAP, of the 76 PSs identified, 41 percent were reported on as planned, 35 percent were inconsistently reported on, and 24 percent were not reported on at all.

With respect to those KPIs and PSs relevant to the *Core Indicators of Effectiveness for Community Colleges*, NMC's 1999 IAP did not include any standards relevant to five of the 14 core indicators: Student Goal Attainment, Degree Completion Rates, Licensure/ Certification Pass Rates, Demonstration of Citizenship Skills, and Success in Subsequent, Related Coursework after remediation in basic skills. Of the 25 standards relevant to the *Core Indicators*, only 24 percent were reported on as planned, 28 percent were inconsistently reported on, and 48 percent were not reported on at all.

Overall, the majority of the standards that were reported on drew from data that were already being routinely collected and reported, or only required a description of activities (e.g. completion of CIP plans and priorities). Those requiring the development of new data collection processes and analysis comprised the majority of the "never reported" category, including student achievement data.

While well intentioned, the number and scope of the KPIs and PSs developed turned out to be unmanageable, and processes and personnel were not in place to measure and report on all identified indicators and standards. In the 2005 Plan, the ATF has chosen to drastically limit the number of KPIs and PSs, and several of the KPIs and related PSs are new. In those PSs for which a nationally based benchmark exists, such benchmarks have become the standard against which NMC's effectiveness will be measured.

Assessment of Current Capability for Implementation of Revised Plan

As most of the PSs require data collection and analysis, the College will not be able to report on all of them in the coming academic year. In fact, it is envisioned that it may take several more years before the College is in a position to report on all standards identified.

Part of the challenge comes from the ongoing transition from the student data software system, Champlain, to the new software, PowerCAMPUS. There were great hopes for PowerCAMPUS when it was purchased in 1999. The following quote comes from the Evaluation Report prepared by the WASC visiting team in 2000, and reflects the limits of institutional data collection at the time, as well as the vision of the improvements to come:

> Northern Marianas College has adopted an Institutional Assessment Plan, which identifies key performance indicators, standards for performance, and mechanisms for evaluating effectiveness.... However the performance standards described in the plan reflect the current state of institutional data collection. The College should revise these performance standards as it improves its capacity to gather student-outcomes data with the implementation of the new software program [PowerCAMPUS]. (p. 25)

Unfortunately, the College continues to struggle with the implementation of PowerCAMPUS, an essential tool for gathering assessment data. While progress has been made, there are still many areas needing attention. The ongoing lack of personnel and lack of training and support continue to be barriers to fully utilizing the capabilities of the software. Needs continually expressed by PowerCAMPUS users appear to be ignored or relegated to low priority; this has served to keep PowerCAMPUS a "back burner" concern for several years now. The ATF recommends that the current College leadership take an active role in mobilizing support for the implementation of PowerCAMPUS, and as is done in the Finance Office with its software, provide annual on-campus training for staff utilizing PowerCAMPUS. This would include training for staff in the Office of Admissions and Records, Office of Institutional Effectiveness, Information Systems, and Finance Office, as well as administrative managers and counselors.

The following section presents comments on the implications for data collection relative to each KPI in the 2005 IAP, specifically on the processes and personnel that must be in place to address the KPIs and associated PSs. The assessment of current capability is also included, as are estimates of when the College might be ready to implement various elements of the 2005 IAP. It is the hope of the ATF that with a focused set of indicators and standards, the College will commit the resources needed to adequately address them.

IV. Assessment for Implementation by Key Performance Indicator

Plan Elements	Assessment for Implementation
• STUDENT PROGRESS **KPI 1: Student Goal Attainment** **Performance Standard 1.** Seventy-five percent of students, upon leaving NMC, will report that their original goal in attending (or subsequent goal decided while enrolled) has been met. (Results need to be reported by sub-groups based on goal in attending NMC.) **Assessment Regularity.** This will be reported annually.	**Implications for Data Collection.** This will require personnel and processes to track and survey students after they leave the College. **Assessment of Current Capability.** Given the current lack of personnel and the state of data collection at the College, it is estimated that this will not be reported for several years.
KPI 2: Persistence (Fall to Fall) **Performance Standard 1.** Of the cohort of students who register for their first credits at NMC in one fall term, the percentage that is still enrolled the following fall term and that has not completed a degree or certificate will be at or above the national retention rate for public community colleges. (Results need to be reported by sub-groups based on goal in attending NMC. This will give the College a clearer picture of how well we are retaining students throughout the various programs of the College.) **Assessment Regularity.** This will be reported annually.	**Implications for Data Collection.** This will require the College to collect student goal data. It is recommended that these be gathered as part of the admissions process, and subsequently during registration. This information needs to be entered into PowerCAMPUS. Additionally, the degree and curriculum data in PowerCAMPUS need to be reviewed and corrected as necessary. **Assessment of Current Capability.** As of this fall, the College will be able to report how many of the "new" students that enrolled in Fall 2004 subsequently enrolled in Fall 2005. This will be a single figure that includes all students (unable to report by sub-groups) and will be an estimate due to the incomplete state of student records in PowerCAMPUS. Given the current lack of personnel and the state of data collection at the College, it is estimated that this information will not be reported for student sub-groups by goal for another one to two years.
KPI 3: Degree Completion Rates **Performance Standard 1.** The percentage of an entering cohort officially enrolled in a certificate or degree program that actually completes a certificate or degree, will be at or above the national rate for public community colleges. **Assessment Regularity.** This will be reported annually.	**Implications for Data Collection.** The College currently reports graduating student rates as part of the annual IPEDS reporting cycle. A specifically defined cohort is tracked. Unfortunately, identification of the cohort has not been done in a consistent manner from year to year, and records identifying cohorts are missing. Useful historic data are not available. The degree and curriculum data in PowerCAMPUS need to be reviewed and corrected as necessary. Until such time as degree and curriculum data are consistently and accurately collected and entered, the graduating student rates will be skewed. **Assessment of Current Capability.** Given the current lack of personnel and the state of data collection at the College, it is estimated that this information will be skewed for another one to two years.

WORKFORCE DEVELOPMENT

KPI 4: Placement Rate in the Workforce

Performance Standard 1. Eighty percent of students achieving a certificate or degree, and who do not transfer to another institution, will obtain employment in a field directly related to that certificate or degree within one year of last attendance. (Results need to be reported by field of training or job classification.)
Assessment Regularity. This will be reported annually.

Implications for Data Collection. This will require personnel and processes to track and survey students after they leave the College.
Assessment of Current Capability. Given the current lack of personnel and the state of data collection at the College, it is estimated that this will not be reported for several years.

KPI 5: Alumni/Employer Assessment

Performance Standard 1. Eighty percent of a sample of regional employers in a given field will indicate that their employees who received training at NMC exhibit skills and job performance that are equivalent or superior to those exhibited by all their other employees. (Results need to be reported by field of training or job classification.)
Assessment Regularity. This will be reported annually.

Implications for Data Collection. This will require personnel and processes to survey regional employers. The School of Education is in the process of gathering these data as part of its program assessment efforts.
Assessment of Current Capability. It is projected that employer satisfaction with Education graduates will be reported for AY 2006. Other certificate and degree programs will follow over the next several years.

KPI 6: Licensure/Certification Pass Rates

Performance Standard 1. Eighty percent of Associate in Science in Nursing and Bachelor of Science in Elementary Education graduates will actively seek and obtain licensure or certification within a 24-month period. (Results need to be reported by degree program.)
Assessment Regularity. This will be reported annually.

Implications for Data Collection. The School of Education and the Nursing Program are in the process of gathering these data as part of their program assessment efforts.
Assessment of Current Capability. It is projected that licensure/certification pass rates of graduates will be reported for AY 2006.

KPI 7: Client Assessment of Programs and Services

Performance Standard 1. Eighty percent of COMPASS clients will rate course/workshop content and instructional quality of programs as satisfactory or better. Clients include such individuals and groups as students/participants, employers, contractors, organizations, etc.
Performance Standard 2. Eighty percent of COMPASS clients will rate program services as satisfactory or better. Clients include such individuals and groups as students/participants, employers, contractors, organizations, etc. (Results need to be reported by departments [CDI, CREES, etc.].)
Assessment Regularity. This will be reported annually.

Implications for Data Collection. This will require personnel and processes to collect level-of-satisfaction information from COMPASS clients.

	Implications for Data Collection
• **GENERAL EDUCATION** **KPI 8: Demonstration of Critical Literacy Skills** **Performance Standard 1.** The demonstration of critical literacy skills is included in the assessment of student learning outcomes as part of the NMC Program Review Process being implemented at the Degree and General Education program levels. Outcomes data from these program activities will be used to inform this KPI. **Assessment Regularity.** The regularity of assessment will be governed by the cycle of data collection for this student learning outcome at the program level, as part of the NMC Program Review Process.	***Implications for Data Collection.*** The Director of OIE will summarize data available from the assessment of student learning outcomes at the Degree Program and General Education Program levels.
KPI 9: Demonstration of Citizenship Skills **Performance Standard 1.** The demonstration of citizenship skills is included in the assessment of student learning outcomes as part of the NMC Program Review Process being implemented at the Degree and General Education program levels. Outcomes data from these program activities will be used to inform this KPI. **Assessment Regularity.** The regularity of assessment will be determined by the cycle of data collection for this student learning outcome at the program level, as part of the NMC Program Review Process.	***Implications for Data Collection.*** The Director of OIE will summarize data available from the assessment of student learning outcomes at the Degree Program and General Education Program levels.
• **TRANSFER PREPARATION** **KPI 10: Number and Rate of Transfer Students** **Performance Standard 1.** Seventy-five percent of an identified entering cohort actively enrolled in a degree program, with the intent to transfer, and completing at least 12 semester hours of college-level credit, will within two years enroll for at least 12 college-level credits in a degree program at a four-year institution. (The results need to be reported by degree program.) **Assessment Regularity.** This will be reported annually.	***Implications for Data Collection.*** This will require personnel and processes to track students as they enter and after they leave the College. ***Assessment of Current Capability.*** Given the current lack of personnel and the state of data collection at the College, it is estimated that this will not be reported for several years.
KPI 11: Performance after Transfer **Performance Standard 1.** Seventy-five percent of regular college-level courses at the transfer institution will be completed with a grade of "C" or better by students who previously attended NMC. **Assessment Regularity.** This will be reported annually.	***Implications for Data Collection.*** This will require personnel and processes to identify and follow up with students who transfer, and with the institutions to which they transfer. ***Assessment of Current Capability.*** Given the current lack of personnel and the state of data collection at the College, it is estimated that this will not be reported for several years.

• DEVELOPMENTAL SKILLS

KPI 12: Success in Subsequent, Related Coursework

Performance Standard 1. The percentage of an identified entering cohort that is assessed as deficient in one or more of the basic skills (reading, writing, computation), and that successfully completes developmental work intended to remediate this deficiency, will be at or above the national rate for public community colleges.

Performance Standard 2. Of those who successfully complete developmental work, seventy-five percent will within one year complete their first college-level courses requiring the use of this skill with a grade of "C" or better.

Assessment Regularity. This will be reported annually.

Implications for Data Collection. This will require all certificate- and degree-seeking students entering the College to take both the English and Math Placement Tests prior to taking courses (Math is not currently required), processes to enter initial placement level data into PowerCAMPUS, and personnel and processes to track students through developmental coursework and subsequent coursework. NMC does not require students to place at college-level English (EN 101) before taking college-level courses. Performance Standard (PS) 2 will need to be adjusted to account for NMC's variable English Placement Levels for college-level courses. It is suggested that a sample of relevant English, Mathematics, Science, and Social Science courses be selected for PS 2, in consultation with faculty from the relevant departments.

Assessment of Current Capability. Given the current lack of personnel and the state of data collection at the College, it is estimated that this will not be reported for several years. However, through the Program Review Process, departments will be assessing the developmental programs. The findings and subsequent improvements will be reported in this KPI.

• OUTREACH

KPI 13: Participation Rate in Service Area

Performance Standard 1. The number of CNMI high school graduates enrolling at NMC will increase annually by one percent.

Performance Standard 2. The number of individuals participating in at least one organized COMPASS activity (course, program, service, event, etc.) will increase annually by one percent.

Assessment Regularity. This will be reported annually.

Implications for Data Collection. This will require personnel and processes to track high school graduates and participants in organized activities across the College. As of Summer 2005, the College is tracking high school graduation data for new students in PowerCAMPUS. The College has discussed utilizing PowerCAMPUS to track participants in COMPASS activities. For this to happen, COMPASS personnel need to be trained, and relevant COMPASS personnel need to set up PowerCAMPUS to accommodate COMPASS activities. Currently, some COMPASS departments report participation data but there is no standard format for tracking and reporting participation data, and an "unduplicated headcount" of participants is not available.

Assessment of Current Capability. The number of new high school graduates attending NMC is now available beginning Fall 2004; it will be reported from now on. Given the current lack of personnel and the state of data collection at the College, it is estimated that COMPASS-wide data will not be reported for another one to two years.

KPI 14: Responsiveness to Community Needs **Performance Standard 1.** Periodic assessments of community needs and expectations will be carried out at the institutional and program levels. **Performance Standard 2.** As part of the Program Review Process, programs will demonstrate responsiveness to community needs and expectations by continuously improving and adapting programs and services. **Performance Standard 3.** As part of the Program Review Process, programs will demonstrate that individuals and groups served are satisfied with, and have benefited from, these programs and services. (See KPIs 7 and 15.) **Performance Standard 4.** The College will report on the number and kind of partnerships with other agencies and organizations, together with other descriptive data such as numbers served. **Assessment Regularity.** These will be reported annually.	**Implications for Data Collection.** The College is in the process of institutionalizing its Program Review Process. All efforts should be made to support this process. The College should continue its regular activities aimed at identifying community needs and expectations.
• **STUDENT SATISFACTION** **KPI 15: Student Satisfaction with Programs and Services** **Performance Standard 1.** Eighty percent of students will indicate satisfaction with instructional programs and services. **Performance Standard 2.** Eighty percent of students will indicate satisfaction with administrative and educational support unit programs and services. **Assessment Regularity.** This will be reported annually.	**Implications for Data Collection.** NMC currently evaluates courses taught each term using Student Course Evaluations. These data have been routinely collected and reported. The ATF recommends that the College regularly administer the Noel-Levitz Student Satisfaction Inventory. It has been administered twice, and has the potential for helping the College document student satisfaction levels with both Instructional, and Administrative and Educational Support Unit programs and services. Additionally, as part of the NMC Program Review Process, Administrative and Educational Support Units will collect satisfaction survey data. **Assessment of Current Capability.** Initially, only student course evaluation information will be reported. As the Program Review Process continues, additional information will be reported.

V. 1999 IAP vs. 2005 IAP
Comparison of Goals/Themes and Key Performance Indicators

NMC Institutional Assessment Plan[1] 1999-2004 (8 Goals-27 Key Performance Indicators)	NMC Institutional Assessment Plan[2] 2005 (7 Mission Themes-15 Key Performance Indicators)

■ **Quality Instructional Programs and Services**
• Student Satisfaction
• Student Success
  • General Education
  • Critical Skills
  • Employment
  • Transfer Performance
• Employer Satisfaction with Graduates
• Client Satisfaction with Specialized Programs and Services
• Successful Advanced-Level Degree Programs
• Identification of Community Needs and Priorities
• Assessment for Improvement of Curriculum and Instruction
	■ **Student Progress**
	• Student Goal Attainment
	• Persistence (fall term to fall term)
	• Degree Completion Rates

■ **Quality Academic, Administrative, and Support Staff** • Ongoing Professional Development of Faculty, Staff, and Administrators • Employee Recognition	■ **Workforce Development** • Placement Rate in the Workforce • Alumni/Employer Assessment • Licensure/Certification Pass Rates • Client Assessment of Programs and Services
■ **Financial Stability** • Acquisition of Financial Resources from Public Sector • Acquisition of Financial Resources from Private Sector • Distribution of Financial Resources • Management of Financial Resources	■ **General Education** • Demonstration of Critical Literacy Skills • Demonstration of Citizenship Skills
■ **Quality Non-Instructional Student Programs and Services** • Student Satisfaction • Successful Student Retention/Goal Attainment	■ **Transfer Preparation** • Number and Rate of Transfer Students • Performance after Transfer
■ **Positive College Image in the Community** • Constituency Awareness • Community Satisfaction • Participation Rate • Community Partnerships	■ **Developmental Skills** • Success in Subsequent, Related Coursework
■ **Adequate Facilities and Equipment** • Completed and Adhered-to Physical Facilities Plan • Adequacy, Condition, and Use of Facilities and Equipment • Maintenance of Buildings, Grounds, and Equipment	■ **Outreach** • Participation Rate in Service Area • Responsiveness to Community Needs
■ **Effective Planning and Evaluation Processes** • Established & Followed Planning & Evaluation Processes • Communication of Assessment Results • Planning Linked to Assessment Results	■ **Student Satisfaction** • Student Satisfaction with Programs and Services
■ **Effective Communication Methods and Processes** • Participation in Decision Making • Satisfaction with Communication Processes	

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[1] Directly related to NMC's *Strategic Master Plan, 1999-2004*
[2] Adapted from AACC's *Core Indicators of Effectiveness for Community Colleges,* 2nd edition

VI. Assessment Task Force

The Assessment Task Force at NMC serves to develop and coordinate the institution's assessment activities. The Task Force provides a systematic approach to institutional and program assessment. Assessment activities at NMC include overall assessment of institutional effectiveness as well as assessment of NMC's general education program, degree and instructional programs, and support units. The Assessment Task Force is comprised of six representatives from the College and the Director of Institutional Effectiveness.

Assessment Task Force Members during 2005 IAP Development

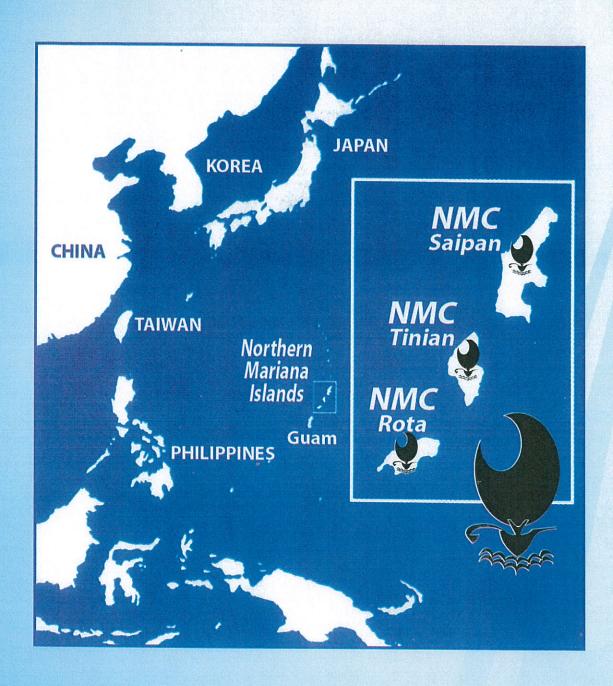|			
Lisa Hacskaylo	Acting Chair	Jerry Smith	Member
Danny Wyatt	Member	Alfred Johnson	Member
Dean Papadopoulos	Member	Daisy Villagomez-Bier	Member
Eleanor Cabrera	Member		

The NMC Logo

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

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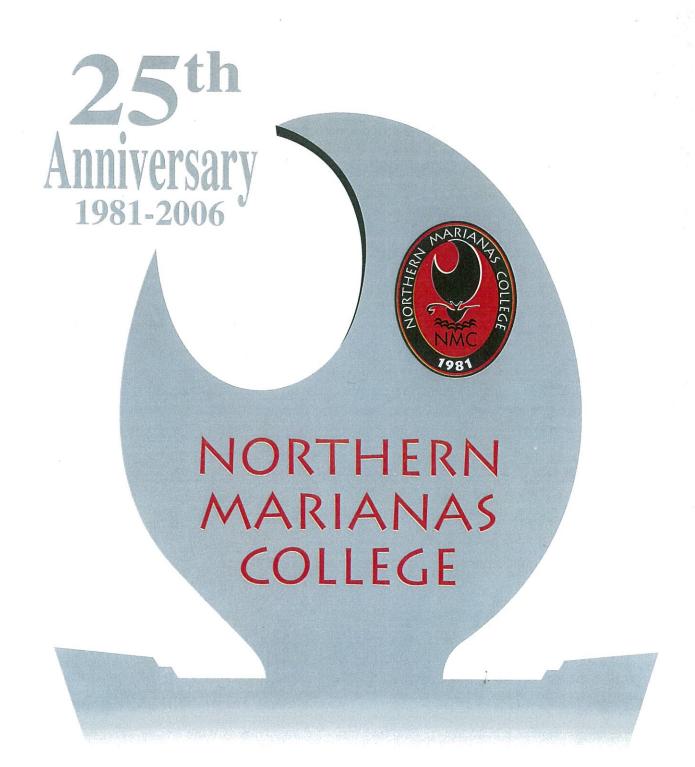of the Proa resembles a blazing lamp, which is the Western symbol for the light of knowledge.

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

Northern Marianas College

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25th
Anniversary
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