NORTHERN MARIANAS COLLEGE
SHOW CAUSE REPORT

December 28, 2010
SUPPLEMENTAL REPORT

Submitted to:
Accrediting Commission for Community and Junior Colleges
and the
Accrediting Commission for Senior Colleges and Universities
Western Association of Schools and Colleges

Northern Marianas College
P. O. Box 501250
Saipan, MP 96950
Tel. (670) 234-5498
www.nmcnet.edu

TABLE OF CONTENTS

    A. Amended Northern Marianas College Board of Regents Resolution 2010-03

    B. Recently Approved Policies by Northern Marianas College's Board of Regents

    C. Progress Report on 2008 and 2009 Composite Report Recommendations

    D. 2010 Composite Report

    E. Memorandum from Interim President re Governance Review Task Force

    F. Governance Review Task Force Project Timeline

I. Statement on the Preparation of Report

After receiving the January 31, 2008 Show Cause letter from the Accrediting Commission for Community and Junior Colleges (the "Commission"), the Northern Marianas College submitted multiple reports that addressed the deficiencies noted in the letter, including the October 15, 2008 Show Cause Report and the April 1, 2009 Show Cause Report. At its meeting June 9—11, 2009, the ACCJC reviewed the April 1, 2009 Show Cause Report, the report of the April 20—23, 2009 Show Cause Visit Report, and information presented by college representatives. The Commission took action at the meeting to accept the report, remove Show Cause, and reaffirm accreditation. The Commission also acted to require a visit by Commission representatives following the submission of the October 15, 2009 Midterm Report.

At its January 2010 meeting, the Commission reviewed the College's October 15, 2009 Mid-Term Report and the report of the evaluation team that visited the college in October 2009. The commission took action to accept the mid-term report. Due to receipt of information from Northern Marianas College and from Saipan, the Commission also took action to require a Special Visit to determine whether the institution was still in compliance with the following Eligibility Requirements and Standards: ER 3 - Governing Board, ER 4 - Chief Executive Officer, ER 5 - Administrative Capacity, ER 21 -Relations with the Accrediting Commission, and Standards I.A, III.A and IV.A and B.

An evaluation team visit was conducted on April 13—14, 2010. Based on the findings and report of the Special Visit, at its June 2010 meeting, the Commission took action to issue an order of Show Cause against the College for being out of compliance with Eligibility Requirements 3, 4, 5, 17, 18, and 21 and significant parts of Standards I.A, I.B, II.A, II.B, III.A, III.D, and IV.B. The Commission required the College to submit a Show Cause Report by October 15, 2010, to be followed by a visit of Commission representatives. The College submitted its October 15, 2010 Show Cause Report to the Commission, which was followed by an evaluation team visit on October 20—22, 2010. That team has since submitted its final report to the Commission for consideration at the Commission's January 10—13, 2011 meeting.

This supplemental report provides updates to the College's October 15, 2010 Show Cause Report and the October 20—22, 2010 Show Cause Visit Report by describing and providing evidence of important developments that have transpired at the College since the October 20—22, 2010 evaluation team visit. In particular, this report presents further actions taken that directly address Recommendations 4, 5, 6, 7, and 10 from the April 13—14, 2010 Special Visit Team Report.

I certify that the contents of this report were prepared with considerable input and participation from the College community, including students, faculty, and staff members, as well as representatives of the Associated Students of Northern Marianas College, the Faculty Senate, and the Staff Senate.
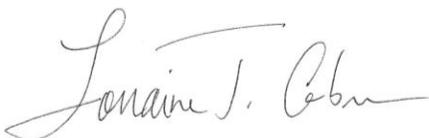
Lorraine T. Cabrera,
Interim President

II. Responses to ACCJC June 30, 2010 Show Cause Recommendations

Recommendation #4: To meet the Eligibility Requirement and Standards, the team recommends that the college assure the financial integrity and responsible use of its financial resources and ensure that the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The College must also correct noted audit findings. (ER 18, Standard III.D.2, III.D.2.a, III.D.2.d, III.D.2.e)

To address audit findings noted in the audit of the College for the financial year ended September 30, 2009, the Interim President, the Director for the College's Cooperative Research Extension and Educational Services (CREES) program, and a consultant for the College met with officials from the United States Department of Agriculture (USDA) and the United States Department of Education (USDOE) from December 13 through December 15, 2010.

From the USDA's National Institute for Food and Agriculture, the College met with Edward Nwaba, Branch Chief for the Policy and Oversight Division under the Office of Grants and Financial Management, Policy and Oversight Division, and Phillip Sueling, the staff accountant for the Policy and Oversight Division. Mr. Nwaba and Mr. Sueling clarified the corrective action plans that they expect on findings specific to agency funds and overall audit findings. It was further agreed that additional documentation and reconciliations would be prepared and presented to agency personnel by the end of January 2011. Once this documentation was provided and reviewed by the agency staff, the agency agreed to issue a Program Determination Letter on the final disposition of the findings and questioned costs. It was noted that the agency at this point in time would not disallow any questioned costs, provided the documentation and reconciliations prepared to implement the corrective action plans met their satisfaction. It was also specifically noted that it is expected that upon implementation of the College's recently revised procurement policies and procedures, some of the audit findings would be resolved.

The College also met with Ms. Melody Myles, an Audit Resolution Specialist for the Office of Vocational and Adult Education under the USDOE. In the meeting, the College provided supporting documentation and corrective actions plans, as well as explanations and clarifications requested by the office. The office assured the College that upon satisfactory review of the College's submissions, the office would issue a Program Determination Letter outlining the final disposition and resolution of the findings. Again, it was noted that the agency at this point did not expect to disallow any questioned costs based on the documentation and proposed corrective action plans presented by the College.

In addition to meeting with the Office of Vocational and Adult Education, the College has been in electronic mail and telephone communication with the USDOE's Mr. John Gard, a Data Analyst and Audit Resolution Specialist, and the USDOE's Mr. Charles Lester, Director for the department's Post Audit Group. Based on these communications, it is our understanding that a Program Determination Letter is being circulated which takes into account the evidence and corrective action plans proposed by the College for the 2009 audit findings. It is expected that this Program Determination Letter will be completed and issued to the College in January 2011. Agency personnel were not at liberty to disclose the specifics of the letter because it was still under review, but they noted that the letter would bring closure to outstanding findings.

Recommendation #5: To meet the Eligibility Requirement and Standard, the team recommends that the governing board immediately initiate a search and hire a qualified chief executive officer (CEO) and ensure that the CEO has full-time responsibility to the institution and possesses the requisite authority to administer board policies. (ER 4, Standard IV.B.1.j)

At its December 17, 2010 Special Meeting, the Board of Regents voted to extend the presidential search process by re-announcing the vacancy for the President's position, forming a new Presidential Search Committee, and tasking the committee to work with the Association of Community College Trustees (ACCT) in reviewing and evaluating all applications submitted. At its December 22, 2010 Regular Meeting, the Board also voted to amend Resolution 2010-03, Relative to Hiring of a New President for the Northern Marianas College, to reflect the extension of the search process (Appendix A).

In addition, to ensure that the Board recognizes that the College President has full-time responsibility to the institution, at its December 22, 2010 Regular Meeting, the Board formally adopted a revision to BOR Policy #1002 "Limits on Authority" (Appendix B). This policy clarifies and reinforces the limits to Board authority by delegating all administrative duties to the College President. At the meeting, the Board also formally adopted a Board Member Training and Development policy (Appendix B), which sets forth the training and development requirements that each individual Board member must undergo upon being appointed to the Board of Regents. Some training and development that will stem from this policy will focus on the limits to Board authority and the delegation of administrative duties to the President.

Recommendation #6: To meet the Eligibility Requirement and Standards, the team recommends that the college ensure that the administrative staff of the college has the appropriate preparation and experience to provide administrative services; this includes the college chief executive. The governing board should delegate the authority to college administration to operate the college and hold the administration accountable for institutional effectiveness and for adhering to adopted policies and governance processes. (ER 5, Standards III.A.3.a, IV.B.1.j, IV.B.2.a, IV.B.2.b, IV.B.2.c, IV.B.2.d, IV.B.2.e)

As mentioned above in the College's response to Recommendation #5, at its December 22, 2010 Regular Meeting, the Board formally adopted a revision to BOR Policy #1002 "Limits on Authority" (Appendix B) to clarify and reinforce the limits to Board authority by delegating all administrative duties to the College President. The Board also formally adopted a Board Member Training and Development policy (Appendix B) which sets forth the training and development requirements and will include training on the limits to Board authority and the delegation of administrative duties to the President.

Recommendation #7: To fully meet the Standards, the team recommends that the college restore ongoing, collegial, self-reflecting dialogue about the continuous improvement of institutional processes. The college should provide evidence that planning is broad based and offers opportunities for input by appropriate constituencies. (Standards I.B.4, I.B.6)

As explained in the College's Institutional Excellence Guide, the annual Composite Report is a key document in the College's shared governance processes. Prepared by the Planning, Program Review Outcomes and Assessment Committee (PROAC), the report synthesizes program review reports from all academic and non-academic programs at the college into a set of recommendations to programs and to the institution. The report also explains how program review transpired in the recent cycle of program review, identifies strengths and areas for improvements, and provides suggestions for improving the next cycle of program review. By representing the program review work of all programs at the College and informing future cycles of program review, the Composite Report is a vital tool for ongoing, collegial, self-reflecting dialogue. The report not only contributes to institutional planning and continuous improvement of institutional processes, but it also reflects input by all constituencies at the College.

Despite the importance of the annual Composite Report, some constituencies at the College do not believe that the Composite Report translates into concrete actions at the College. Recognizing this disconnect between the report's recommendations and institutional actions and follow-up on those recommendations, the 2009 Composite Report recommended that the College's "Management Team should be tasked to report and document on updates to institutional recommendations in the next cycle of program review."

In response to that recommendation from the 2009 Composite Report, and to further legitimize program review as a whole and the Composite Report in particular, on October 28, 2010, the Management Team provided to the College community a Progress Report on Institutional Recommendations from 2008 and 2009 Composite Reports (Appendix C). The progress report indicated that many recommendations had been addressed or were being addressed. Out of 156 recommendations, 40, or 26%, had been addressed, 85, or 54%, were ongoing, and only 31, or 20%, had no action taken.

The most recent cycle of program review closed out with the 2010 Composite Report (Appendix D), which was not finalized in time for either the College's October 15, 2010 Show Cause Report to the Commission or the Commission's October 20—22, 2010 Show Cause Visit.

The 2010 Composite Report provides a candid assessment of the College's program review processes and will guide the College in revising and improving those processes. For example, while the report recognizes that participation in program review improved substantially towards the end of the recent cycle of program review, it observes that "many at the College still do not fully understand or appreciate program review." The report goes on to note, "There appears to be an overall lack of 'buy-in' into the program review process."

The 2010 Composite Report concludes with a set of specific recommendations for the next cycle of program review. These recommendations will guide PROAC and other governance bodies at the College in improving the College's program review processes.

Although the Composite Report informs continuous improvement of institutional processes, its focus is on program review processes, not planning, budgeting, resource allocation, or governance processes in general. Moreover, the College recognizes that there is a discrepancy between governance processes as stated in the Institutional Excellence Guide and what is actually practiced at the College.

To address these deficiencies, and to ensure that the College's shared governance model is evaluated to assure its integrity and effectiveness, on November 29, 2010, the Interim President established a Governance Review Task Force (Appendix E) that has been charged with accomplishing the following tasks:

- Review NMC's current governance structures and processes, identifying strengths and weaknesses.
- Study and explore ways to improve NMC's governance structures and processes.
- Develop draft policies and procedures for regular, systematic review of NMC's governance structures and processes.
- Formulate recommendations to modify NMC's governance structures and processes as laid out in the Institutional Excellence Guide.
- Seek documented input and feedback on its work from the Associated Students of NMC (ASNMC), Staff Senate, Faculty Senate, PROAC, the Budget and Finance Committee (BAFC), the Academic Council, and the College Council.
- Provide weekly updates on its work to the Management Team.
- Submit final recommendations to the Office of the President by March 18, 2011.

As of the date of this supplemental report, the Governance Review Task Force had already met four times and had developed a project timeline (Appendix F) to assure it will complete all of its tasks on time. In addition to helping the College improve its governance processes, the task force will develop mechanisms for routine and systematic evaluation of those processes.

Recommendation # 10: To meet the Standard the team recommends that governing board engage training on the proper role and conduct of regents, general governing board relations and practice, college policy and Accreditation Standards and Commission Policy and adhere to its role in establishing policy and strategic-level decision-making; in accordance with its own policy. (Standards IV.B.1, IV.B.1.b, IV.B.1.e, IV.B.1.j, IV.B.1.h)

As mentioned above in the College's responses to Recommendations #5 and #6, at its December 22, 2010 Regular Meeting, the Board of Regents formally adopted a Board Member Training and Development policy (Appendix B), which sets forth the training and development requirements that each individual Board member must undergo upon being appointed to the Board of Regents.

Appendix A

Amended Northern Marianas College Board of Regents Resolution 2010-03

RESOLUTION

OF THE

**NORTHERN MARIANAS COLLEGE
BOARD OF REGENTS**

Resolution No. 2010-03 (Second Amendment)

Relative to the Hiring of a New President for the Northern Marianas College

WHEREAS, in filling the vacancy of the president of the Northern Marianas College, the Board of Regents finds that it is necessary to ensure that the guidelines that govern the hiring process are inclusive, dignified, fair, transparent, and consistent with applicable Board policies and federal and local laws; and

WHEREAS, the Board of Regents also finds that while the selection and hiring of a new president must occur in the most transparent manner, it is also imperative that the Board take into consideration that certain information must remain confidential to protect the privacy of the applicants and the integrity of the selection process.

NOW THEREFORE, be it resolved that pursuant to the Board of Regents mission to hire the most qualified and effective president for the Northern Marianas College, the following procedures are hereby adopted to guide the selection process:

When a vacancy of the president occurs, the Board of Regents shall appoint a Search Committee whose responsibility shall be to screen and interview applicants who have been recruited and vetted by the Association of Community College Trustees (hereinafter referred to as "ACCT"), a national nonprofit educational association that represents more than 6,500 trustees who govern over 1,200 community, technical, and junior colleges. The ACCT has helped over 350 searches for Chief Executive Officers and presidents.

The Search Committee, after interviewing the applicants referred by ACCT, shall recommend to the Board of Regents at least two but no more than three applicants who best meet the advertised criteria;

The Search Committee shall consist of seven (7) members representing the College and the general CNMI community and a Board of Regents member as the Chair of the committee who may not vote except on a tie. Other than the member of the Board of Regents, every other

committee member shall have a vote within the Committee.

The Support Committee to the Search Committee is to be provided by staff of NMC's Human Resources Office.

The presidential search process should be open and transparent, inclusive, dignified, careful and methodical. While the process is open to public scrutiny, names and applications of applicants will remain confidential until the final recommendations report is forwarded to the Board.

The minimum education and experience that applicants must have include:

Masters degree from a U.S. accredited university plus five (5) years of executive level management experience in an institution of higher education or other relevant organization, or a combination of at least five (5) years of executive level management including post-secondary education teaching experience; experience working in a multicultural environment; experience in accreditation processes, personnel management, budget development and presentation, strategic planning and institutional assessment, fundraising, mediation, and team building; and knowledge of federal programs and grants application to higher education.

1.   The Human Resources Office will establish advertising parameters, such as advertising in local and/or mainland US as needed. The advertisements will supplement and be in addition to any advertising placed by ACCT. The public advertising of the job announcement will occur and the Committee will prepare interview questions and submit them to the Human Resources Office for review by EEO.

2.   If necessary, the additional public advertising of the job announcement will occur.

3.   Once the ACCT has referred the names of the pool of candidates to the Search Committee, the Committee members will review the reports of each candidate and conduct the interviews as follows:

If the applicant is on-island, a personal interview will be conducted; if the applicant is off-island, a telephone conference interview will be conducted; The Support Committee will coordinate all logistics for the interviews; Off-island interviews may be arranged as directed by the Committee.

4.   The Search Committee will forward to the Board of Regents its recommendations and files of recommended applicants. The Board of Regents, upon receiving the recommendations of the Search Committee, shall interview all candidates recommended using a standard set of questions prepared by the Board of Regents in advance.

The Board of Regents shall either select one of the candidates advanced by the Search Committee or reject all such candidates and ask the Search Committee to submit additional names meeting the qualifications or continue the position announcement until filled by submitting new names meeting the qualifications to the Board. The Board of Regents, upon receiving any or all additional names, may interview the remaining or the new applicants.

BE IT RESOLVED, THAT THIS SECOND AMENDMENT TO RESOLUTION NO. 2010-03 REPLACES AND SUPERCEDES ALL PROVISIONS CONTAINED IN EARLIER VERSIONS.

BE IT FURTHER RESOLVED, THAT THE BOARD OF REGENTS DULY ADOPTS RESOLUTION NUMBER 2010-03 (SECOND AMENDMENT) ON THIS 23 DAY of December , 2010.

APPROVED:
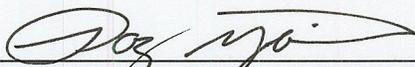
MS. MARIA PAZ CASTRO YOUNIS
Chairperson of the Board of Regents

ATTESTED:
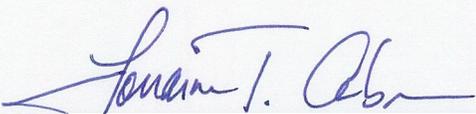
MS. LORRAINE T. CABRERA

Interim President and Interim Executive Secretary to the Board of Regents

Appendix B

Recently Approved Policies by Northern Marianas College's Board of Regents

Policy Title & Short Description:	**"Limits of Authority" –** This is a revision (or expansion) of the existing policy #1002, which limits Board authority by delegating all administrative duties to the NMC President.
Draft Text of Policy:	**LIMITS OF AUTHORITY (Revision of BOR Policy #1002)** The Board of Regents, as a unit, has been entrusted with setting the policy direction of the Northern Marianas College. It employs the College President, establishes the goals by which educational goals are accomplished, assures fiscal health and stability, monitors institutional performance, and leads as a thoughtful, educated team. No individual Board member has individual authority in regard to the College except as part of that unit. Individually, Board members may not commit the college or Regents to any policy, act or expenditure. No individual Board member can do business with the College, nor should any Board member have an interest in any contract with the College. No individual Board member represents any factional segment of the community, but is rather a part of the body, which represents and acts for the community as a whole. Furthermore, no individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the College, nor as an individual command the services of any college employee. The Board shall delegate authority to the President as the Board's executive officer and confine Board action to policy determination, planning, performance evaluation, and maintaining the fiscal stability of the College. Problems and issues that arise shall be referred to the President to be handled through the proper administrative channels or be placed on the Board agenda for discussion. In this regard, rather than working directly with staff, it is imperative for Board members to take their concerns directly to the President. No member of the Board shall become an employee of the College while serving on the Board except as specifically provided for by CNMI law.

Policy Title & Short Description:	**"Disciplinary Action for Board Member Misconduct " –** This policy details the progressive discipline procedures to be implemented when Board members have violated the code of ethics.
Draft Text of Policy:	**DISCIPLINARY ACTION FOR BOARD MEMBER MISCONDUCT** The Board of Regents is the policy making body of the Northern Marianas College. It governs as a unit, with one voice. This principle means that individual Regents have authority only when they are acting as a Board. They have no power to act on their own or to direct College employees or operations. In order for Boards to be cohesive and well-functioning units, Regents must work together as a team, toward common goals. Boards should have structures and rules for operating that ensure they conduct their business effectively and efficiently. Boards should have agendas that are clear and informative, and Board meetings should be run in an appropriate manner. The power of governance is expressed through one voice. As individuals, Regents make no commitments on behalf of the Board to constituents, nor do they criticize or work against Board decisions. **Sanctioning Members Who Commit Ethical Violations** As with any set of rules a group chooses to impose upon itself, there must be a consequence for actions that violate the established rules of a group. Making the Board Chair or the President aware of a violation or ethical misconduct should be seen as good *stewardship* rather than as *whistle blowing*. The first order of business should be the determination of whether, in fact, a rule has been violated. The Board Chair, College President, or Board member should immediately consult with one another when one of them is made aware of a possible violation. In the event the Chair may have performed the violation, the Vice-Chair will then substitute. Any violation of law should be immediately reported to the appropriate authority. There are a number of factors that should be considered in the event that disciplinary action is deemed necessary. First and foremost, there needs to be a determination that a violation has occurred and a determination of the gravity of the infraction. Was there intent, is it a pattern of violation, is it a violation of a rule or a law, can the damage, if any, be mitigated? The answer to these questions, as reviewed by the Board Chair, College President and/or Board member, would then lead to an investigation and possible imposition of discipline. A complaint of regent misconduct will be referred to the Board Chair. The Board Chair will appoint an ad hoc committee composed of three regents not associated with the complaint to conduct an investigation and review of the matter. In the event the complaint involves the Board Chair, another officer of the Board shall establish the ad hoc committee. A thorough fact finding process, formulated in a manner deemed appropriate by the committee, shall be conducted. The committee shall be guided in its inquiry by the standards set forth in this policy and in adopted procedures and shall complete its investigation within a reasonable period of time. The Regent being investigated and potentially disciplined will have the right to have full knowledge of the extent of the violation or violations being suggested, and the right to fully defend himself or herself. The committee shall, within a reasonable period of time, make a report of its findings to the Board of Regents for action. **BOARD DISCIPLINARY ACTIONS FOR VIOLATIONS:** Based upon the findings of the investigation, the Board may take any or all of the following

actions:

1. <u>No Violation.</u> Determine that the alleged misconduct did not occur or was not a violation of the code of ethics and that no further action should be taken.

2. <u>Corrective Action Unnecessary.</u> Determine that a violation occurred, but that the violating Regent is unlikely to repeat the offense and therefore no corrective action is needed unless and until a future violation occurs.

3. <u>Warning.</u> Find that a violation occurred and officially warn the Regent in writing specifically identifying the misconduct. The warning may direct the Regent to take specified corrective action. Failure of the violating Regent to take such corrective action may result in Reprimand.

4. <u>Reprimand.</u> Find that a violation occurred and officially reprimand the Regent in writing, specifically identifying and condemning the misconduct. The Reprimand may include direction to the violating Regent to undertake ethical training, perform restitution, or otherwise take specified corrective action. Failure of the violating Regent to take such corrective action may result in Censure.

5. <u>Censure.</u> Find that a violation occurred and censure the Regent. Censure not only expresses the Board's disapproval of the misconduct, but expresses the Board's disapproval of the Regent based upon the Regent's likelihood of continuing with ethical misconduct as a Regent. The Censure shall be made publicly and may:

   a. Expressly warn the College community and public that the violating Regent has no authority to speak or act for the Board or the College, but instead is acting on his or her own.

   b. Publicly disavow the misconduct and reaffirm that the Board finds such misconduct unethical and unacceptable, and does not condone or tolerate such misconduct.

   c. To the extent that the misconduct involves violation of public meeting laws, including the confidentiality of closed session meetings, take action to protect the lawfulness of Board meetings, which may include initiating appropriate legal action against the Regent to ensure compliance with public meeting laws through the exclusion of the Regent from closed session meetings.

   d. To the extent that the misconduct involves a Regent's conflict of interest, the Regent may be excluded from meetings where the Regent's presence would be a violation of conflict of interest laws.

6. <u>Removal from Office.</u> Find that a violation has occurred and that the offending member has not committed to any corrective plan and continues to violate ethical rules and policies.

   a. The offending member may be removed from the Board before expiration of his or her term by a vote of three-fourths of the Board members serving.

7. This policy and disciplinary procedures shall also apply to honorary members of the Board of Regents.

8. The Board will develop procedures to implement this policy.

Policy Title & Short Description:	**"BOR Policy Development and Review " –** This policy sets forth how policies shall be reviewed on a periodic basis. It also specifies the steps involved in the adoption of new policies and the revision of existing ones.
Draft Text of Policy:	**BOR POLICY DEVELOPMENT AND REVIEW** 1. As the policy making body of the College, the Board of Regents periodically amends, deletes, or adds policies necessary to the efficient operation of the College. All Board members are individually responsible to maintain a current working knowledge of all policies and all pertinent rules, regulations, and guidelines developed as a result of Board of Regents policies. Periodic review of current and newly established policies is an important component of fulfilling the mission of the College. 2. Knowledge of current Board policies and subsequently developed procedures, regulations, and guidelines is essential to the smooth and efficient operation of the College; therefore, a policy review schedule is critical to maintain up-to-date and accurate policies to govern the College. 3. Therefore, the Board of Regents shall review select policies every two (2) years or when needed. The chair of the Board of Regents shall appoint a Board Policy Review Committee, which shall consist of at least two members of the Board of Regents and two NMC employees designated by the President. 4. Prior to adopting any new policies or changes to existing policies, NMC's governance groups, including those composed of faculty, staff, students, and community members, shall be given the opportunity to review the draft policies and provide input. After review from the governance groups, the draft policies will then be transmitted to the NMC President, who will formally submit the draft to the Policy Review Committee of the NMC Board of Regents. The Policy Review Committee of the Board of Regents will review the input and make final recommendations before submitting them to the Board of Regents. The Policy Review Committee may invite input from other Board of Regents committees, including the Program Committee and the Fiscal Committee. 5. The Committee shall then submit the draft policy with a report (that includes dates and other pertinent information about that policy) to the Board of Regents. If a change is being made to an existing policy, the Committee shall submit a report stating which policies have been changed and the nature of the change or changes. Once the Board adopts the new policy, it shall be made available to the NMC community through various means, including the NMC website and other appropriate channels. 6. Board policies can be adopted, amended, or modified during an announced Special or Regular meeting of the Board of Regents.

Policy Title & Short Description:	**"Board Member Training and Development" –** This policy sets forth the training and development requirements that each individual Board member must undergo upon becoming a part of the Board of Regents.

Draft Text of Policy:	**Board Member Training and Development**
	
	To be effective, all members of the Board of Regents must engage in training on the proper role and conduct of regents, on general governing board relations and practices, on college policy, and on accreditation standards and accrediting commission policy. Further, in accordance with Board of Regents policies, Board members must adhere to their role in establishing policy and strategic-level decision-making.
	
	Board member training and development will be an ongoing process, which encompasses a myriad list of activities to ensure compliance with the NMC Mission.
	
	1. A board member's Code of Conduct for each member will be signed, along with the agreement, upon acceptance of the position to serve as a Member of the NMC Board of Regents. See attached.
	2. Previous board evaluation results will be reviewed for future planning of board training and development.
	3. The board will develop an organizational flow chart, including clarity of purposes of planning.
	4. The board will form a Training and Development Committee to, among other tasks, develop a work plan and establish a procedure for assessing Board members' knowledge (gained through training sessions and activities) throughout their term.
	5. Arrangements can be made for a knowledgeable facilitator/administrator to facilitate training sessions.
	6. An existing board member will serve as a mentor to new members.
	7. The Member Training and Development Committee will identify needed internal and external training through research and discussions.
	8. The Committee will create a time line for developing and implementing Board training and development.
	9. The Board of Regents will develop a board members' manual, which will include, but not be limited to, the NMC mission statement, goals, objectives, historical perspective of NMC, a list of current board members, NMC's strategic plan, Board members' roles, policies, regulations, and other resources. The manual will include:
	    a. Organizational Introduction
	       • An organizational profile
	       • A list of board members with contact information
	       • An annual planning calendar
	       • Board member's job description and board agreement forms.
	    b. Governing Policies
	       • Vision, mission, and values statements, and objectives
	       • By-laws
	       • Board process policies
	       • Operational policies (board level)
	
	    c. Financial Reports and Contracts
	
	    d. Operational or Administrative Procedures
	    e. Notices, Brochures, Press Releases, newspaper clippings, Misc.
	    f. Other suggestions relative to the manual include:

- Being sure that the board, staff, and committees date all documents, especially policies.
- Board members should arrive on time and bring their manual with them.
- Included in the manual should be lined pages for board member's own notes and reminders.
- There should be a question on member's use of the manual in the board self-evaluation (e.g. "Have you kept your manual up-to-date?")

10. The Board of Regents Manual will be provided to each member and subsequent new members by the NMC President or his/her designee.
11. The Board of Regents will train its new members with the Board Manual as a foundation through an initial formal orientation, with continuous personal and professional development during the duration of his/her appointment. The orientation should incorporate the prior experience and training the current Board members have gained.
12. Board members will be trained on all operations, including but not limited to, board policies, strategic planning, budget, and appropriations.
13. Attendance at Board of Regents sessions and training is mandatory.
14. The CNMI community will be made aware that the board does receive training and the kinds of training they are receiving.
15. Self-evaluation assessment tools will be developed to review retention of material presented at the training sessions.
16. A Board retreat or similar activity will be held at least once a year to develop a plan to address the results of the evaluation and plan for further training as needed.
17. Updated training relative to board policies and procedures will be reviewed and discussed with all board members on a regular basis.
18. Minutes or notes from Board training session shall be taken for documentation and evaluation purposes.
19. Performance goals will be created by the board members.
20. Performance goals will be evaluated and reviewed on an annual basis to reassess training needs.
21. All documents created under this policy will be stored in the Board of Regents Office of Institutional Advancement.

ATTACHMENT

NMC Board Member's Code of Conduct

The Board is committed to effective decision-making and, once a decision has been made, speaking with one voice. Toward this end board members will:

- Speak from broad Board of Regents and community interests.
- Speak for themselves ("my own thinking on this is that . . . ") rather than for a group of members.
- Express additional or alternative points of view and invite others to do so too.
- Refrain from "lobbying" other board members outside of board meetings that might have the effect of creating factions and limiting free and open discussion.
- On important issues, be balanced in one's effort to understand others and to make oneself understood.
- Once made, support, indeed defend, board decisions, even if one's own view is a minority one.
- Not disclose or discuss differences of opinion on the board outside of board meetings, especially with staff, volunteers, or community members. (For this reason information on who votes for and against any particular motion will not be recorded in meeting minutes unless a board member requests it.)

- Respect the confidentiality of information on sensitive issues, especially in personnel matters.
- Refrain from speaking for the college unless authorized to do so.
- Disclose one's involvement with other organizations, businesses, or individuals where such a relationship might be viewed as a conflict of interest (See Conflict of Interest Policy 1022).
- Refrain from giving direction, as an individual board member, to the President or any NMC employee.
- Not undermine the President's authority by seeking information informally and directly from employees for the purpose of evaluating the President's performance (See Periodic Review and Evaluation of the President Policy 1017).

Member Signature _____**Date** _____
BOR Chair Signature _____ **Date** _____

Appendix C

Progress Report on 2008 and 2009 Composite Report Recommendations

Northern Marianas College
Status of Progress on Recommendations from 2008 and 2009 Composite Reports
as of October 28, 2010
Compiled by the Office of Institutional Effectiveness
with input from the Office of the President, the Dean of Academic Programs and Services, the Dean of Student Services,
the Acting Dean of Community Programs and Services, the Chief Financial Aid Officer, and the Information Technology Director

Compiled Results

No Action, 31, 20%

Completed, 40, 26%

Ongoing, 85, 54%

Recommendation	Recommended by	Lead Person	Cycle	Status
Transfer the Bookstore's accounting to Finance for better accountability.	Bookstore	Chief Financial and Administrative Officer	1	No action
Departments with past-due accounts at the Bookstore must be required to pay amount owed to the Bookstore so that the Bookstore can have the funds to replenish saleable items before fall semester begins.	Bookstore, PROAC	Chief Financial and Administrative Officer	1	Completed
It is recommended that either a backup generator for Buildings V and W be purchased, or that these two buildings be hookup to the existing NMC backup generator so that all Business courses, especially computer courses, are not disrupted and time is not lost, when there are power outages.	Business Department	Chief Financial and Administrative Officer	1	Ongoing
It is recommend that the floor in the bathrooms on the second floor of Building V be repaired so that disabled students, workshop participants, and/or Small Business Development Center clients will be able to use the restroom facilities without having to inconveniently go down to the first floor or go to another building.	Business Department	Chief Financial and Administrative Officer	1	Completed
The College should consider using the NMC Snack Bar to provide food and beverage production and service training to tourism students. *Prepare a feasibility plan.*	Business Department	Chief Financial and Administrative Officer	1	No action
Upgrade copier and printer	English Language Institute	Chief Financial and Administrative Officer	1	Completed
CFAO to conduct space utilization needs assessment in response to Financial Aid Office's request for larger office and storage space. Needed in order to conduct one-on-one assistance in a more private setting as well as allow for more capacity to hold new and current office files.	Financial Aid Office	Chief Financial and Administrative Officer	1	Ongoing
HRO to coordinate with Financial Aid Office (FAO) in order that FAO personnel may receive training/cross-training/professional development in area of profession.	Financial Aid Office	Chief Financial and Administrative Officer	1	Ongoing
Larger office and storage space. This will allow for individual office space for each FAO personnel to conduct one-on-one assistance in a more private setting. The storage space will allow for more capacity to hold new and current office files.	Financial Aid Office	Chief Financial and Administrative Officer	2	Ongoing
The institution should comply with all Title IV program rules and regulations. This will assist the FAO in carrying out its program more efficiently and keeps the integrity of the program.	Financial Aid Office	Chief Financial and Administrative Officer	2	Completed

Recommendation	Recommended by	Lead Person	Cycle	Status
In order to sustain and continue the technological enhancement of IT services at the College, it is recommended that the institution begin discussing the possibility of assured, earmarked funding for a long term IT plan.	Information Technology Department	Chief Financial and Administrative Officer	2	No action
Further review the need to reinstate position of "Director for Administrative Services / Plant Facilities Maintenance" due to uncertainty as to position titles and lines of authority.	Maintenance Office	Chief Financial and Administrative Officer	1	Completed
Refer all facilities-related recommendations for ongoing facilities and CIP planning and assessment, including ADA compliance.	PROAC	Chief Financial and Administrative Officer	1	Completed
Utilize professional memberships of personnel and the institution to procure materials at a discount.	PROAC	Chief Financial and Administrative Officer	1	Ongoing
Coordinate purchases for bulk order discounts on equipment, materials, etc.	PROAC	Chief Financial and Administrative Officer	1	Completed
Resolve electrical problems in Bldg. T so can safely operate equipment; protection of new photocopier is a major concern.	PROAC	Chief Financial and Administrative Officer	1	Completed
HRO to consider hosting workshops on Title IV.	PROAC	Chief Financial and Administrative Officer	1	Ongoing
FAO's reference to continued use of Champlain is concerning. Questions what emerged from the discussion include: a) How may units operate their own data silos? And, b) When is FAO to migrate all data to PowerCAMPUS? The recommendation is for the President and IT department to ensure that critical institutional data is stored in accordance with IT standards and practices.	PROAC	Chief Financial and Administrative Officer	1	Completed
HRO should centralize all training and professional development activities.	PROAC	Chief Financial and Administrative Officer	1	Completed
CFAO to look into Fleet Management.	PROAC	Chief Financial and Administrative Officer	1	Ongoing
HR needs to incorporate Procurement Policies, Procedures and Compliance into training of new and interested personnel and to coordinate such training with the Procurement and Property Management Office.	PROAC	Chief Financial and Administrative Officer	1	Completed
There is a clear need for an additional vehicle. Submit to PBEC for additional evidence, allocation of use of resource, financing, and to determine best means for addressing logistics issue (e.g., Truck, Van, Flatbed).	Procurement Office, PROAC	Chief Financial and Administrative Officer	1	No action

Recommendation	Recommended by	Lead Person	Cycle	Status
The procurement and installation of replacements for the dilapidated air conditioning units in Rooms A-2 and B-1 must be addressed in order to make available and useful two of our classrooms that have been idle because of lack of funding to restore the air conditioning in these two classrooms.	Rota Instructional Site	Chief Financial and Administrative Officer	2	Ongoing
Secure funding to make major repairs to the burned-out electrical power source in Room B-4 that is desperately needed to supply the Integrated Pest Management Laboratory and the CREES kitchen that are used in our CREES programs in conducting workshops and training for farmers and other clients.	Rota Instructional Site	Chief Financial and Administrative Officer	2	Completed
There needs to be at least one telephone installed in Bldg. Q. for both students and faculty to use in case of an emergency.	School of Education	Chief Financial and Administrative Officer	1	Completed
In order to provide environments that are conducive to learning, there needs to be a consistent and sufficient maintenance service for all classrooms and offices.	School of Education	Chief Financial and Administrative Officer	1	Completed
Implement an alternative operation schedule and provide expanded availability of equipment and support services to assist the faculty and students who are on campus evenings and weekends.	School of Education, PROAC	Chief Financial and Administrative Officer	1	Ongoing
A diverse menu at the sole snack bar on campus is much needed.	Upward Bound Program	Chief Financial and Administrative Officer	1	Completed
Provide professional development for faculty and staff on the various research methodologies for data collection.	CREES, PROAC	Dean of Academic Programs and Services	1	Ongoing
The College should continue to provide assistance in English language classes for Fire Academy cadets who need to reach the EN 101 level.	Criminal Justice Program	Dean of Academic Programs and Services	1	Ongoing
Provide professional development opportunities for the CJ Program Coordinator and Instructor to more effectively and efficiently perform the duties necessary for the CJ program. This includes training in programs such as PowerCampus and any other program necessary to advise and register students and to track student information.	Criminal Justice Program	Dean of Academic Programs and Services	2	Completed
Support the CJ program by providing the program with additional assistance of at least a part-time employee.	Criminal Justice Program	Dean of Academic Programs and Services	2	Ongoing
The Academic Council should conduct a curriculum review to determine whether or not the C. C. in Fire Science Technology should be placed in the Criminal Justice Program, and if not, in which program it should be placed.	Criminal Justice Program, PROAC	Dean of Academic Programs and Services	2	Ongoing

Recommendation	Recommended by	Lead Person	Cycle	Status
Re-calibrate academic advising function for Liberal Arts majors to enhance services to students, reduce advisee/advisor ratio, and/or distribute responsibility and accountability equitably among all Liberal Arts faculty.	Liberal Arts	Dean of Academic Programs and Services	1	Completed
Identify an administrative leadership position accountable for directing resources, coordinating activities, planning and implementing curriculum, assessment, reporting, recruitment and transfer initiatives for the Liberal Arts program. /1. Academic Council to identify "home" for Liberal Arts program. PROAC recommends the Social Sciences and Fine Arts Department.	Liberal Arts, PROAC	Dean of Academic Programs and Services	1	Ongoing
The Math department recommends that an additional math faculty be hired. The SMH&A department currently has two full-time math faculty to teach 62 total math course credits. As a result of the last program review recommendation, a math instructor position has been filled, bringing the total number of full-time math faculty to three.	Math Department	Dean of Academic Programs and Services	2	Completed
Permanently assign a large room for math exit exams and math placement tests.	Math Department	Dean of Academic Programs and Services	2	Completed
The College provide a facility for a Math/Science Learning and Resource Center in order to enhance and support its mathematics and sciences curriculum.	Math Department	Dean of Academic Programs and Services	2	No action
Hire a qualified professional to fill the Natural Resources Management Program Coordinator.	Natrual Resources Management Department	Dean of Academic Programs and Services	2	Completed
We would like for NMC and DPH to enter into an agreement in which DPH will hire all of our graduates as soon as they matriculate.	Nursing Department	Dean of Academic Programs and Services	1	Ongoing
An agreement with a US based institution would be very beneficial to the graduates of NMC.	Nursing Department	Dean of Academic Programs and Services	1	Ongoing
Annual NCSBN Program Report	Nursing Department	Dean of Academic Programs and Services	2	Ongoing
Health Education Systems, Inc (HESI) , need to bring back as it is a good assessment tool	Nursing Department	Dean of Academic Programs and Services	2	No action

Recommendation	Recommended by	Lead Person	Cycle	Status
Regular training for faculty to stay abreast in their field	Nursing Department	Dean of Academic Programs and Services	2	Ongoing
Implement more aggressive efforts to forge partnerships with other educational institutions that can offer our graduating students more options as they pursue their advanced degrees.	Office of Admissions and Records	Dean of Academic Programs and Services	1	Ongoing
Transferability of courses and articulation agreements are an institutional concern; refer to the President and the Dean of APS.	PROAC	Dean of Academic Programs and Services	1	Ongoing
Consider the creation of a teaching development program to support instructors / trainers, and a development program to support academic leaders and College managers. Refer to HRO and the Management Team.	PROAC	Dean of Academic Programs and Services	1	No action
Academic advisement overall needs to be reviewed, including training of advisors, clarification of roles and responsibilities of advisors, advisor accountability, assessment and improvement of advising services.	PROAC	Dean of Academic Programs and Services	1	Ongoing
Revisit placement tests and exit exams for all programs. Academic Council to report to PROAC status of the recommendation on Developmental Math Program	PROAC	Dean of Academic Programs and Services	1	No action
Recommend mid-term evaluations for instructors and mid-term grades for students	PROAC	Dean of Academic Programs and Services	1	No action
It is the recommendation of the SOE that College's system of professional development expand to include focused academic content training and advancement, and sabbatical leave options.	School of Education	Dean of Academic Programs and Services	1	No action
Adjustment of faculty workload for the 4-year degree program from 15 to 12 to support research efforts, program development, grant writing and management, and professional development.	School of Education	Dean of Academic Programs and Services	2	Ongoing
Development and support of a Faculty and Staff Professional Development Plan to ensure quality service, updated teaching pedagogy, and best practices are realized in all programs. This will also support personal enrichment and growth of faculty and staff.	School of Education	Dean of Academic Programs and Services	2	Ongoing
Hiring of an SOE Associate Director to assist with administrative workload.	School of Education	Dean of Academic Programs and Services	2	No action

Recommendation	Recommended by	Lead Person	Cycle	Status
Ensure budgetary support for Community Needs Assessment activities of the program in its research and development of program expansion proposal.	School of Education	Dean of Academic Programs and Services	2	Ongoing
In support of our students' learning, the SOE recommends that the Teaching English as a Second Language (TESL) certification be made available for all faculty members.	School of Education, PROAC	Dean of Academic Programs and Services	1	No action
Increase efforts to offer customized programs for large businesses, government agencies, and other organizations.	Office of Admissions and Records	Dean of Community Programs and Services	1	Ongoing
Establish clear system on Continuing Education Units to certify courses.	PROAC	Dean of Community Programs and Services	1	Ongoing
Work with relevant government agencies to keep a current workforce needs assessment and share that information with programs.	PROAC	Dean of Community Programs and Services	2	Ongoing
Develop process and procedure for addressing requests by outside agencies to provide credentialing, courses, etc., including resource needs.	School of Education	Dean of Community Programs and Services	1	Ongoing
The Dean of COMPASS and APS to further articulate and coordinate the offering of community response programs. Should cover roles, resources, etc.	School of Education, PROAC	Dean of Community Programs and Services	1	Ongoing
It recommended that a central data warehouse or data mart with appropriate fact tables for each individual students with the right dimensions be established.	Business Department	Dean of Student Services	1	Ongoing
Ensure that PowerCAMPUS is able to generate student achievement data, particularly student retention from term-to-term and course completion data, so that the departments will no longer have to conduct manual data compilation and analysis.	Business Department	Dean of Student Services	1	Ongoing
Hire and administrative manager to assist the department with day-to-day administrative tasks.	Career Services	Dean of Student Services	2	Ongoing
Establish uniformity and consistency for evaluating programs, events, and services.	Counseling Programs & Services	Dean of Student Services	1	Ongoing
Enhance effort to facilitate student transfer to four-year colleges and universities	Counseling Programs & Services	Dean of Student Services	1	Ongoing
Identify top reasons for student absences and tardiness. Address issues through education and resources as appropriate.	Counseling Programs & Services	Dean of Student Services	1	Ongoing

Recommendation	Recommended by	Lead Person	Cycle	Status
Develop and distribute FAQ list to students and for publishing on College website to inform student of campus and community resources.	Counseling Programs & Services	Dean of Student Services	1	Completed
Engage students with campus/community resources during New Student Orientation.	Counseling Programs & Services	Dean of Student Services	1	Completed
Support the Professional Development of Staff. Support training for individual counselors to address the mental health and wellness of individual students. Support campus-wide training for academic tutoring and work with individuals with disabilities.	Counseling Programs & Services	Dean of Student Services	2	Ongoing
Hire an Administrative Manager to support Counseling Programs & Services.	Counseling Programs & Services	Dean of Student Services	2	Ongoing
Our offices need to be ADA compliance.	Educational Talent Search	Dean of Student Services	2	Ongoing
Additional personnel. The additional personnel will take care of some of the administering functions of the Title IV funds, the administrative functions of the office such as preparing check requests, purchase orders, filing, running office errands, etc. The additional personnel will also assist with data collections from surveys, log-ins, etc. This will relieve current personnel's workload.	Financial Aid Office	Dean of Student Services	2	Ongoing
Personnel training/cross-training/professional development. Current personnel have attended many important workshops and trainings in the past few years, but not in the area of profession. It is important to meet US DOE standards that every Title IV administrator or representative attend a US DOE training, workshop, or conference to be aware of the changes in federal regulations governing the Title IV programs.	Financial Aid Office	Dean of Student Services	2	Ongoing
The institution should submit its audit reports in a timely manner. This is important so that the Title IV program does not fall back under the Reimbursement Payment Status.	Financial Aid Office	Dean of Student Services	2	Completed
Hire additional counselors to facilitate academic and transfer advising for the Liberal Arts Program.	Liberal Arts	Dean of Student Services	1	Ongoing
First and foremost, the Northern Marianas College will need to address the staffing needs of Library Services and Programs. The director position is a priority, as is the replacement of a professionally trained librarian.	Library Programs and Services	Dean of Student Services	1	Completed
NMC and Library Management will need to secure funds through grant or other outside funding to update/replace the existing library cataloging and bibliographic management software and hardware.	Library Programs and Services, PROAC	Dean of Student Services	1	Ongoing

Recommendation	Recommended by	Lead Person	Cycle	Status
The College provide funding for the Math department to hire work-study math tutors.	Math Department	Dean of Student Services	2	Ongoing
OAR recommends the hiring of four (4) full-time employees	Office of Admissions and Records	Dean of Student Services	2	Completed
OAR recommends that the NMC website be enhanced to allow for online applications. This will help alleviate costs of paper and time involved in submitting a hard copy application. Many other community Colleges allow for online applications.	Office of Admissions and Records	Dean of Student Services	2	Ongoing
Consider placing Career Services, Testing and Placement, and Service Learning under Counseling Programs and Services.	PROAC	Dean of Student Services	1	Completed
Need to hire disabilities counselor for compliance.	PROAC	Dean of Student Services	1	Completed
Review the overall scope of CPS. Include personal counseling and disabilities services liability issues. The Dean of SS and Dean of APS, with supervision of the President to report on status of the above by the 1st week of October and periodically thereafter to PROAC until resolved.	PROAC	Dean of Student Services	1	Ongoing
Clarify the placement of OSAL on the organizational chart.	PROAC	Dean of Student Services	1	Completed
Reassess and revise the strategy for recruiting students from Rota and Tinian for programs available on Saipan. As part of this process, a representative from the Rota site should be included in the College's Recruitment Committee.	PROAC	Dean of Student Services	2	Completed
Equip the CRC with more updated curriculum content materials, have duplicates of items available for students' use including online resources, Video and DVD sets, and equipment such as LCD projectors, VHS and DVD players that are maintained and in working condition.	School of Education	Dean of Student Services	1	Completed
The institution should reevaluate the Service Learning program to determine under which program it would be best situated.	Serving Learning Program	Dean of Student Services	2	Completed
OIA to work with FAO by ensuring the NMC website contains updated information.	Financial Aid Office	Director, Office of Institutional Advancement	1	Ongoing
Established institution-level controls that would guide the use of the NMC seal or any official affiliation when collecting data or official reporting College data. Such a protocol should apply to all entities, to include faculty, staff, students, and governance bodies at NMC.	Office of Institutional Effectiveness	Director, Office of Institutional Advancement	1	Completed

Recommendation	Recommended by	Lead Person	Cycle	Status
Assist the Basic Law Enforcement certificate program to monitor data necessary for program review at the certificate program level and at the College level.	Criminal Justice Program	Director, Office of Institutional Effectiveness	2	Ongoing
OIE should work with ELI to revise Cycle 2 Form 2 submission in order to improve Cycle 3's submission.	English Language Institute	Director, Office of Institutional Effectiveness	2	Completed
OIE to work with FAO and provide technical assistance in data collection, interpretation and reporting.	Financial Aid Office	Director, Office of Institutional Effectiveness	1	Ongoing
Establish institutional level policies and procedures on the management of data.	Office of Institutional Effectiveness	Director, Office of Institutional Effectiveness	1	No action
OIE should work with the Rota and Tinian Site Coordinators to revise their administrative unit outcomes (AUOs) so that they are more aligned with the College's mission.	PROAC	Director, Office of Institutional Effectiveness	2	Ongoing
OIE should help the program with its analysis of data and evidence by providing additional information such as overall demographics of student enrollment and retention data.	PROAC	Director, Office of Institutional Effectiveness	2	Ongoing
It is recommended that better, more suitable computer chairs and tables be purchased for computer classrooms and computer labs.	Business Department	Information Technology Director	1	Ongoing
It is recommended that NMC seriously consider switching to an email system that offers large amount of space per account, well supported with lots of productivity features and are used by a lot of people instead of supporting the current email system.	Business Department	Information Technology Director	1	Ongoing
Upgrade in computer technology in the Career Center for student usage.	Career Services	Information Technology Director	2	Ongoing
Provide the CJ instructor with a laptop to allow the instructor to be more mobile and to incorporate technology in the classroom.	Criminal Justice Program	Information Technology Director	2	Completed
Upgrade the instructor computers	English Language Institute	Information Technology Director	1	Completed
IT needs to conduct audit of existing equipment to determine suitability to operate software in order to a) meet compliance standards, and b) support an efficient operation.	Financial Aid Office	Information Technology Director	1	Completed

Recommendation	Recommended by	Lead Person	Cycle	Status
Updated office workstations and equipment. The workstations are to comply with Federal Regulations on the continuing changes governing the Title IV programs. Updated office equipment such as a copier is useful when making bulk copies without having to go to another office for copying. The bulk copies are made for recruitment and registration purposes. Many students still can't navigate the web-site to do an on-line application, so the FAO provides the paper FAFSA to them.	Financial Aid Office	Information Technology Director	2	Ongoing
Provide appropriate professional development training to all IT staff to support the technological needs of the College.	Information Technology Department	Information Technology Director	1	Ongoing
Replacement of desktop and mobile computer system for academic and administrative needs. IT recommended 12 units.	Information Technology Department	Information Technology Director	1	Ongoing
Increase desktop units at the computer center (Building V). IT recommended an additional 10 unit.	Information Technology Department	Information Technology Director	1	Ongoing
Increase Macintosh computer system to support SOE program curriculum. IT recommended an additional 10 Mac unit.	Information Technology Department	Information Technology Director	1	Ongoing
Provide adequate bandwidth capacity to support the technological needs of the student, faculty and staff.	Information Technology Department	Information Technology Director	1	Ongoing
One additional FTE for Information Services to alleviate the additional workload put on IT personnel.	Information Technology Department	Information Technology Director	2	Ongoing
Provide additional bandwidth capacity to support the technological needs of students, faculty and staff. Dedicated T1 line (99.9% up-time and 99.9% @1.5Mbps throughput)	Information Technology Department	Information Technology Director	2	Ongoing
We would like for the College to have the Information Technology Services (IT) be more supportive of the academic services in the creation of and training involved in web site creation and maintenance for course use.	Nursing Department	Information Technology Director	1	Ongoing
Increase the number of computers to at least 10.	Nursing Department	Information Technology Director	2	Ongoing
Require all students to sign up for NMC email and be required to use them for their classes and other NMC-related matters.	Office of Admissions and Records	Information Technology Director	1	Ongoing

Recommendation	Recommended by	Lead Person	Cycle	Status
OAR recommends the purchase of upgraded technology to address data management needs and enhance the quality of services provided to students and the institution.	Office of Admissions and Records	Information Technology Director	2	Ongoing
Provide annual training on how to use the software (i.e., PowerCAMPUS, etc.)	Office of Institutional Effectiveness	Information Technology Director	1	Ongoing
Technology concerns need to be addressed at all levels; refer all technology-related recommendations to IT and the technology planning group.	PROAC	Information Technology Director	1	Ongoing
Based on the suspension of the academic degree and certificate programs at both the Rota and Tinian Instructional Sites, the demand for distance education activities has increased and will continue to be the primary modality at least in the near future in addressing the government and private sector career training and professional development needs for our people. It is therefore highly recommended that our information technology capability continue to be upgraded with additional installation of state-of-the-art equipment to meet the standards (see Data & Evidence IT recommendation 3) necessary for the reintroduction of academic degree and certificate programs.	Rota Instructional Site, Tinian Instructional Site	Information Technology Director	2	Ongoing
Another concern, specifically for Building Q, is the need for classrooms to be equipped with necessary technological supports such as LCD projectors and accessibility to the Internet.	School of Education	Information Technology Director	1	Ongoing
Due to the severity and regularity of computer breakdowns, the SOE recommends an institutionalized system of updating antiviral protection software for all computers on a regular basis. In support of this, that receiving, follow-up, and return procedure is developed and enforced to better account for items submitted for repairs or services. Also, that a scheduled method of appraisal be included in this system to advise departments and offices of possible needs for upgrades or replacements of all current technological hardware and software.	School of Education	Information Technology Director	1	Ongoing
Improved Technical Support services to include update software and anti-virus protection on a regular basis.	School of Education	Information Technology Director	1	Ongoing
Procurement of updated computer hardware (laptops) and software for faculty use for planning, teaching, and assessment activities.	School of Education	Information Technology Director	2	Ongoing
Make available technological support to provide reliable and accessible wireless connectivity for Building Q classrooms.	School of Education	Information Technology Director	2	Ongoing
The Bookstore strongly recommends for Building E to be renovated to prevent further damage to the structure as well as to the content of the building.	Bookstore	President	1	Ongoing

Recommendation	Recommended by	Lead Person	Cycle	Status
It is recommend that a repair of the elevator located on the east side of Building V be completed so that disabled students, workshop participants, and/or Small Business Development Center clients will be able conveniently access the second floor of Building V for classes, workshops, and/or client assistance without having to use the burdensome disabled ramp on the east side of Building V. *Assess Bldg. V for ADA compliance.*	Business Department	President	1	No action
It is recommended that the renovation of room V-117 be completed, so that it can be cross-utilized for large meetings and assemblies.	Business Department	President	1	No action
Provide back up power generation to buildings V and W.	Business Department	President	2	Ongoing
It is recommended that a specific office or a person(s) within an office be assigned the responsibility of tracking students after they graduate from NMC and report the findings regularly.	Business Department, PROAC	President	1	No action
The rules and regulations of local scholarship programs are an institutional concern. The College will work with the scholarship programs to support workforce needs, as well as the needs of under-prepared and part-time students. Refer to the President and BOR.	Business Department, PROAC	President	1	No action
Provide connection back- up generation to the building housing the program (building "I")	Career Services	President	2	Ongoing
Enfranchise directors and other employees of the College who are currently not formally represented in the College's governance structure.	Community Programs and Services	President	2	Ongoing
The College should maintain its close and mutually respectful relationship with the Fire Division.	Criminal Justice Program	President	1	Ongoing
Provide Building I with generator hook-up to ensure that program services are not interrupted.	Educational Talent Search	President	1	Ongoing
Renovate Building I for ADA compliance.	Educational Talent Search	President	1	No action
Our building needs to be hooked up to a back up generator.	Educational Talent Search	President	2	Ongoing
Fund new student desks and audiovisual equipment in the classrooms.	English Language Institute	President	1	Completed
Each program is to submit to HRO information about its respective employees' participation in training, workshops, and seminars.	Human Resources Office	President	2	Ongoing
Each program is to submit to HRO employee evaluations of all training, workshops, and seminars.	Human Resources Office	President	2	Ongoing

Recommendation	Recommended by	Lead Person	Cycle	Status
We recommend that IT have control of or priority over the use of N5 for all its training sessions. In addition, access to one of the computer classrooms in Building W should be given to IT for computer training sessions at least once a month on a regular basis.	Information Technology Department	President	2	No action
Provide required resources to implement a state-of-the-art English language lab and other student services to support English language instruction *and the needs of students' English language learning across-the-curriculum.*	Liberal Arts, English Language Institute	President	1	Completed
Renovate dilapidated office space in building A	Nursing Department	President	2	No action
Work with government agencies and private entities to provide shuttle transportation for students.	Office of Admissions and Records	President	1	No action
Establish PROAC as a bona fide component of the College's shared governance structure. Guidance in terms of composition and selection of chairperson should be included.	Office of Institutional Effectiveness	President	1	Completed
Address the impact of salary caps on hard-to-fill positions. Refer to the President and BOR.	PROAC	President	1	No action
Revisit the 2+2 program with PSS. Refer to the President and BOR.	PROAC	President	1	No action
Set up Standard Operating Procedures; need clear communication and responsibility outlined between APS, SS, & COMPASS	PROAC	President	1	No action
Relocate English Lab Institute to building M in fall of 2008, which will afford more physical space for Upward Bound.	PROAC	President	1	Completed
The Office of the President should take the lead in facilitating a partnership with the Department of Public Safety.	PROAC	President	2	No action
The Office of the President should assist in the pursuit of new partnerships with other educational institutions in order to diversify course offerings at the College as a way to increase enrollment.	PROAC	President	2	Ongoing
Appropriate sufficient amounts in the NMC operations budget for continued security, custodial services, and grounds maintenance at the Rota and Tinian Instructional Sites. Health, sanitation, and safety are of high importance to our students, employees, and community partners.	Rota Instructional Site, Tinian Instructional Site	President	2	No action
The institution is currently in the process of procuring back-up generator to support instruction buildings and offices. The completion of this procurement will alleviate the current struggle of conducting classes in rooms that have no power due to the island's existing power generation problems.	School of Education	President	1	No action

Recommendation	Recommended by	Lead Person	Cycle	Status
Stable and sufficient classrooms with adequate power generation, technical support, and maintenance.	School of Education	President	1	Ongoing
A consolidated program location complete with offices, computer lab, library support and resources.	School of Education	President	1	Ongoing
Assessment and implementation of an increased faculty salary scale that is comparable to regional pay scales to ensure competitiveness and appeal to qualified faculty market.	School of Education	President	2	No action
Complete renovation of Building T for the best utilization of space, removal of deteriorated and pest infested walls and ceilings, and to ensure ADA compliance.	School of Education	President	2	No action
Procurement of a back-up generator to serve both Building Q and Building T to ensure minimal interruption of classes.	School of Education	President	2	No action
Even with the relocation of English Lab Institute to building M, there is still the dire need for a dedicated classroom for staff to ensure proper planning in providing quality services to our participants and community at large.	Upward Bound Program	President	2	No action

Appendix D

2010 Composite Report

PROGRAM REVIEW 2010

A COMPOSITE REPORT

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

December 23, 2010

The purpose of this report, *Program Review: A Composite Report of Academic Programs, and Academic Support and Administrative Units* (hereinafter referred to as the "Composite Report") is to highlight College wide assessment activities, by way of program review, at the Northern Marianas College for Academic Year 2009—2010.

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

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

Program Review and Outcomes Assessment Committee
(PROAC)

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

PROAC Mission Statement

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

Committee Members	
Galvin Deleon Guerrero	Director, Office of Institutional Effectiveness (Chair)
Anthony Tipples	Student Representative
Lorraine T. Cabrera	Interim President, Office of the President
Dr. Eric Belky	Faculty Representative
Matthew Pastula	Faculty Representative
James Kline	Faculty Representative, Academic Council
Dr. John Griffin	Vice President, Faculty Senate
John Jenkins	Faculty Representative, School of Education
Barbara Merfalen	Dean, Academic Programs and Services
David Attao	Acting Dean, Community Programs and Services
Leo Pangelinan	Dean, Student Services
Dawn Chrystal Revilla	Acting Chief Financial and Administrative Officer
Jennifer Barcinas	Representative, Rota Instructional Site
Rose Lazarro	Representative, Tinian Instructional Site

Table of Contents

I.   Process Overview

Cycle 1

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

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

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

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

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

program was then required to submit Memo 2, which reports on the second, third, and fourth columns, by November 21, 2007.

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

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

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

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

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

PROAC met over two weekends to review the reports submitted in July 2008. Groups took the lead in the review of their respective programs, although each PROAC member read and participated in the discussions. Decisions were made by the group and not by the groups. A recorder was present to document the discussions on strengths, weaknesses, general comments, and PROAC decisions on the recommendations to programs and to

the institution. The results of the extensive reviews are presented in the PROAC Composite Report, 2008.

Cycle 2

To close out the first cycle of program review, PROAC spearheaded a comprehensive evaluation of the cycle. The evaluation of the first cycle involved three approaches:

- 2008 Composite Report's Recommendations for the Next Cycle: Implementation in Second Cycle
- Records of dialogue conducted by group leaders with various programs
- Surveys were administered to the College community on February 9, 2009 utilizing the PROAC approved *Success Criteria for Program Review—First Cycle of Program Review and Assessment*.

Program review was sustained by continuing into a second cycle of program review, which followed these deadlines:

    February 27, 2009:   Memo 1 due
    May 18, 2009:   Memo 2 due
    May 22, 2009:   Form 1 due
    June 19, 2009:   Form 2 due

Not all programs listed in the Compliance Matrix were required to submit a Form 2. These included committees, councils, General Education, the President's Office, and the Staff Senate.

Groups met during the week of July 13, 2009 to July 17, 2009 and dialogued about the strengths and weaknesses of submitted Form 2s. From July 20, 2009 to July 28, 2009, PROAC met daily to discuss submitted Form 2s and discuss findings made by group dyads.

At the end of the week, PROAC concluded the need for continuous improvement in the next cycle and the need for OIE and PROAC to increase communications with all programs and provide one-on-one consultation to authors of program review submissions if necessary.

Cycle 3

As with Cycle 2, to close out the previous cycle of program review, PROAC and Management Team continued its evaluation of the previous cycle by completing records of dialogue with each program as well as producing and disseminating the Progress Report on Institutional Recommendations from 2008 and 2009 Composite Reports on October 28, 2010.

While program review was sustained in a third cycle, several deadlines were adjusted to reflect the changing needs of the institution:

January 18, 2010:	Memo 1 of Form 1 due
June 11, 2010:	Memo 2 of Form 1 due
November 5, 2010:	Form 2 due

Not all programs listed in the Compliance Matrix were required to submit a Form 2. These included committees, councils, General Education, the President's Office, and the Staff Senate. See *Table 2: Compliance Matrix* for information on groups' Form 2 submission compliance.

To close out the third cycle of program review, from November 8 through December 14, PROAC accomplished the following tasks:

- reviewed all submitted Form 2s;
- approved, rejected, and made additional recommendations to programs and the institution;
- identified strengths and weaknesses in the third cycle of program review;
- and developed recommendations for the next cycle of program review.

Table 1: Compliance Matrix (Cycle 3)

FORM 1 Summer 2010 Compliance as of October 26, 2010	GROUPS									
	A	% of A	B	% of B	C	% of C	D	% of D	Total	%Total
Yes - submitted	7	63.63	0	0.00	13	76.00	7	50.00	27	60.00
No - yet to submit	4	36.37	4	100.00	4	24.00	7	50.00	19	40.00
Total	11	100.00	4	100.00	17	100.00	14	100.00	46	100.00

Table 2: Compliance Matrix (Cycle 3)

FORM 2 Fall 2010 Compliance as of November 5, 2010	GROUPS									
	A	% of A	B	% of B	C	% of C	D	% of D	Total	%Total
Yes - submitted	9	60.00	0	0.00	13	81.25	13	100.00	35	87.50
No - yet to submit	2	40.00	0	0.00	3	18.75	0	0.00	5	12.50
Total	11	100.00	0	0.00	16	100.00	13	100.00	40	100.00

II.   Strengths and Areas for Improvement

Strengths:

1. The institution responded to concerns put forth by PROAC in the 2009 Composite Report about holding the institution accountable to recommendations from the 2008 Composite Report. On October 28, 2010, Management Team disseminated a progress report on recommendations made in the 2008 and 2009 Composite Reports. The progress report indicated that many recommendations had been addressed or were being addressed. Out of 156 recommendations, 40, or 26%, had been addressed, 85, or 54%, were ongoing, and only 31, or 20%, had no action taken.

2. The compliance rate for Form 2 submissions improved in this cycle. Out of 39 programs required to submit Form 2s for this cycle, 35, or 90%, submitted their forms. This was an increase from the previous cycle, which saw 37 out of 47 programs required to submit Form 2s, or 78%, submit their forms.

3. This cycle of program review involved more dialogue within and between programs, which enhanced cooperation and collaboration across the College community. For example, in working together to review Form 2 submissions, members of PROAC learned much more about other programs and how they developed their respective Form 2s.

4. The discussion questions from the Form 2 template helped many programs guide the development of their Form 2s.

5. As a result of the program review process, more information, data, and evidence is being shared and consolidated, reinforcing the growing culture of evidence at the College.

6. Some programs demonstrated an awareness and appreciation of the program review process as one that leads to continuous quality improvement. These programs pointed to improvements made in this cycle of program review as a result of previous cycles.

Weaknesses and areas for improvement:

1. Program review, in general and as it is practiced at the College, is still an emerging concept and process for several members of the College community, whether they be new employees and students, or employees and students who were not fully engaged in previous cycles of program review.

2. Many programs failed to adequately present or analyze data and evidence in their program review narratives. Data and evidence were often incomplete and sporadic, and only a few programs effectively used data and evidence to justify their recommendations.

3. The format for presenting data and evidence in Form 2s was not standardized, making it difficult to read through and evaluate each submission.

4. Some Form 2s included narratives and discussions that were not relevant, germane, or necessary for program review. For example, some Form 2 discussions of human resources did not articulate how those human resources helped the program fulfill its mission and intended outcomes.

5. The merging of some programs into single Form 2s diluted the impact of program review for those programs and confused PROAC readers of those Form 2s.

6. The process by which Form 2s were developed and the required content and format for Form 2s were cumbersome and onerous for many programs and their Form 2 authors. Many program authors expressed frustration that developing Form 2s was too time-consuming and took them away from their regular duties and responsibilities.

7. PROAC did not stick to specific timelines and deadlines in this cycle. While previous cycles of program review strictly followed a clearly defined timeline, deadlines in this cycle were constantly shifting.

8. This cycle did not include as much facilitation and guidance for program review as was made available in previous cycles.

9. The work and discussion of program review in PROAC were not effectively communicated to the College community. Spamming updates and sending detailed minutes did not provide the kind of succinct information and interaction that help ensure College stakeholders understand what is happening with program review.

10. Form 2 narratives and information were not shared between programs and within divisions, making it difficult for programs to collaborate with each other in compiling and analyzing data and evidence.

11. The continued high turn-over of College employees and the lack of training and guidance on program review for new employees made it difficult for many programs to understand and participate in program review.

12. Many programs expressed concerns that program review results did not inform and drive budget and resource allocation decisions and thus delegitimized the intent, purpose, and value of program review.

13. For the reasons stated above, many at the College still do not fully understand or appreciate program review. There appears to be an overall lack of "buy-in" into the program review process.

III.   Findings and Recommendations

GROUP A: Bachelor and Associate Degree Programs

GROUP A: Bachelor and Associate Degree Programs

Business, A.A.	
PROAC Approved recommendations for actions to…	
Program	**Institution**
1. We need a full-time Computer instructor as soon as possible to teach classes, advise students, and review the program; 2. We need a full-time Administrative Manager as a permanent FTE, rather than a limited term federal appropriations contracted employee. 3. We need a tracking program that allows full-time working students to attend classes in the evening when it does not interfere with work and childcare is easier to obtain. This would attract those who work full-time, and those who are at home and have difficulty finding childcare t attend classes. 4. Purchase two (2) DVD players that will be used for instructional purposes in classrooms V-205 and V-215; and a 60" flat screen TV for room V-205. 5. Raise the current salaries of faculty. It is difficult to recruit well-qualified faculty because of the low mandated ceiling on salaries of public employees. Individuals with Master degree qualifications in accounting, business management, and computer science, expect to earn well in excess of $50,000 per year. The CNMI law precludes this rate of pay and it impacts the college significantly. Low pay affects the quality of instruction and the attractiveness of the business programs to potential students. It also creates a burden on current instructors to offer advanced courses that will satisfy student demand.	1. Consistent electricity to teach classes was a major issue last year, and the problem was temporarily resolved when an outside firm brought their generators. The firm's contract ended during fall semester 2009, and consistent electricity has posed a problem again. We must purchase a backup generator for Buildings V and W, or hookup the two buildings to the existing NMC backup generator to avoid further interruptions; 2. We still need the elevator located on the east side of Building V repaired so that students with disabilities can access the second floor of Building V for NMC related events without using burdensome ramp on the east side of Building V. 3. NMC has three sources of students.. These are: (1) foreign students attracted to NMC because of CNMI ease of entry, and NMC is a U.S.-accredited institution; (2) high school graduates who plan to continue their education and do not plan to leave the island, and (3) local students who work full time and take classes on a part-time basis. This latter group of potential students usually has limited discretionary income. They can't afford to pay for classes at NMC unless they receive some form of financial aid from the CNMI Government. The decision by the CNMI Government to eliminate scholarship funds for part-time students will have a negative effect on the economy of the CNMI and should be reexamined by the Legislature.
PROAC feedback back to…	
Program	**Institution**
1. All Business Department programs should consolidate their recommendations in order to address the broader department's needs.	1. Identify funding in the community for additional scholarships especially for part-time students. 2. APS should communicate all recommendations from academic programs to those programs in order to identify common needs within the division.

GROUP A: Bachelor and Associate Degree Programs

Business Administration: Accounting Emphasis, A.A.S.

PROAC Approved recommendations for actions to…

Program	Institution
1. Hire a full-time administrative manager be hired for the Business Department.	1. Consistent electricity to teach classes was a major issue last year, and the problem was temporarily resolved when an outside firm brought their generators. The firm's contract ended during fall semester 2009, and consistent electricity has posed a problem again. We must purchase a backup generator for Buildings V and W, or hookup the two buildings to the existing NMC backup generator to avoid further interruptions;
2. Form a new overall Business Program Advisory Council with representatives from the accounting industry to assess workforce and community needs, NMC degree programs and course offerings, etc.	
3. Purchase a 60" flat screen for classroom V-205 and two (2) DVD players that will be used for instructional purposes in classrooms V-205 and V-215.	
4. Purchase new computers in rooms in computer labs W-2 and W-3 with the latest ant-virus. In addition, there are some battery backups that are not working. The computers in the V-108 computer lab are also quite outdated.	2. We still need the elevator located on the east side of Building V repaired so that students with disabilities can access the second floor of Building V for NMC related events without using burdensome ramp on the east side of Building V.
5. Create a track program that would allow full-time working students to conveniently attend classes in the evening when it does not interfere with work and childcare is easier to obtain. This would attract not only individuals who work full-time, but also those who are at home and have difficulty finding childcare t attend classes. The track program would mesh with a future bachelor's degree program, which would be attractive to the many students who have earned their A.A.S. in Business Management, and would like to pursue a Bachelor's degree.	3. NMC has three sources of students.. These are: (1) foreign students attracted to NMC because of CNMI ease of entry, and NMC is a U.S.-accredited institution; (2) high school graduates who plan to continue their education and do not plan to leave the island, and (3) local students who work full time and take classes on a part-time basis. This latter group of potential students usually has limited discretionary income. They can't afford to pay for classes at NMC unless they receive some form of financial aid from the CNMI Government. The decision by the CNMI Government to eliminate scholarship funds for part-time students will have a negative effect on the economy of the CNMI and should be reexamined by the Legislature.
6. Raise the current salaries of faculty. It is difficult to recruit well-qualified faculty because of the low mandated ceiling on salaries of public employees. Individuals with extensive qualifications in fields such as accounting, business management, and computer science, to name but a few, expect to earn well in excess of $50,000 per annum. The Department requires a minimum of a master's degree in any field under its purview, but finds it difficult to acquire personnel with such degrees because they would have to accept significant reductions in real income to accept positions within the Department. Given that NMC is mandated by law to pay no more than $50,0000 even to highly experienced holders of doctorate degrees, the College is noncompetitive in the area of salaries. This affects the quality of instruction and the attractiveness of the programs the Department offers to potential students, in addition to creating a heavy burden on the better-qualified instructors to offer the number of advanced courses that will satisfy student demand.	

GROUP A: Bachelor and Associate Degree Programs

Business Administration: Accounting Emphasis, A.A.S. (continued)

PROAC feedback back to...

Program	Institution
1. All Business Department programs should consolidate their recommendations in order to address the broader department's needs.	1. Consistent electricity to teach classes was a major issue a couple of years ago when CUC was having rolling power outages, and the problem was temporarily resolved when an outside firm brought their generators. A plan should be developed to either purchase a backup generator for Buildings V and W, or hookup the two buildings to the existing NMC backup generator so that all Business courses are not disrupted when there are power outages 2. Complete the renovation of room V-117 so that it can be cross-utilized for large meetings and assemblies by the academic departments as well as a sound stage for the media department and other activities such as student registration 3. Changes in the Scholarship Program continue to have a negative effect on the student enrollment in the Department's course offerings, and this in turn will result in ripple effects in the economy as fewer and fewer government and private sector employees are able to keep their skill levels current with modern technology and/or upgrade their skill levels for purposes of advancement. The Department has three main pools of students to draw on. These are: (1) foreign students who are attracted to NMC because of the ease of entry into the CNMI and the fact that NMC is a U.S.-accredited institution; (2) high school graduates who plan to continue their education and do not plan to leave the island, and (3) local students who for the most part, work full time and take classes on a part-time basis. This latter pool of potential students generally has very limited amounts of discretionary income and cannot afford to attend classes at NMC if they do not receive some form of financial aid from the CNMI Government. The decision by the CNMI Government to eliminate scholarship funds for part-time students is bound to have long-reaching negative effects on the economy of the CNMI and should be reexamined by the Legislature at the earliest opportunity.

GROUP A: Bachelor and Associate Degree Programs

A.A.S in Business Administration, Business Management Emphasis	
PROAC Approved recommendations for actions to…	
Program	**Institution**
1. Recommend that a full-time Computer instructor be hired as soon as possible to teach classes, advise students, and review the program; 2. Purchase new computers in rooms in computer labs W-2 and W-3 with the latest ant-virus. In addition, there are some battery backups that are not working. The computers in the V-108 computer lab are also quite outdated. 3. Create a track program that would allow full-time working students to conveniently attend classes in the evening when it does not interfere with work and childcare is easier to obtain. This would attract not only individuals who work full-time, but also those who are at home and have difficulty finding childcare t attend classes. The track program would mesh with a future bachelor's degree program, which would be attractive to the many students who have earned their A.A.S. in Business Management, and would like to pursue a Bachelor's degree; 4. Purchase two (2) DVD players that will be used for instructional purposes in classrooms V-205 and V-215; and 5. It is difficult to recruit well-qualified faculty because of the low mandated ceiling on salaries of public employees. Individuals with extensive qualifications in fields such as accounting, business management, and computer science, to name but a few, expect to earn well in excess of $50,000 per annum. The Department requires a minimum of a master's degree in any field under its purview, but finds it difficult to acquire personnel with such degrees because they would have to accept significant reductions in real income to accept positions within the Department. Given that NMC is mandated by law to pay no more than $50,0000 even to highly experienced holders of doctorate degrees, the College is noncompetitive in the area of salaries. This affects the quality of instruction and the attractiveness of the programs the Department offers to potential students, in addition to creating a heavy burden on the better-qualified instructors to offer the number of advanced courses that will satisfy student demand.	1. Consistent electricity to teach classes was a major issue a couple of years ago when CUC was having rolling power outages, and the problem was temporarily resolved when an outside firm brought their generators. A plan should be developed to either purchase a backup generator for Buildings V and W, or hookup the two buildings to the existing NMC backup generator so that all Business courses are not disrupted when there are power outages; 2. ☐ Recommend the repair of the elevator located on the east side of Building V so that students with disabilities, workshop participants will be able conveniently access the second floor of Building V for classes, workshops, and/or client assistance without having to use the burdensome disabled ramp on the east side of Building V; 3. Complete the renovation of room V-117 so that it can be cross-utilized for large meetings and assemblies by the academic departments as well as a sound stage for the media department and other activities such as student registration; 4. Changes in the Scholarship Program continue to have a negative effect on the student enrollment in the Department's course offerings, and this in turn will result in ripple effects in the economy as fewer and fewer government and private sector employees are able to keep their skill levels current with modern technology and/or upgrade their skill levels for purposes of advancement. The Department has three main pools of students to draw on. These are: (1) foreign students who are attracted to NMC because of the ease of entry into the CNMI and the fact that NMC is a U.S.-accredited institution; (2) high school graduates who plan to continue their education and do not plan to leave the island, and (3) local students who for the most part, work full time and take classes on a part-time basis. This latter pool of potential students generally has very limited amounts of discretionary income and cannot afford to attend classes at NMC if they do not receive some form of financial aid from the CNMI Government. The decision by the CNMI Government to eliminate scholarship funds for part-time students is bound to have long-reaching negative effects on the economy of the CNMI and should be reexamined by the Legislature at the earliest opportunity.
PROAC feedback back to…	
Program	**Institution**
Conduct a detailed analysis of student enrollment and graduation success, as the data presented indicate continuation of the program semester after semester despite very low student enrollment academic year after academic year.	No recommendations.

GROUP A: Bachelor and Associate Degree Programs

Business Administration: Computer Applications Emphasis, A.A.S.

PROAC Approved recommendations for actions to…

Program	Institution
1. It is recommended that course assessment be conducted for the rest of this Program's courses and the results be used to further improve this Program.	1. It is recommended that the Program upgrades to the current, new versions of application software used in the classrooms as soon as possible to avoid falling behind and repeating the same upgrade issues in the past.
2. It is recommended the incremental course evaluation form being tested be assessed for reliability, adapted, and used by this Program and by the Department.	2. It is recommended that the current classroom PCs for this Program be replaced as soon as possible. It is important that the specifications of the new machines be high enough for the machines to last several years and that they be classroom friendly: be wireless ready, take up less space, and fitting to classroom environment
3. It is recommendation that an advisory council be formed to advise the Business Department in aligning its programs and courses with needs of business and the local community.	3. Related to acquiring new PCs for the classrooms, it is recommended that new computer classroom furniture—desks and chairs—be purchased to replace the current ones.
4. It is recommended that evidence be collected and assessed to see how well students apply spreadsheet skills learned in CS150 in subsequent classes. For the next assessment of this PLO, it is recommended that students in AC221 Principles of Accounting be assessed to determine their level of performance in apply spreadsheet applications, after CS150.	4. It is recommended that new, larger projection screens for the computer classrooms be purchased.
5. Similar to the recommendation made above in PLO-2, it is recommended that the next assessment of this PLO assess student work done in other classes after successfully completing CS103.	5. It is recommended that the placement of the air conditioning unit in W3 be moved to the back of the room and not where it currently is for the comfort of students.
6. It is recommended that efforts be taken to increase enrollment in CS140 and CS246.	6. It is recommended that new white boards be purchased for the computer classrooms.
7. It is recommended that the mapping of courses' SLO to the Program PLOs is continued to refine and tighten them and introduce new changes as necessary.	7. It is recommended that the computer classrooms operating system be upgraded from Windows XP to Windows 7, as soon as possible, so the Program's courses' contents on PC's operating systems become currents.
	8. It is recommended that commercial anti-virus programs be purchased and used to protect classroom PCs.
	9. It is recommended that a server-based connectivity for the classroom PC be implemented.
	10. It is important that when the newly requested items are purchased that the Program instructors are consulted for inputs; that at the time of the installation of projectors, screens, air cons, and during the arrangements of the classrooms furniture, that the Program instructors are involved to give their preferences and inputs.
	11. It is recommended that a large screen LCD screen be purchased and installed in V205 to support various courses, including MG220.
	12. It is recommended that buildings V and W be hooked up to a power supply backup source.
	13. It is recommended that the Computer Instructors position that was held by R. Laurie be reinstated and filled to strengthen this degree Program and also to help in reducing the workload of the current faculties at the business department
	14. It is recommended that the studio room in V be completed and used as intended. This recommendation was made in the Cycle I of program review.
	15. It is recommended that the former construction trades classroom be assessed for possible use as another computer classroom or student lab.
	16. It is recommended that old files stored in V212, belonging to CDI, be sorted out and those that are no longer needed be disposed off and those that need to be retained be archived appropriately to free up this room for a Business students' lounge. These recommendations are for fully utilizing Building V.

GROUP A: Bachelor and Associate Degree Programs

Business Administration: Computer Applications Emphasis, A.A.S. (continued)

PROAC Approved recommendations for actions to…

Program	Institution
	17. It is recommended that the NMC undertakes a comprehensive labor market study to meet the needs of its various departments and programs.
	18. It is recommended that OIE be tasked to produce process the proper student records and produce the various demographic statistics and make them available to program review authors on a regular basis.
	19. It is recommended that OIE processes the appropriate student records and publish program enrollment figures on a regular basis to program review authors and others interested.
	20. It recommended that the College explores and implements alternative approaches to professional development for faculties and staff. One alternative is to put aside a certain amount of funds, develop a criteria for awards, and award the funds to the winning faculties, and let them decide what to do with the awards for their own professional development. This likely will results in focused and meaningful professional developments for the faculties.
	21. It is recommend that a different mechanism be developed to report on program implementation progress including achievements and challenges in a way that requires less time and eliminate redundancies in the current Program Review reporting process.
	It is recommend that faculty teaching load and Program Review work and activities be assessed and necessary changes be made to distribute workload fairly among faculties campus wide.

PROAC feedback back to…

Program	Institution
Allow students to test out of OT101 if their keyboarding skills are at a sufficient level.	No recommendations.

Criminal Justice, A.A.S.

PROAC Approved recommendations for actions to…

Program	Institution
1. Change the English Placement Level for CJ 101 from EN 093/084 to EN 101.	1. Hire a full time instructor for the CJ program to lessen the need for adjunct instructors and to assist the coordinator with addressing the recommendations from this cycle and to compile data for program review.
2. Monitor the number of A.A.S. in CJ students who enroll in and successfully complete developmental English and Math.	2. Provide professional development opportunities for the CJ Program Coordinator and Instructor to more effectively and efficiently perform the duties necessary for the CJ program. This includes training in programs such as TracDat and PowerCampus, and any other program necessary to advise and register students and to track student information.
3. Monitor student enrollment numbers to determine why Spring semester enrollment numbers are usually lower than Fall semester enrollment numbers, indicating lower retention rates.	
4. Monitor student enrollment numbers after CJ 101 to determine why some students are not taking any CJ courses after CJ 101, essentially indicating that the CJ program is losing students after its introductory course.	
5. Monitor the enrollment of returning students because the CJ program has witnessed an increase in the enrollment of returning students (students who did not attend NMC in the previous two semesters).	

PROAC feedback back to…

Program	Institution
No recommendations.	No recommendations.

GROUP A: Bachelor and Associate Degree Programs

Elementary Education, B.S.	
PROAC Approved recommendations for actions to…	
Program	**Institution**
1. Continue the research work on the feasibility of program expansion to include Early Childhood Education, Secondary Education, and Special Education – Moderate Needs. Evidence: Program Review and Assessment Cycle I Form 1 and Form 2 data, 2009 KPI Report: Job Placement data, Student Surveys (ED 492/493), collaborative community needs study, and PROA Strategic Goal #1 and #2. This recommendation has been completed.	1. Include Reading/Literacy as a concentration to the degree program. Evidence: Program Review and Assessment Cycle I and II Form 1 and 2, ACSCU November 2008 Visit Report from Dr. Karen Graham, SOE Response Report to ACSCU April 2009, Student Surveys (ED 492/493), 2009 KPI Report, and PROA Strategic Goal #2. There are currently 14 reading resources positions open in the PSS system.
2. Continue the research work on the feasibility of modifying the current degree program into a B.S. in Education with a concentration in Elementary Education. Evidence: Program Review and Assessment Cycle I Form 1 and Form 2 data, 2009 KPI Report, Student Surveys (ED 492/493), collaborative community needs study, and PROA Strategic Goal #1 and #2. This recommendation has been completed.	2. Assessment and implementation of an increased faculty salary scale that is comparable to regional pay scales to ensure competitiveness and appeal to qualified faculty market. Evidence: Salary scales of regional post-secondary institutions, HRO Recruitment Reports (applicant responses and amount of time it takes to fill vacancies), SOE Response Report to ACSCU April 2009, and PROA Strategic Goal #3.
3. Continue to review and update curriculum alignment annually. Evidence: Program Review and Assessment Cycle I and II Form 1 and Form 2 data, and PROA Strategic Goal #1 and #2.	3. Adjustment of faculty workload for the 4-year degree program from 15 to 12 to support program development, grant writing and management, and professional development. Evidence: Salary scales of regional post-secondary institutions, Faculty Job Descriptions, Contracts, and Evaluations, ACSCU November 2008 Visit Report from Dr. Karen Graham, SOE Response Report to ACSCU April 2009, and PROA Strategic Goal #3.
4. Update the SOE Program Advisory Council including Rehabilitation and Human Services representative. Evidence: Program Review and Assessment Cycle I Form 1 and Form 2 data, SOE Response Report to ACSCU April 2009, PROA Strategic Goal #2.	4. Development and support of a Faculty Professional Development Plan to ensure quality service, updated teaching pedagogy, and best practices are realized in all programs. This will also support personal enrichment and growth of faculty and staff. Evidence: Faculty Job Descriptions, Contracts, and Annual Evaluations, ACSCU November 2008 Visit Report from Dr. Karen Graham, SOE Response Report to ACSCU April 2009, and PROA Strategic Goal #3.
5. Continue support mentoring program for both new and adjunct faculty. Evidence: Completion of all teaching related documents and assessment including administrative requirements, course assessment documents, and course syllabi by faculty members, Course Evaluations, ACSCU November 2008 Visit Report from Dr. Karen Graham, SOE Response Report to ACSCU April 2009, Adjunct Observation reports each semester, and PROA Strategic Goal #3.	5. It is the recommendation of the SOE that College's system of professional development expands to include focused academic content training and advancement, and sabbatical leave option. Evidence: Faculty Job Descriptions, Faculty Professional Development Plan, Contracts, and Annual Evaluations, ACSCU November 2008 Visit Report from Dr. Karen Graham, SOE Response Report to ACSCU April 2009, and PROA Strategic Goal #3.
6. Continue on-going collaborative efforts with CRC to ensure updated and appropriate resources are available for students. Evidence: Program Review and Assessment Cycle I Form 1 and Form 2 data, and PROA Strategic Goal #1.	6. Complete renovation of Building T for the best utilization of space, removal of deteriorated and pest infested walls and ceilings, and to ensure ADA compliance. Evidence: Program Review and Assessment Cycle I and Cycle II Form 1 and Form 2 data reports
7. Continue involvement in the Data Task Group led by OIE to identify an institutionalized and systematic method of tracking and reporting job placement data, Graduate data, and Licensure data. Evidence: Program Review and Assessment Cycle	7. Procurement of updated computer hardware (laptops) and desktop for Administrative Manager and software for faculty use for planning, teaching, and assessment activities.

GROUP A: Bachelor and Associate Degree Programs

Elementary Education, B.S. (continued)	
PROAC Approved recommendations for actions to…	

Program	**Institution**
	8. Ensure budgetary support for Community Needs Assessment activities of the program in its research and development of program expansion proposal. Evidence: Program Review and Assessment Cycle I and II Form 1 and 2, ACSCU November 2008 Visit Report from Dr. Karen Graham, SOE Response Report to ACSCU April 2009, Student Surveys (ED 492/493), 2009 KPI Report, and PROA Strategic Goal #2. This recommendation has been completed; however, there is a recommendation to continue.
	9. Make available technological support to provide reliable and accessible wireless connectivity for Building Q classrooms. Evidence: Program Review and Assessment Cycle I and II Form 1 and Form 2, SOE Student Surveys, Course Evaluations, and PROA Strategic Goal #4. This recommendation has been completed.
	10. Procurement of a back-up generator to serve both Building Q and Building T to ensure minimal interruption of classes. Evidence: Program Review and Assessment Cycle I and Cycle II Form 1 and Form 2, Data on course cancellations, Student Surveys, Course Evaluations, and PROA Strategic Goal #4.
	11. Implement an alternate operation schedule and provide expanded availability of equipment and support services to assist faculty and students who are on campus evening and weekends. Evidence: Faculty Workload files, Semester Schedule, and PROA Strategic Goal #3.
	12. In support of our students' learning, the SOE recommends that the Teaching English as a Second Language (TESL) certification be made available for all faculty members

PROAC feedback back to…	

Program	**Institution**
1. As part of program mapping, include an analysis of where in the curriculum the various program outcomes are introduced, reinforced, and emphasized; this is to provide additional feedback as to any gaps in the curriculum as well as those areas that are well covered.	1. Re-announce and fund the SOE Associate Director position.

GROUP A: Bachelor and Associate Degree Programs

A.A.S. in Hospitality Management

PROAC Approved recommendations for actions to…

Program	Institution
No recommendations.	1. Hire a full-time administrative manager for the Business Department. 2. Form a new overall Business Program Advisory Council with representatives from the tourism industry to assess workforce and community needs, NMC degree programs and course offerings, etc. 3. Provide more funding for purchasing additional DVDs, tourism publications, and other instructional resources. 4. Provide funding for professional development opportunities for the instructor, to include networking with Guam Community College and University of Guam tourism program faculty. 5. Purchase an additional large flat-screen television for one of the V building classrooms.

PROAC feedback back to…

Program	Institution
1. Review the program to see how it could be promoted so that more students become interested, enroll and declared it as their major. 2. Consider maintaining a hospitality and tourism focused program advisory council.	No recommendations.

Liberal Arts, A.A.

Form 2 Program Review was not submitted for this program.

Natural Resources Management, A.S.

PROAC Approved recommendations for actions to…

Program	Institution
No recommendations.	No recommendations.

PROAC feedback back to…

Program	Institution
1. Re-evaluate the market for the program 2. Explore offering sets of courses to relevant agencies leading to a certificate of participation through CDI 3. Continue to seek outside funding	1. Provide immediate assistance to the program on the active grants supporting the program and on finding additional grants / sources of funding. 2. The Office of the President should clarify whether this program fall sunder APS or CREES.

GROUP A: Bachelor and Associate Degree Programs

Nursing, A.S.	
PROAC Approved recommendations for actions to…	
Program	**Institution**
1. A Program Advisory Council needs to be reactivated to be able to gain input into our standing in the community and what changes may need to be made to further meet our mission within the community. Our then acting department chair during AY Fall 2009 conducted the first meeting on September 23, 2009. She tried very hard to get the Council to be quorumed for its later meetings, unfortunately a quorum was never consistently obtained thereafter to conduct the meeting. A chairperson must be hired in order to really make this type of community effort work. 2. Many present and past students are asking the program to offer a NCLEX review and Advanced Nursing Process course for students who have graduated from NMC and those nurses who are here from the Philippines who are studying for the exam. There seems to be a good pool of potential students that can make this class worthwhile. We would consider making this a bi-annual course in order to ensure a full class without being too concerned with cancellation for poor registration.	1. The absolute highest priority recommendation from the Department of Nursing is the hiring of a full-time Department Chairperson. The department needs someone who can take care of the day-to-day business, and the long term planning of the department and program. We have not had a permanent chair since 2007. According to CNMI law and CNMI Board of Nurse Examiners rules and regulations the department chair must have a Master's degree in nursing (MSN). NMC now has to compete for very limited clinical time and exposure with another local nursing school that has the highest political connections and support. NMC needs someone whose job it is to talk with and coordinate with DPH and the legislature. DPH has for a very long time been less than enthusiastic to licensed professional nursing. With the faltering economy they have recently become even more dismissive of the profession and would like to have NCLEX certified professional nurses removed in favor of cheaper practical nurses, licensed or not. This could also mean the end of NMC's nursing program. The three members of the nursing faculty do not have time to do all of the work that is required of a department hair, recruit new faculty and students, teach classes, tutor, complete program assessments, college department meetings, arrange and facilitate clinical rotations as well as adequately prepare our students during the courses we are teaching. A department chair at this time would also negate the need for adjunct faculty to be hired. 2. Hiring of additional instructors will be needed to increase our class size. With only 3 instructors we are only able to have 30 students in the entire program at any one time. We are expecting 30 students to have completed the prerequisites for entry into the NMC nursing program by the end of summer 2010. We only have enough faculty to take 20 students. Hiring of another faculty member and possibly an adjunct faculty for this potential increase in enrollment will also enable closer supervision of students during clinical rotations. 3. An agreement with a U.S. or Guam based institution would be very beneficial to the graduates of NMC and other colleges on the island. If we could officially enter into an agreement with a School of Nursing in a fashion similar to how the School of Education has an agreement with Framingham State College for their Masters in Education. There are many nurses practicing on island who have a BSN from a college in the Philippines or the U.S. An agreement of this type will allow these nurses to get a MSN degree, which is needed, for a management nursing position in the U.S. and upper management nursing positions in the CNMI. A Master's prepared level for nursing faculty positions here in the CNMI, Guam and U.S. is required by Boards of Nursing and the National Council of State Boards of Nursing, Inc. (NCSBN). This would also allow our students to continue their studies at NMC towards a BSN or MSN degree.

GROUP A: Bachelor and Associate Degree Programs

Nursing, A.S. (continued)	
PROAC Approved recommendations for actions to…	
Program	**Institution**
	4. An bi-annual subscription to the NCSBN Program Report will allow the nursing program to keep close track on the scores of our graduates on the NCLEX-RN exams and help us in making changes in the program if needed. Areas of weakness as identified on this report may enable us to examine whether our curriculum needs to be adjusted or if the English skills of our graduates need further development, or both.
	5. We would like for the college to have the Information Technology Services (IT) be more supportive of the academic services in the creation of and training involved in web site creation and maintenance for course use. Being able to place documents, PDF files, photos, videos, and other programs would be of great value to both students and faculty alike. It may also decrease the amount of paper that is consumed by the school by placing information that is presently given as hand-outs on the course web site for the students to look at without having to print. Newer faster CPU's are also needed, and are apparently being replaced or upgraded at this time. A more reliable internet connection is also important to academic issues. Again, we believe that this is being addressed at this time. Training in the basic operation of programs that are used by the college faculty on a daily basis, such as the Microsoft Office group of programs would be of great benefit also.
	6. If class size is to be increased in the future, larger classrooms will help with instruction during the class itself. The classrooms now are adequate for most classes, but when a large number of students are in the room it is very difficult to walk around and monitor students and/ or lecture.
	7. The nursing department needs a simulation skills laboratory for its students. We are presently part of a regional grant attempting to get a simulation mannequin. We are very hopeful that if we can get the mannequin, this will increase the students' exposure to different conditions and situations that they are not usually exposed to due to the limited patient population at our local hospital.
	8. The office space in building A, room A-8 that is the old nursing department chair's office needs to be completely rebuilt due to termite, water, and mildew damage. We are considering this space to set up the anticipated simulation skills lab for our students if we get the simulation mannequin.
	9. Our first and second year students have access to only five computers in skills lab. The computers had been inspected and can still be used. However, we are unsure of how long they will remain functioning for student use. In March of 2010, five computers were checked by IT and were removed from the skills lab due to damage and non-serviceable. These computers must be replaced. If the college computer lab is upgrading all their computers to new ones, we want to be considered in getting their current computers to bring our computers to 10 for our students. If this is not possible, then we will request for new computers.

GROUP A: Bachelor and Associate Degree Programs

Nursing, A.S. (continued)	
PROAC Approved recommendations for actions to…	
Program	**Institution**
	10. We continue to look for ways to measure our student learning while going through the program. The Health Education Systems, Inc.(HESI) exam was previously used in the program as a good assessment tool and predictor of passing the NCLEX-RN exam. We want to bring back this same exam as a standardize tool to assess our student learning and provide us additional tool to also look at our program curriculum for better student outcome.
PROAC feedback back to…	
Program	**Institution**
1. Look into EN 092, which evaluates and improves the speaking and listening skills of students. Some students, even after passing EN 101 and with a passing score on the TOEFL exam have difficulty speaking and understanding spoken English. The program may add this to its IDP as a required prerequisite. More discussion should planned within the department to decide how this may be accomplished and the department should collaborate with the English department and Academic Council for proposed changes to its current IDP with English prerequisites.	No recommendations.

GROUP C: Student Support and Administrative Units

GROUP C: Student Services and Administrative Units

Office of Admissions and Records	
PROAC Approved recommendations for actions to…	
Program	**Institution**

1. Develop a Records Management Plan to ensure the proper handling and safekeeping of student records.
2. Update the OAR Standard Operating Procedures (SOPs) to indicate a "no more than two weeks" processing time for credit evaluation requests and develop an internal tracking system to support timely release of requested information.(see Form1)
3. Conduct audits of registration forms immediately after the first week of instruction to eliminate errors in database and ensure accuracy of records.
4. Continue to provide Registration Refresher Training for all registration data entry personnel to ensure consistency and accuracy of registration processes and procedures.
5. Recommend to the Registration Committee that course registration be scheduled for students according to each students' academic standing (seniors and by total credits) to ensure a more efficient, and less congested registration experience for students.
	1. OAR recommends the hiring of a qualified full-time Registrar due to the following:
	   a. Recommendation from the WASC-ACCJC (April 2010 Visit Report and its June 2010 Show Cause letter) on the insecurity of student records;
	   b. Delays in the review and release of student requested records;
	   c. Inaccuracies of student records information (i.e. transcripts and suspension listings.)
	   d. Thus, also resulting in the increase of student complaints;
	   e. The critical need to complete the PowerCampus Academic Plan to ensure the accuracy and efficiency of course, grade, degree plans, and graduation data;
	   f. Unsatisfactory results on the Registration Survey; and
	   g. Increase in inaccuracies of student information in the database.
	The college Registrar is a nationally recognized position as that of the custodian of student records. As such, it has been revered and valued for its work in ensuring the integrity and accuracy of student information, meticulous monitoring of grades and student coursework information, as well as in its collaborative efforts in developing and maintaining classified communication with and between programs, offices, and other institutions. It is critical that the OAR hires immediately a qualified full-time Registrar with a salary that commensurate with national standards.
	2. OAR recommends the hiring of a full-time Admissions Counselor or an Admissions Specialist due to the following:
	   a. Expansion of scope of services (aggressive recruitment efforts);
	   b. Increase in student walk-ins being served at the counter;
	   c. Unsatisfactory results on the Registration Survey; and
	   d. Increase in inaccuracies of student information in the database.
	For the past six years, OAR has hired Limited-Term Appointees to address the shortage of manpower. It is evident that OAR is in dire need of full-time employees for data entry in the admissions area to ensure the quality and efficiency of services provided to the students and institution clients.

GROUP A: Bachelor and Associate Degree Programs

Office of Admissions and Records (continued)	
PROAC Approved recommendations for actions to…	
Program	**Institution**
	3. OAR recommends the hiring of a full-time International Students Coordinator/Counselor. The transition of immigration authority from the state/local government to the federal government is still on going. The current International Students Coordinator/Counselor is a Limited Term Appointment (LTA). This position is critical in ensuring the continuous and consistent dissemination of immigration laws and requirements, as well as in ensuring compliance for both the international students and the institution. The current International Students Coordinator/Counselor has been instrumental in the dissemination of accurate international student enrollment; review of federal guidelines, and in the updating of institutional procedures for securing international student statuses. 4. OAR recommends the purchase of upgraded technology to address data management needs and enhance the quality of services provided to students and the institution. This includes the purchase of an Online Registration Services module for PowerCampus. This will improve semester course registration processing with efficient and expedient services for students, faculty and staff. 5. Expand the office space of OAR to better accommodate a continuously growing student population, address congested filing room concerns, safety of students and employees, and a more service-oriented atmosphere for the OAR. This office is the point of entry and exit for academic students, visitors, and potential students. The office lacks space to properly and safely accommodate employees and the basic functions and services of OAR. 6. The Academic Council publishes and makes available, for each semester/session, the finalized Semester Course Schedule at least two months prior to the scheduled registration period. 7. Each program/academic department assign at least one representative to D-1 during registration to avoid "run-arounds" for students (i.e. obtaining signatures) 8. Update of institutional policies that concern student records to ensure the appropriate information and guidance is provided to all College employees. This should include updated Human Resource policies to ensure compliance to federal regulations (FERPA), institutional policies and procedures, and AACRAO standards. Also to include an employee's acknowledgement of responsibilities to the confidentiality of student records and accountability for safeguarding those records. (Ongoing work by the "Student Polices & Procedures Task Force") 9.

GROUP C: Student Services and Administrative Units

Office of Admissions and Records (continued)

PROAC Approved recommendations for actions to…

Program	Institution
	10. The College should implement more aggressive efforts to forge partnerships with other educational institutions that can offer our graduating students more options as they pursue their advanced degrees. The NMC COMPASS division has standing agreements with institutions like Framingham State College and the University of Guam; however, the College should work to expand this list to include more educational institutions in Hawaii and the mainland institutions. In addition to this, the College should also create partnerships with regional institutions in Japan, Australia, New Zealand, and others in the Pacific. These partnerships will offer our students more options and will also increase NMC's competitive advantage over other schools.
	11. The College should uniformly require all students to sign up for NMC email and be required to use them for their classes and other NMC-related matters. Currently, many students sign up for their NMC email accounts only when they enroll but they quickly abandon this email for their personal email accounts like gmail, hotmail, or yahoo. This makes it difficult to communicate with students through email because we do not have their personal accounts, nor do we require them to use their NMC accounts. College instructors should enforce this requirement by sending their syllabi or other materials to NMC-only email accounts. Administrative offices, like the Finance Office, should send payment reminders to NMC-only email accounts. This will improve our communication to students.

PROAC feedback back to…

Program	Institution
No recommendations.	1. Develop an Orientation Survey to be administered immediately after each orientation session. This survey instrument will be administered, collected, and analyzed for the improvement of programs that participate in orientation.
	2. Implement online registration.

Auxiliary Services (Bookstore)

Form 2 Program Review was not submitted for this program.

GROUP C: Student Services and Administrative Units

Counseling Programs & Services

PROAC Approved recommendations for actions to…

Program	Institution
1. Implement a processing/service fee for international students. 2. Expand course offerings, degree programs, specialized training programs, and transfer preparation activities to meet the needs and interests of students. 3. Support Counseling Programs & Services efforts to reorganize and emerge as a comprehensive and cohesive student support center. 4. Acquire additional funding and resources for Disability Support Services for the purposes of promoting and facilitating a more conducive learning environment for students with disabilities on campus. 5. Acquire or construct general technology, equipment, and defined spaces that utilize elements of "universal design". 6. Institutionalize procedures for the Disability Support Services Coordinator/Counselor to participate in review and consultation meetings with regard to the procurement of technology or the design and construction of learning spaces. 7. Provide funding and support for International Student Services. 8. Create a permanent, full-time position for the International Coordinator/Counselor. 9. Promote awareness among prospective and current college students of careers in the CNMI linked to (1) Education and Training, (2) Hospitality and Tourism, (3) Information Technology.	No recommendations.

PROAC feedback back to…

Program	Institution
1. CPS should aggressively seek grant funding to help support recommendations 4 and 5 above. 2. CPS should work closely with COMPASS programs to help support recommendation 1, 2, 7 and 8 above. 3. CPS should go back to dividing itself into six different programs in order to ensure more focused and more meaningful program review for each program.	No recommendations.

Finance and Budget Office

PROAC Approved recommendations for actions to…

Program	Institution
The program should develop enhanced working relationships with other College departments in order to improve service.	The institution should establish a schedule and/or a deadline for submission of purchase documents in order to increase efficiency in finance and budget processes.

PROAC feedback back to…

Program	Institution
1. The program should utilize the College's governance structures and processes to enhance working relationships with other College Departments. 2. The program should utilize performance standards and indicators from established professional organizations, such those developed by the Council for the Advancement of Standards (CAS) in Higher Education. 3. The program should demonstrate, clarify, and improve the integration between the Finance and Budget branches of the office.	1. The institution should provide the program with assistance in assessment, program review, and data collection and analysis in order for the program to better monitor its effectiveness. 2. The institution should establish a routine, cyclical master calendar for all planning processes, including program review, budgeting, resource allocation, and strategic planning.

GROUP C: Student Services and Administrative Units

Financial Aid Office

PROAC Approved recommendations for actions to…

Program	Institution
1. Larger office and storage space. This will allow for individual office space for each FAO personnel to conduct one-on-one assistance in a more private setting. The storage space will allow for more capacity to hold new and current office files. 2. Additional personnel. The additional personnel will take care of some of the administering functions of the Title IV funds, the administrative functions of the office such as preparing check requests, purchase orders, filing, running office errands, etc. The additional personnel will also assist with data collections from surveys, log-ins, etc. This will relieve current personnel's workload. 3. Personnel training/cross-training/professional development. Current personnel have attended many important workshops and trainings in the past few years, but not in the area of profession. It is important to meet US DOE standards that every Title IV administrator or representative attend a US DOE training, workshop, or conference to be aware of the changes in federal regulations governing the Title IV programs.	1. The institution should comply with all Title IV program rules and regulations. This will assist the FAO in carrying out its program more efficiently and keeps the integrity of the program. 2. The institution should submit its audit reports in a timely manner. This is important so that the Title IV program does not fall back under the Reimbursement Payment Status.

PROAC feedback back to…

Program	Institution
No recommendations.	No recommendations.

Human Resource Office

PROAC Approved recommendations for actions to…

Program	Institution
HRO will continue to work toward automating some of our processes. Additional software on recruitment and E-Alerts has been purchased to assist with the effectiveness of the recruitment process. This will alleviate some of the staff burdened by unnecessary paperwork. Training is being scheduled to allow all of HRO to be familiar with the software operations.	No recommendations made.

PROAC feedback back to…

Program	Institution
1. The program should take the lead in coordinating, tracking, and facilitating the professional development of the institution's employees. 2. The program should utilize performance standards and indicators from established professional organizations, such those developed by the Council for the Advancement of Standards (CAS) in Higher Education.	The institution should provide the program with assistance in assessment, program review, and data collection and analysis in order for the program to better monitor its effectiveness.

GROUP C: Student Services and Administrative Units

Information Technology	
PROAC Approved recommendations for actions to…	
Program	**Institution**
1. Domain/Application Servers upgrades are needed. Physical/ Virtual servers. (Estimated Cost- $40,000.00) 2. One additional work study for IT Department-Administrative Manager and Distance Learning. (Estimated Cost per semester: $2,364.80) 3. Hire one Computer Lab Assistant/Tech to assist the Computer Lab Supervisor with support and maintenance of computer labs and equipment. (Estimated Cost per year - $28,560.00 including fringe)	1. Project Connect Wireless Radios are being fully utilized. The tower leases are sustained through March 2011. We recommend that funding for tower and radio maintenance, tower leases, equipment and climbers be identified. Link to Priority Initiative 2.4 (Estimated Cost for one year- $39,600.00) 2. What IT/MS is getting a lot of requests for is the VTC portion of our IT mission statement (project connect) to help with the outer islands community involvement. Complete Building "V" sound stage and create an untapped revenue source 3. Use it as a Multi Purpose Room (Video Tele Conferencing, Distance Learning, Location Rental, Work Study Lab, Class Room, Staged Events, and Meetings, Conferences, Assemblies). Having the space available for venues would be a way of revenue generating or for in kind contribution. It would save on man power hours for set up and breakdown costs, a direct connect so as we wont need to always call for support ex; iT&E also wear and tear on all the equipment and travel expenses. Linking this stage with the future project of connecting NMC's microwave antennas to the Joeten Kiyu Library, Multi Purpose Center and the ballrooms at the World resort & Spa would be a windfall of opportunity for this institution. Link to Priority Initiative 2.4, 4.1, and 4.2 (Estimated Cost- $10,000.00) 4. A 10,000 watt UPS for the server room is a necessity. This is a power backup for the servers because we currently do not have one in place. This is not to replace the generator but to protect the servers from the fluctuation of power that is unreliable. (Estimated Cost- $15,000.00)
PROAC feedback back to…	
Program	**Institution**
The program should address/report on the status of Cycle 1 recommendations related to the Rota and Tinian instructional sites, including the upgrade of the Computer Enrichment Centers at those sites.	The institution should expedite the hiring of an IT Director.

GROUP C: Student Services and Administrative Units

Library Programs & Services

PROAC Approved recommendations for actions to…

Program	Institution
Vacancies will need to be filled in order to ensure the library is able to operate effectively.	Upgrade the Integrated Library System (ILS) as the current one is outdated and has stability issues, causing frequent outages. This would most likely involve breaking the current agreement with Joeten-Public Library.

PROAC feedback back to…

Program	Institution
1. To ensure individual Program needs of Library resources are being addressed and met. 2. Need to provide documentation of Program Mapping and demonstrate collaboration between the Library Services and Academic Programs.	The institution should conduct an institution-wide assessment of library services.

Office of Institutional Advancement

PROAC Approved recommendations for actions to…

Program	Institution
No recommendations.	No recommendations.

PROAC feedback back to…

Program	Institution
1. The program should utilize performance standards and indicators from established professional organizations. 2. The program should shift some resources or reallocate staff time in order to meet its AUO to "Further enhance the image of the Northern Marianas College, the amount of positive articles released or pitched by OIA will increase." 3. The program should begin an aggressive internal campaign to encourage NMC employees to share many of the positive, newsworthy activities that are happening within their respective areas. 4. The program should undergo a press release writing training so that all staff (not only 1 or 2) will be able to draft press releases when necessary. 5. The program should develop a master calendar to ensure that press releases are sent in anticipation of an event, not only after events have occurred. 6. The program should continue some fundraising strategies that have been implemented, as well as employ new ones that take into account the continuing deterioration of the CNMI's economic health.	1. The institution should expedite the hiring of a marketing manager so that the program can meet its marketing outcomes. 2. The institution should provide an additional FTE, either a program coordinator or a program manager, to help the program meet its dual roles as lead marketer and lead fund-raiser for the College. 3. The institution should direct appropriate administrative support to help the program better track recruitment data on public school students enrolling at NMC. 4. The institution should provide the program with assistance in assessment, program review, and data collection and analysis in order for the program to better monitor its effectiveness.

GROUP C: Student Services and Administrative Units

Office of Institutional Effectiveness

PROAC Approved recommendations for actions to…

Program	Institution
1. OIE should develop a program management timeline for all of its major activities, including annual surveys, regular reports, program review work, and various assessments. 2. As OIE continues to provide leadership and logistical support for the institution's program review processes, the office should identify more effective mechanisms for promoting participation with program review and for ensuring compliance with program review criteria. 3. As OIE continues to provide leadership and logistical support for the institution's program review processes, the office should work with PROAC and BAFC to develop a stronger link between program review, planning, budgeting, and resource allocation. 4. OIE should work with PROAC to revisit the program review schedule for the next cycle to avoid conflicting with other events/activities on campus. 5. As OIE continues to facilitate more assessment activities at the institution, OIE staff will need additional training and professional development in assessment. 6. OIE should prepare a convenient yet informative program review orientation digital and/or print packet for new employees. 7. OIE should continue providing TracDat training to ensure programs are comfortable and adept in using the software. 8. OIE should work with PROAC to expand and diversify professional development opportunities in program review and assessment. 9. OIE should work with PROAC to develop and disseminate guides and rubrics for program review and proper use of meaningful data.	1. As OIE continues to facilitate more assessment activities at the institution, an Institutional Assessment Program Manger position should be created to lead such efforts and to provide assessment training for the institution. 2. As OIE continues to conduct more surveys, facilitate more assessment activities, and document the dialogue of various governance and constituent bodies, the office will need its own photocopier. 3. AS OIE continues to provide additional services and support to the institution, the office will need its own Administrative Manager position. 4. As OIE continues to document the dialogue of various governance and constituent bodies, the office will need its own digital voice recorder. 5. As OIE continues to conduct more professional development and informational presentations, the office will need its own LCD projector and projector screen.

PROAC feedback back to…

Program	Institution
All accepted	Ideally, any well organized program or department self evaluation should have a section on "Who we are and what we do" presented as early as possible in the document, perhaps as part of Section I or Section III at the latest. However, the existing template specifies that some of this information should be presented later in the document. Specifically, the Organizational chart and the list of current staff presented in Section V. (resources), are "Who we are" kind of data and should be presented earlier in the document to improve readability and flow. We recommend that action be taken to change or produce new campus-wide guidelines for simplifying and standardizing the organization of Form 2 reports.

GROUP C: Student Services and Administrative Units

Office of Student Activities and Leadership

PROAC Approved recommendations for actions to…

Program	Institution
No recommendations.	No recommendations.

PROAC feedback back to…

Program	Institution
The program should utilize performance standards and indicators from established professional organizations, such those developed by the Council for the Advancement of Standards (CAS) in Higher Education.	1. The institution should expedite the hiring of a program manager for the program. 2. The institution should establish/identify personnel to serve in an acting capacity should the program's program manager position be vacated. 3. The institution should provide the program with assistance in assessment, program review, and data collection and analysis in order for the program to better monitor its effectiveness.

Procurement and Property Management Office

PROAC Approved recommendations for actions to…

Program	Institution
No recommendations made.	No recommendations made.

PROAC feedback back to…

Program	Institution
1. Work closely with OIE & PROAC with regards to Program Review and Assessment. 2. Provide NMC programs with training on the new procurement regulations and procedures.	Expedite the hiring of a supply specialist to fill the position vacated by Duane Sablan.

Rota Instructional Site

PROAC Approved recommendations for actions to…

Program	Institution
Maintain collaboration efforts with Workforce Investment Agency Rota Office to continue its support to students' engagement in personal and professional programs. This remains a priority in order to build local capacity in the workforce.	1. Our information technology capabilities needs to be accelerated and upgraded with additional installation of state-of-the-art equipments to meet the standards as indicated in 2nd Cycle Program Review. 2. Include a budget priority for replacement of dilapidated air conditioning units in Room A-2 to meet Cycle 3 Priority Outcome number 1 submission: Ensure classrooms and instructional resources are adequate for teaching and learning. 3. Seek funding through federal grants and other means for renovation and restoration of CREES kitchen facility to suffice CREES outreach programs in conducting workshops and training for farmers and other clients. 4. Secure funding in the NMC operations budget for continued security, custodial services, and grounds maintenance of our Instructional Site. Health, sanitation, and safety are of high importance to our students, employees, and community partners.

PROAC feedback back to…

Program	Institution
No recommendations.	No recommendations.

GROUP C: Student Services and Administrative Units

Tinian Instructional Site

PROAC Approved recommendations for actions to…

Program	Institution
1. As recommended by the IT Director, replace all computers in the NMC Tinian Computer Enrichment Center in order to meet the needs of the students. (Refer to the chart on page 8 & 9 and Technology Resources on page 16 & also in IT Form 2, PC Replacement Recommendation) and virus protection. 2. To provide informational sessions on Academic Programs and Services on a quarterly basis in order to recruit more students to Saipan. 3. Work closely with the NMC Management Team and the Academic Council to identify the shortest route for re-establishing academic degree and certificate programs at NMC Tinian.	1. To replace all computers (to include virus protection) in the Computer Enrichment Center in order to maximize the use technology and to meet the needs of the community. 2. To continue upgrading and improving technology capability with additional installation of state of the art equipment to meet WASC standards for distance learning technology for future reintroduction and re-establishment of academic degree programs on the instructional site. This should include virus protection for all computers and access to the "N" Drive. 3. Secure funding in the NMC operations budget for continued security, custodial services, ground maintenance of our Instructional Site. Health, sanitation, and safety are of importance to our students, employees and community partners. 4. Seek other source of funding to renovate Room E for a state of the art kitchen facility and to relocate Expanded Nutrition Education Program (EFNEP) to the Instructional Site. 5. Review organizational chart to improve communication, support and funding to the instructional sites.

PROAC feedback back to…

Program	Institution
Need to provide cost estimate for each recommendation.	No recommendations.

Maintenance Office

Form 2 Program Review was not submitted on time for this program.

Operations Office

Form 2 Program Review was not submitted for this program.

GROUP D: Special Programs and Services

GROUP D: Special Programs and Services

Adult Basic Education

PROAC Approved recommendations for actions to…

Program	Institution
1. The ABE Program had initiated a waiting list to start a Cohort Based Program for NMC Saipan. Aside from the traditional offerings through the semesters, this Cohort Based Program will be continuous and run on a need to basis. ABE hopes to see an increase in enrollment as well as success rates of these types of programs according to research studies and high retention rates as proven in its NMC Tinian and NMC Rota Instructional Sites.	1. Connectivity remains an issue within the ABE office. Attempts have been made to rectify connection and speed issues, but because of pests, leaks and line layout problems, connectivity still remains a problem as mentioned in its Form 2 submission from Cycle 2.
2. ABE will continue to implement the tracking software, TOPSpro. The ABE Administrative Manager, Mr. Leonard Morales, was trained at the Summer 2009 CASAS Institute in San Diego, California. He is responsible for setting up and entering the data needed to accomplish meeting our SLO's and program report requirements. Full implementation of this software did not take place in December 2009 due to a glitch in the software. However, these concerns were addressed during the Summer 2010 CASAS/TopsPro Annual Trainings.	2. K-1 and K-2 ABE Classrooms lack ventilation and direct sunlight due to ply board shutters. This is a potential health hazard as well as a potential learning barrier. Therefore, ABE request for this to be addressed by the institution as recommended in its Form 2 for Cycle 2.
3. Ms. Velma Mafnas, ABE Counselor and Instructor, will be fully trained as the State CASAS Trainer. She will be responsible in training all ABE instructors and staff in CASAS assessment requirements. Ms. Mafnas recently underwent training at the Summer 2009 CASAS Institute in San Diego, California. She is currently certified to train instructors on Saipan. She will be fully certified to provide CASAS instruction to ABE adjuncts at the state level upon completion of the new certification process that has been implemented Summer 2010.	3. Walk way to ABE Office is unprotected, narrow, and unshielded from the environment. It is non ADA compliant and a safety hazard. ABE request for this matter to be addressed by the institution as recommended in its Form 2 for Cycle 2.
4. The ABE Program noted a serious amount of time and follow thru is needed to fully keep its Mentor/Mentee Tutorial Program. This Program functions as a support/tutorial program for students who are in the process of transitioning to NMC as well as current ABE students. Goal of the program is to increase the number of students transitioning to NMC as well as provide peer support for ongoing student on ABE's and NMC's various programs and services. Because the existing Counselor is also in Acting capacity as ABE State Director/GED Administrator, ABE recommends for an additional counselor to spear head this program.	4. ABE Program is housed in Building G along with CREES Lab and CREES Nutrition Program. The ABE Office is infested with termites as well as other pests and the walls are not flushed up the ceiling leaving a gap of approximately one foot causing breach of security. In addition, rooms within the ABE Office are poorly ventilated causing a potential health hazard. Early this year operations were ceased immediately due to potential health hazard. The maintenance crew found a huge dead rat stuck between the walls. The Facility Manager has taken initial steps in procuring assessments costs for the walls.
5. To better assist the ABE Program in its retention of students, ABE plans to establish a Memorandum of Agreement/Understanding with the Nutrition Assistance Program (NAP) and the Northern Marianas Housing Corporation (NMHC). According to data gathered as well as trend of stop outs, ABE noted possible reason for enrollment in the ABE program is to satisfy requirements for NAP and NMHC. NMC has met with NAP Manager and is currently working on an orientation plan as well as an agreement.	5. Additional air conditions are needed for all the rooms. Currently, there are two air conditions accommodating reception area as well as 5 rooms. Currently ABE is working with the Facilities Manager in procuring two air conditioners. Purchase of these air conditioners will be funded under the program but the program request for the walls to be funded by the institution.
6. The program recommends the hiring of a part time instructor to accommodate cohort based instruction.	6. ABE continues to receive referrals from Workforce Investment Agency, Department of Correction, Department of Youth Services, Office of Parole, Office of Probation, Karidat, Judicial Branch, Nutrition and Assistance Program, Northern Marianas Housing Corporation, Headstart, and the Public School System. Having this in mind, ABE request to increase safety measures by installation of additional security cameras. ABE plans to share the cost of a security camera as recommended in its Form 2 Cycle 2 submission. Again, ABE recommends that this be addressed by the institution.

GROUP D: Special Programs and Services

Adult Basic Education (continued)	
PROAC feedback back to…	
Program	**Institution**
1. The program should work with the College's Disability Service Coordinator to address the following recommendation from the program to the institution: "The Program noted an increase of students with a disability(s) in this reporting cycle. The program recommends the a full time teacher assistant with experience in this area. The program recommends for this to be funded by the institution."	No recommendations.
2. The program should use its own funds to acquire the dedicated server in the following recommendation from the program to the institution: "The ABE program needs a dedicated dual server to house its Instructional Reading and TOPSpro tracking software, CASAS E-Test, provide a back-up system to protect student data files and also extend use of technology in Instruction as mentioned in its Cycle II submission of Form 2. ABE is currently working with the Informational Technology Team in procuring their recommended server using the additional funding received for FY 2011 grant."	
3. Work with the College's English Language Institution and Language Lab to address the following recommendation from the program to the institution: "The Learning 100 Instructional Reading Software needs to be upgraded to its higher version, Read On. This software program is expensive and is not currently budgeted. Because Learning 100 is also used by the English Department as an adult reading resource, ABE would like to share the cost to purchase the software. However, the English Department does not have the financial resources at this time to share the costs so the program recommends to put this on hold until the institution of the program indentifies the funding source."	

GROUP D: Special Programs and Services

COOPERATIVE RESEARCH AND EXTENSION SERVICES (CREES)

PROAC Approved recommendations for actions to…

Program	Institution
1. Hire one CRD Program Coordinator I or II. 2. Hire one Sewing Instructor. 3. It is imperative for aquaculture and extension and research programs to be charge the same water rate as any farmers/ranchers in the CNMI. 4. Land has always been a big issue for the ARE program because at any time that the government sees a need for the land lot that ARE is utilizing they can reclaim and without any compensation for development made on the authorize land lot.	1. Exempt degree requirements for applicants for CRD Program Coordinator I or II and the Sewing Instructor. 2. Make the salary for such positions attractive. 3. For the NMC President to officially request the Legislature to amend Public Law No. 13-40, to include NMC-CREES, ARE programs on Rota, Tinian and Saipan to be included in the water usage rates of twenty five cent ($.25) per one thousand U.S. of water in the areas where there is twenty-four hour water available or a flat rate of twenty five dollar ($25.00) per month in areas where twenty-four hours water is not available. 4. For the NMC President to submit an official request to the Public Telecommunication & Utilities Commission, the approving body, to authorize the same water rate as those farmers/ranchers in the CNMI. 5. For the NMC President through Resolution or Legislation to request the Department of Public Land to deed the following parcel of lands, located in Lao Lao (for Marine Lab and Experiment Station) and As Perdido (for Research and Agriculture Experience Station). Furthermore, to reclaim the existing Pant Pathology Lab located at the Kagman Experiment Station. NMC-CREES invested over 50 thousand for renovation and scientific equipment. 6. That in the proposed NMC facilities Master Plan, it will be strongly recommended that CREES activities will be centralized in one location on campus.

PROAC feedback back to…

Program	Institution
Improve data collection and analysis by including and/or incorporating data from reports submitted to federal agencies Separate program into distinct programs for more focused and more meaningful program review	The Office of the President should clarify whether the NRM program falls sunder APS or CREES.

GROUP D: Special Programs and Services

Community Development Institute	
PROAC Approved recommendations for actions to…	
Program	**Institution**
As mentioned earlier, CDI staffs are often overworked and over tasked and are often provided more than the fair share of services and functions. Salary ranges for the FTE's are quite low considering the amount of work each member of the department undertakes. This coupled with the lack of an administrative manager or assistant has led to added administrative duties and responsibilities for the employees. CDI has employed several work-study students to help ease the workload, although the work-study students perform well, the risk of continuity and constant customer service is often lost. In addition, the lack of a professionally developed or linked tracking system has slowed down CDI's ability to respond to both internal and external customers when requested for information and other services. CDI is in dire need of an administrative manager or assistant to help keep the department running efficiently and effectively. Over the past few years that the department has been in operation, the management and staff had to creatively operate CDI through time management, scheduling, research and commitment. Eventually as CDI's revenue generating performances improved, the College has been assertive in addressing CDI's need for FTE's. The management of CDI became creative in securing funding for FTE's by leveraging federal dollars with local dollars. Internal Standard Operating Procedures were drafted and is now being revised to meet AUO/SLO, accounting, and other needs. It was not until Academic Year 2007-2008 in which CDI obtained the full amount of FTE's to fully run the department. Although a few vacancies exist to date, CDI has a solid team that works collectively to meet the goals of the department, however the effectiveness and efficiency has been slowed due to such vacancies. Each member of the CDI team is participating in all accreditation matters. CDI has recently announced a vacancy for the following position: Program Manager, CSPE. 1. Within the six years that the department has been in operation, the management and staff had to creatively operate CDI through time management, scheduling, research and commitment. Eventually as CDI's revenue generating performances improved, the College started recognizing CDI's need for FTE's. 2. The management of CDI became creative in securing funding for FTE's by leveraging federal dollars with local dollars. 3. Internal Standard Operating Procedures were drafted and is now being revised to meet AUO/SLO, accounting, and other needs. 4. CDI now has a solid team that works collectively to meet the goals of the department as well as to efficiently and effectively service the CNMI as it was originally intended to. Each member of the CDI team is participating in the revision of the CDI SOPs and all accreditation matters. Each program now has a responsible body to monitor and support its services and functions. 1.	No recommendations.

Community Development Institute (continued)

PROAC Approved recommendations for actions to…

Program	Institution
Community Service and Personal Enrichment Program 1. CSPE needs to continue with its efforts in ensuring course objectives are fulfilled. 2. CSPE needs to redesign its Evaluation Forms to track whether or not CSPE courses are meeting participant needs; to further identify type of referral being used to attract participants. 3. CSPE needs to continue its efforts in working with partners and refering agencies to maintain and/or increase the number of participants in its program. 4. Funding needs to be continued for the FTE and functions of the program. ***Extended Degrees and University Partnerships Program*** 1. EDUP needs to continue with its efforts in ensuring that partners and participants are satisfied with the facilitation services received and programs offered. 2. EDUP needs to improve the tracking of partners to allow for full participation and opportunities to complete Evaluation Forms. 3. EDUP needs to redesign its Evaluation Forms to track whether or not EDUP courses are meeting participant needs and the skills learned are useful on the job. 4. EDUP is a revenue generating program, all courses offered must meet a minimum enrollment requirement or be fully funded by a third party in order for such course to be self sustaining. 5. EDUP has developed a mechanism to control or recover any potential loss the program may incur in the event that a course is not financially self-sustaining. A fee recovering such cost or loss will be imposed, thus limiting or nullifying any loses. 6. The EDUP FTE needs continued funding to manage and further grow this program. ***Workforce Development and Certificate Training Program*** 1. WDCT needs to continue with its efforts in ensuring that participants are satisfied with the course or training offered. 2. WDCT needs to redesign its Evaluation Forms to track whether or not WDCT courses are meeting participant needs and the skills learned are useful on the job. 3. WDCT needs to redesign its Evaluation Forms to further identify type of referral being used to attract participants. 4. WDCT needs to redesign its Evaluation Forms to further identify type of facilitation and coordination most useful and applicable for its participants. 5. The WDCT FTE needs continued funding to manage and further grow this program. and services offered in CDI's two main programs. 6. Tracking system or software needs to be developed. 7. WDCT needs to continue its efforts in working with partners and referring agencies to maintain and/or increase the number of participants in its program.	

GROUP D: Special Programs and Services

Community Development Institute (continued)

PROAC feedback back to…

Program	Institution
1. For the purposes of program review, the program should be separated into distinct programs for more focused and more meaningful program review. 2. The program should work closely with APS to ensure alignment between community needs and requests and the institution's programs and policies. 3. The program should use and discuss more data that the program is generates, especially longitudinal data.	No recommendations.

NDU DEVELOPMENTAL MATHEMATICS PROGRAM

PROAC Approved recommendations for actions to…

Program	Institution
1. Revisit the NDU- Math program, revised, rewrite or modify, and develop to be aligned with the institutions mission and to serve the other Programs need. 2. Revisit the Exit exam for MA 088 and MA 089 and see to it that it covers those that are in the SLO. Do an item analysis on the test instrument. This would check whether the test is aligned with the SLO's. It would further provide information to the faculty concerned on the topics that the students did not understand well as shown on the test items that most students did not answer correctly. As a result the instructor will adjust on his/her techniques/methods and give more emphasis to those topics not well understood in the succeeding term. 3. Hire/Appoint full time Math instructor with specialization in developmental mathematics to run the program. Since there is only one test instrument to assess all students in each course level, He will coordinate with all NDU math full time and adjunct instructors and see to it that there is a uniformity of instruction's content standards to reach the common goal as was written in the SLO's. 4. Require all NDU faculty to submit assessment report utilizing the 5 column model in each course level every end of the term to provide a data base information. This would further identify which particular topic/subject matter areas were students falling behind. In this case the Instructor will adjust his/her emphasis on the topic for the succeeding semester. It will both develop the instructor and the classroom instruction as a whole.	Since BE 111 was created from the recommendations of NDU-Math from cycle 1, OIE should conduct a study as to whether those who took BE 111 have a better performance in Math or in other courses than those who did not.

PROAC feedback back to…

Program	Institution
1. Work with PSS to map and align curriculum and assessment in order identify gaps between NMC and PSS math programs. 2. The program should explore professional development opportunities on instructional methodologies and strategies that will support student learning and address some of the concerns raised by the program.	No recommendations.

GROUP D: Special Programs and Services

EDUCATIONAL TALENT SEARCH

PROAC Approved recommendations for actions to…

Program	Institution
1. The Talent Search program needs to collaborate more with the schools, community based organizations and government agencies to serve as advocates for this populace, upholding ideals of integrity and leadership. The program will monitor the collaborative activities continuously and use the results to reinforce positive relationships with the students. 2. The Talent Search program offered some services or activities to the ETS parents, such as financial aid workshops and college orientation meetings, but the offerings were limited, and motivating parents' involvement in program activities was a difficult challenge. The ETS program must identify new ways of partnering with parents that respect and validate the cultures of their homes and individualized needs. 3. The Talent Search Program will implement outreach strategies to increase parents' involvement by having them volunteer to help chaperone our students at certain activities and events. 4. The program will focus its effort in providing a mentoring component that can enhance the effectiveness of academic and career-related services. The ETS program will use the results of this intervention to guide the planning and implementation of changes in the program's goals and objectives for the upcoming grant application competition. 5. The program will carefully re-assess its services and gather more data about their graduates to see if they had met their personal, academic, and career goals.	1. Our building needs to be hooked up to a back-up generator. 2. Our offices need to be ADA compliance.

PROAC feedback back to…

Program	Institution
Improve data collection and analysis by including and/or incorporating data from reports submitted to federal agencies.	No recommendations.

GROUP D: Special Programs and Services

ENGLISH LANGUAGE INSTITUTE	
PROAC Approved recommendations for actions to…	
Program	**Institution**
No recommendations.	1. Physical Resources previously mentioned refer to the lack of an awning over the walkway that leads to the main entrance to the Languages and Humanities Department (Building M). The need for this awning is justified by the fact that, during storms, those attempting to enter the building are in danger of slipping on the wet surface. To avoid the rain, many times students will enter the Learning Lab entrance to Building M instead of the main entrance, which disrupts the concentration of students using the lab. In addition, flooding has occurred at this entrance, also due to a lack of protection from the elements. (PRIORITY INITIATIVE GOAL 4.1) 2. The insulation between the English Learning Lab and Classroom M-1 needs to be reinforced with noise-reducing materials. Students using the Leaning Lab have registered numerous complaints about the teaching activities occurring in Room M-1, which sometimes disrupt their concentration. Providing additional insulation in Room M-1 would help decrease the noise level and serve to enhance student learning outcomes in the Learning Lab. (PRIORITY INITIATIVE GOAL 4.1) 3. Additional Physical Resource recommendations refer to the necessity to maintain the physical integrity of classrooms in Building A. Several classrooms, specifically doors, are in need of repair. Air conditioners are also in need of either replacement or repair. Audio/video equipment also need to be repaired or replaced. A thorough check of this equipment is highly recommended. (PRIORITY INITIATIVE GOAL 4.1)
PROAC feedback back to…	
Program	**Institution**
Use and discuss more data that the program is generates, especially longitudinal data.	

GROUP D: Special Programs and Services

Upward Bound Program	
PROAC Approved recommendations for actions to…	
Program	**Institution**
1. Outline our goals into distinct separate elements of ideals and knowledge 2. Map these elements to activities with specific outcomes in mind 3. Formulate methods to analyze and evaluate the outcomes of these activities to see if they have been met 4. Routinely and in a timely manner collect this data 5. Systematically evaluate and study this data to see where and how improvements can be made 6. Store this data in a single container so that it is easily accessible to input and extract information electronically 7. Use this data to support decisions in the future planning process.	1. Provide adequate physical space for our Program so that our counselors can have confidential/private talks with participants without interruptions and we have the capacity to host our students properly 2. Reliable Internet service both cable (hard wired) and wireless 3. Better communication from the college. (Evidence: The Student Support Services grant was not renewed by the US Department of Education. The college knew about this around August 24, 2010. It was in the local paper on August 31 (Saipan Tribune). As of September 10, 2010 there had been no official statement as to why this program was closed even though, according to the newspaper, 180 students were affected." 4. Better lighting around campus including parking lots 5. Covered walkways so that students (and staff) can go between buildings during downpours.
PROAC feedback back to…	
Program	**Institution**
1. Assess student learning in various projects and activities. 2. Improve data collection and analysis by including and/or incorporating data from reports submitted to federal agencies. 3. Collaborate with APS and other NMC programs to support the program's various projects and activities.	

V.   Recommendations for Next Cycle

1.   Ongoing training on program review should be made available throughout the year at regular intervals for small cohorts of College employees.

2.   PROAC should develop a program review manual or briefing paper that succinctly and clearly explains what program review is, why program review is important, and how program review is conducted at the College.

3.   The Human Resources Office should provide every new employee with an orientation checklist that includes confirmation that the employee participated in training for program review, acknowledgement that the employee received the College's program review manual, and confirmation that the employee's immediate supervisor provided that employee with his/her program's most current Form 2.

4.   The program review process needs to be simplified and clarified by streamlining some steps in the process, switching to a staggered program review schedule, developing and publishing a systematic and routine timeline for the process, and developing and distributing a visual aid or a flowchart that summarizes the process.

5.   The Form 2 needs to be simplified and improved as follows:

     a.   A template for charts and graphs should be adopted to ensure consistent presentation of data across submissions.

     b.   Eliminate and merge unnecessary and redundant sections such as listing of Board of Regents/College policies and faculty/staff resumes.

     c.   Trim the length of the Form 2 by eliminating and merging other sections and/or imposing a maximum length on Form 2 submissions.

     d.   Recommendations should be presented in a table that links the recommendations to specific data, evidence, and/or discussions presented throughout the Form 2.

     e.   Improve the link between program review and budgeting and resource allocation by merging the Form 2 and the annual budget submission into one document that includes a expenditure planning section that outlines how the program will spend its funds throughout the fiscal year.

6.   PROAC should provide samples of exemplary Form 2s that programs can emulate when developing their respective Form 2s.

7.   The Office of Institutional Effectiveness should assist programs with their data and evidence presentations by providing data packets to programs for their respective Form 2s.

8. Programs should improve their presentation and analysis of data and evidence as follows:

    a. Programs should enhance and expand their analysis of data and evidence with a focus on what the data and evidence say about respective programs and whether or not those programs are achieving their stated objectives. The data and evidence should be woven into a narrative that tells that story and recommends steps for improvement.

    b. Programs that have SLOs should provide direct and indirect evidence of student learning.

    c. Academic programs should include aggregated data and evidence from course/instructor evaluations.

    d. The College and its programs should gather more market demand data and evidence, especially in regards to the demand for specific programs.

9. PROAC should improve its communication by providing succinct and user-friendly summaries and updates of program review matters to the College community.

10. As PROAC reviews Form 1 and Form 2 submissions, the authors of those submissions should be invited to dialogue with PROAC during its meetings.

11. As recommended in the "WASC Resource Guide for 'Good Practices' in Academic Program Review" (September 2009), the College should expand who conducts program review. Internally, programs should engage in peer, program-to-program review. Externally, the College should invite programs from peer institutions, such as Guam Community College, to conduct external reviews of specific College programs.

12. Program review should be split between academic programs and non-academic programs, whereby Academic Council undertakes review of academic programs and another body undertakes review of non-academic programs. This will help ensure that academic program review is more faculty-driven.

13. The Learning in Communities initiative should be included as a distinct program in the next cycle of program review.

14. Minimum qualifications and/or mandatory training in program review should be required of all voting members of PROAC.

15. The College should consider orchestrating the whole program review process the same way we orchestrate a college course. This would include a syllabus complete with a timeline, assignments, due dates, outcomes of program review process, accommodations statement, required readings, recommended readings, and seminar dates leading up to each major assignment deadline/deliverable. It could also include "grades" assigned to each program with incentives for good performance and consequences for bad performance.

VII. References

1. PROAC Appointment Memo
2. Student Learning Outcomes Comprehensive Implementation Program (SLCOCIP)
3. NMC Assessment Taxonomy
4. PROAC Memo 1
5. PROAC Memo 2
6. PROAC Form 1: Five-Column Model
7. Form 2: Academic Support and Administrative Programs Program Review
8. Form 2: Academic Program Review
9. Assessment Monitoring Matrix
10. Institutional Excellence Guide
11. Progress Report on Institutional Recommendations from 2008 and 2009 Composite Reports (October 28, 2010)

Appendix E

Memorandum from Interim President re Governance Review Task Force

Northern Marianas College

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

MEMORANDUM

TO   :   Northern Marianas College Community

FROM   :   Lorraine T. Cabrera,
                  Interim President
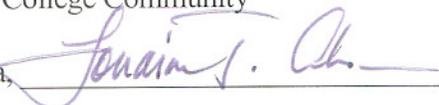
DATE   :   November 29, 2010

SUBJECT :   Governance Review Task Force

As we prepared our October 15, 2010 Show Cause Report for the Western Association of Schools and Colleges (WASC) Accrediting Commission for Community and Junior Colleges (ACCJC), we noted that our current shared governance model as established by the *Institutional Excellence Guide* may need to be revised to ensure that it fits the needs and capacity of our institution. This observation was validated by many of our discussions with the October 20—22, 2010 ACCJC Show Cause Visiting Team.

Moreover, several ACCJC Standards call on accredited institutions to regularly and systematically evaluate governance processes and structures. Standard I.B.6 calls on an institution to "assess the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts." Standard 1.B.7 calls on an institution to "assess its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services." Lastly, Standard IV.A.5 states that the College's "leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness."

Therefore, in order to uphold ACCJC Standards and, more importantly, in order to assure the integrity and effectiveness of NMC's shared governance model and processes, I hereby establish a Governance Review Task Force with the following members (or their respective designees):

- Barbara Merfalen, Dean of Academic Programs and Services
- Leo Pangelinan, Dean of Student Services
- David Attao, Acting Dean of Community Programs and Services (COMPASS)
- Dawn Chrystal (DC) Revilla, Acting Chief Financial and Administrative Officer
- Larry Lee, Faculty Senate President
- Clarice Arriola, Staff Senate President
- Antonio Tiples, ASNMC President
- Galvin Deleon Guerrero, Director, Office of Institutional Effectiveness

The Governance Review Task Force is tasked with the following:

- Review NMC's current governance structures and processes, identifying strengths and weaknesses.
- Study and explore ways to improve NMC's governance structures and processes.
- Develop draft policies and procedures for regular, systematic review of NMC's governance structures and processes.
- Formulate recommendations to modify NMC's governance structures and processes as laid out in the *Institutional Excellence Guide*.
- Seek documented input and feedback on its work from ASNMC, Staff Senate, Faculty Senate, the Planning, Program Review Outcomes and Assessment Committee (PROAC), the Budget and Finance Committee (BAFC), the Academic Council, and the College Council.
- Provide weekly updates on its work to the Management Team.
- **Submit final recommendations to the Office of the President by March 18, 2011.**

Please extend your support and cooperation to these individuals with their work. Thank you and regards.

Appendix F

Governance Review Task Force Project Timeline

NMC Governance Review Task Force
Work Timeline v.1
as of 2010.12.09

	Week of December 6	Week of December 13	Week of December 20	Week of December 27	Week of January 3	Week of January 10	Week of January 17	Week of January 24	Week of January 31	Week of February 7	Week of February 14	Week of February 21	Week of February 28	Week of March 7	Week of March 14
PLAN: Assemble and plan work.	██														
DEFINE: Define shared governance.	██	██													
UNDERSTAND: Clarify NMC's governance structures and processes (policy and practice).		██	██	██											
RESEARCH: Study other governance models and instruments/mechanisms for systematically and routinely evaluating the effectiveness of such models.			██	██	██	██									
EVALUATE: Assess strengths and weaknesses of NMC's governance structures and processes.							██	██	██						
SUGGEST: Recommend changes to NMC's governance structures and processes and propose a mechanism for systematically and routinely evaluating those structures and processes.										██	██	██	██		
INPUT: Submit recommendations to NMC community and gather input and feedback.												██	██	██	
FINALIZE: Synthesize all work and input into a final report for the Office of the President.														██	██