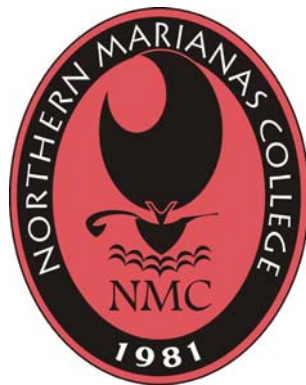


NORTHERN MARIANAS COLLEGE
SHOW CAUSE REPORT

April 01, 2009



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

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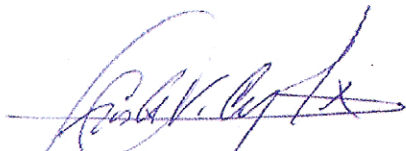
I. Statement on Show Cause Report Preparation

After receiving the January 31, 2008 Show Cause letter from the Accrediting Commission for Community and Junior Colleges, the Northern Marianas College has submitted multiple reports that address the deficiencies noted in the letter. These reports include the *March 15, 2008 Special Report*, the *May 31, 2008 Update to the March 15, 2008 Special Report*, the *October 15, 2008 Show Cause Report*, and most recently, the *December 31, 2008 Supplemental Report*.

The *December 31, 2008 Supplemental Report* describes the College's continuing efforts to comply with accreditation requirements and presents further actions taken that directly address Team Recommendations 1, 2, and 5. In response to the recommendations made by the visiting team in November 2008, the College has also prepared two key documents: the *Institutional Excellence Guide: An Organizational Guide to Shared Governance, Planning, Assessment, and Budgeting* that defines the College's shared governance structure and the process of linking planning, program review, and budget, and the *Operational Plan: An Annual Implementation Action Plan for Year 1*, which maps out how the College will accomplish the objectives that support the PROA Strategic Plan.

The ACCJC accepted the *October 15, 2008 Show Cause Report* and, in its February 3, 2009 letter, decided to continue the College on Show Cause and require another report due on April 1, 2009.

We certify that the content of this *April 1, 2009 Show Cause Report* was prepared with considerable input and broad participation from the College community, including students, faculty and staff members, including representatives of the Associated Students of Northern Marianas College, the Faculty Senate, and the Staff Senate. The report was adopted by the College Council and subsequently accepted by the Board of Regents on April 1, 2009.



Mr. Charles V. Cepeda
Chairman, NMC Board of Regents



Dr. Carmen Fernandez
President, NMC

II. Responses to Team Recommendations and Commission Action Letter

1. Team Recommendation 1

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

- a. Develops and implements budgeting and resource allocations guided by institution needs for human resources and services;*
- b. Includes the two centers on Tinian and Rota in the planning;*
- c. Integrates all aspects of planning, evaluation and resources allocation;*
- d. Is driven by college mission and goals;*
- e. Relies on faculty and staff participation;*
- f. Is well documented and widely distributed.*

(Standards I.B.2., I.B.3., I.B.4., I.B.5., I.B.6., II.A.1., II.A.2., II.B.4., II.C., III.A., III.B., III.C., III.D., IV.A., IV.B., including various subsections)

A. **OUR SHARED VISION AS A COMMON PLATFORM FOR STRATEGIC AND OPERATIONAL PLANNING AND GOAL-SETTING**

The Northern Marianas College established a vision that is built upon the College's component plans and is reflective of many of the values of the College and Commonwealth. This shared vision is outlined in a strategic document known as the PROA Strategic Plan 2008-2012 and further articulated in the Operational Plan: An Annual Implementation Action Plan for Year 1 of the College. The PROA SP and Operational Plan are monitored and reported upon through a simplified and sustained planning model.

The revised PROA Strategic Plan and Operational Plan incorporates many of the results of program review and is used to drive resource allocations at the College.

The College demonstrates institutional and program effectiveness by systematically and regularly: a) reporting the results of progress towards achieving our broad educational and operational goals, and b) dialoguing about the process and outcomes of planning, program review, and budgeting using the shared governance structure that is significantly inclusive of faculty participation and input.

i. An Overview of Planning at NMC. The Northern Marianas College (NMC) adopted and implemented the *PROA Strategic Plan 2008-2012* (PROA-SP) that was the result of a series of visioning and strategic planning sessions involving all constituencies of the College, to include representatives from the Tinian and Rota instructional sites. The plan went through the shared governance process and was utilized in the development of the College's operations budget request for Fiscal Year 2009. The budget request as approved by the Board of Regents included supporting documentation outlining clear linkages of any increases of previously funded items or requests for additional items requiring financial appropriation as listed in the PROA-SP Strategic Goals, Priority Initiatives and, where applicable, the *Program Review 2008:*

A Composite Report for Academic Programs and Academic Support and Administrative Programs (Composite Report).

The *Operational Plan: An Annual Implementation Action Plan for Year 1 (Operational Plan)* is a working document drafted in September 2008 that supplements the PROA-SP. The plan organizes actionable items in support of the Priority Initiatives in addition to identifying responsible parties, establishing implementation timelines, and specifying resources needed for each of those actions. Members of the management team developed the Operational Plan with the input of supervisors and support staff.

In general, the planning processes that are ongoing at the College and the resultant changes represent the collective wisdom of the College's administration, faculty, staff, and students in a collaborative effort to improve the institution. Such decisions are often based on available data and initiated through thoughtful and purposeful introduction through any of the deliberative bodies that are part of the shared governance process. In all cases, the potential impacts- both positive and negative- are considered from all points of view, thereby allowing the College to make decisions that are conceived, supported and approved with the understanding that such actions shall ultimately contribute to the progress of the students of the college and advancement of the Commonwealth.

The current strategic document for the College is the PROA-SP. It is an update to the Strategic Plan 2006-2010 and was the product of a series of visioning and strategic planning sessions held in Spring and Summer 2008.

Building on the existing strategic plan implemented in 2006, the College was able to re-affirm many of its current goals, re-organize them along with appropriate manageable priority initiatives, identify responsible parties, implementation timelines, and resource allocation needs. The draft PROA-SP was reviewed by the College Council and approved in August 2008.

After the College Council's approval, the President endorsed the PROA-SP and recommended the PROA-SP for approval by the Board. The Board of Regents unanimously approved the *PROA Strategic Plan 2008-2012* on September 25, 2008.

This document, the PROA-SP, serves as an impetus for campus-wide change and a medium for programs and individuals within the College to communicate what goals and initiatives are most important to them. The timely review of the then-existing *Strategic Plan 2006-2010* culminated in the adoption of a revised strategic plan. The revised plan was developed and affirmed by each of the respective campus constituencies as represented throughout the process. The PROA-SP now serves as a foundation document in addition to the Composite Report in the allocation of financial, physical, technology, and human resource allocations.

The new strategic plan re-affirms much of the previous plan but allowed the campus to take stock of its current status and to build an image for the future.

The four major goal areas of the plan include:

Promote student learning and success

Respond to the professional development, continuing education, and personal enrichment needs of the Commonwealth

Optimize financial and human resources

Accelerate the upgrade of physical and technology infrastructure.

Through the visioning process that led to the strategic plan, the institutional mission was upheld and made a central point for deliberations. The operational plan that came from the process has been combined with the recommendations from the program review process (indeed, many of the recommendations from the two planning processes overlapped) and the resulting documents now track progress on the many initiatives that the institution has established for itself. These two documents are periodically updated and regularly discussed by the Management Team and the Planning, Program Review, and Outcomes Assessment Committee (PROAC):

1. *Operational Plan: An Annual Implementation Action Plan for Year 1, and the*
2. *December 11 Updates: Evaluation of Actions, Summary Statement of Evaluation of Actions.*

Progress on achieving the goals, priority initiatives, and actions set for year one of the PROA-SP are busily being tracked and monitored. The Office of Institutional Effectiveness (OIE) and the Planning, Program Review, and Outcomes Assessment Committee (PROAC) have joined efforts to keep the campus informed of the status of the many initiatives and changes in activity or resource allocation. OIE is tracking updates to the strategic and operational plan on a quarterly basis and publishes a report for the College.

Evidence 1. Linking assessment, planning, and resource allocation to program and institutional mission statements from the Office of Institutional Effectiveness

The College’s recent ability to track and regularly report on planning activities is one example of how resources have been allocated in accordance with a program’s plan and program review recommendations based on data and evidence. The Office of Institutional Effectiveness was able to recommend and support the creation of a program coordinator position in order to meet the administrative support needs of the College in the areas of planning and assessment. The recommendation was approved through the shared governance process, endorsed by the President, and subsequently approved by the Board of Regents as part of the operations budget. This action was achieved because of the program’s ability to identify a need and establish a clear linkage of how the need is related to the program’s mission, board policy, and the mission of the College.

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

BOARD OF REGENTS OPERATIONS POLICY 1025



Northern Marianas College shall establish and maintain a system to ensure **institutional effectiveness** and a high standard of quality in academic programming. To enable such effectiveness and quality, institutional research, **planning**, evaluation, and other activities shall be conducted in a collaborative manner with input from all appropriate sectors of the College and the community it serves on the islands of Saipan, Rota, and Tinian

PROGRAM MISSION STATEMENT



“Strives to support the continued improvement of student learning as well as academic and administrative service delivery through assessment, planning and informed decision making based on complete and accurate data.” --- OIE Mission Statement

The Office of Institutional Effectiveness (OIE) operates as an administrative support unit under the Office of the President. OIE is primarily responsible for:

1. Providing leadership and assistance in overseeing assessment activities;
2. Facilitating **major institutional planning**; and,
3. Preparing official reports for and on behalf the college.

PROGRAM RECOMMENDATION (CYCLE 1)



Institutional-level Recommendation regarding Human Resources from OIE:
Recommendation #1: Hire Program Coordinator to assist with planning functions of the office.

ii. A Simplified, Integrated, and Sustained Planning Model

The PROAC meetings are made possible from representatives of every sector of the college in a way that has never been seen before. The experience of the members of PROAC, the urgency of the context, and the enthusiasm for making decisions on the basis of a culture of evidence is evident at every meeting. In its evolution, the PROAC body has become a united voice and the collective instrument of NMC's accountability and continued improvement practices. These improvements are collected, compiled and communicated to the planning and budgeting components of our integrated systems model of decision making. Upon collective reflection we've noticed the gradual integration of our suggestions for improvement into the planning and budgeting process. Lastly, focused dialogue about the improved instruction for the students and the improved services for the students is a fundamental and irreplaceable pattern in the quilt of education at NMC.

-PROAC Member; faculty member and former Director, Office of Institutional Effectiveness, March 2009

The Northern Marianas College accomplished a major milestone in December 2008 with the adoption of a document known as the *Institutional Excellence Guide: An Organizational Guide to Shared Governance, Planning, Assessment, and Budgeting* (IE Guide) (Appendix A). The IE Guide is a pivotal piece for the College as it specifies formally and in writing an improved structure and straight-forward manner in which individuals may bring forward ideas and work together on issues that affect the academic and student support goals of NMC. The Guide describes NMC's organizational structure and shared governance process and summarizes the integration of planning, assessment, and budgeting.

The adoption of a simplified and integrated planning model affirms the College's commitment to upholding the tenets of shared governance and informed decision making as required by WASC and board policy, see Figure 1 below.

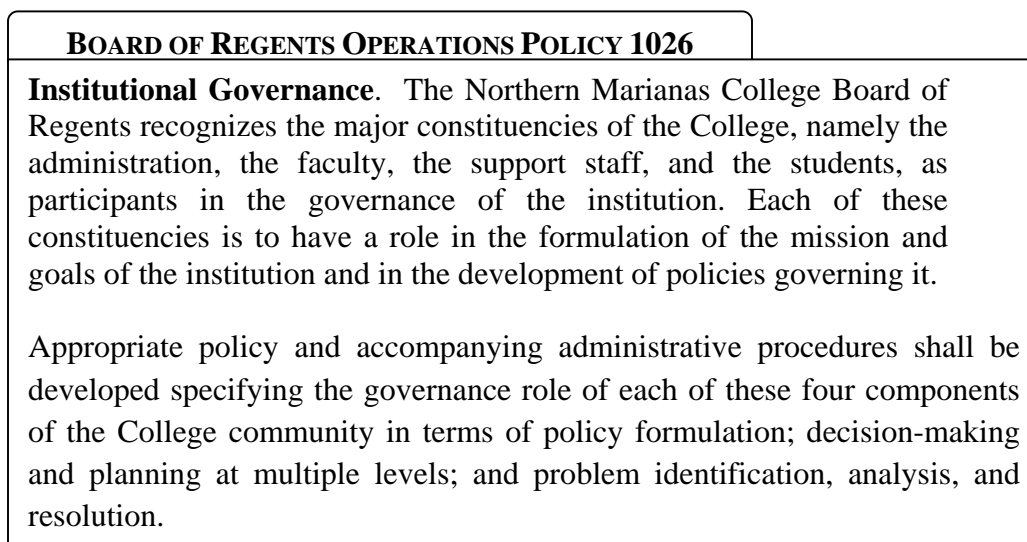


Figure 1

Structure. The formulation of the improved shared governance structure took into consideration the need to establish a clear and simplified system for the College. The final shared governance structure established the College Council (CC) as the umbrella shared governance entity with two standing committees, the Budget and Finance Committee (BAFC), and the Planning, Program Review and Outcomes Assessment Committee (PROAC).

Roles and Responsibilities. The Guide also makes it clear that PROAC is responsible for all facets of both planning and program review and BAFC is responsible for resource allocation. Although there are primarily two standing committees responsible for the planning, program review, and budgeting activities of the College, there are other committees and working groups with specific areas of focus whose work is ultimately channeled up through the shared governance structure.

A formal mechanism identifying the responsible administrative authorities for implementation and reporting, in addition to the appropriate shared governance bodies for monitoring progress of the strategic and operational plans, program review results, and budget of the College, is explained in the IE Guide. The IE Guide further provides for a review of the planning, assessment, and budget processes, structure, and outcomes on an annual basis. It is clear that any recommendations for improvement shall go through the shared governance process.

Master Calendar Integrating Program Review, Planning, and Budgeting. NMC’s planning, assessment, and budgeting cycle is guided by a Master Calendar based on the academic year. See Figure 2, below. The Master Calendar provides sufficient sequential detail, such as timeframe and deliverables for each activity, in an integrated layout that is clearly defined and easy to follow for faculty, staff, and students.

**Master Calendar:
Combined Planning, Assessment, and Budgeting Cycles**

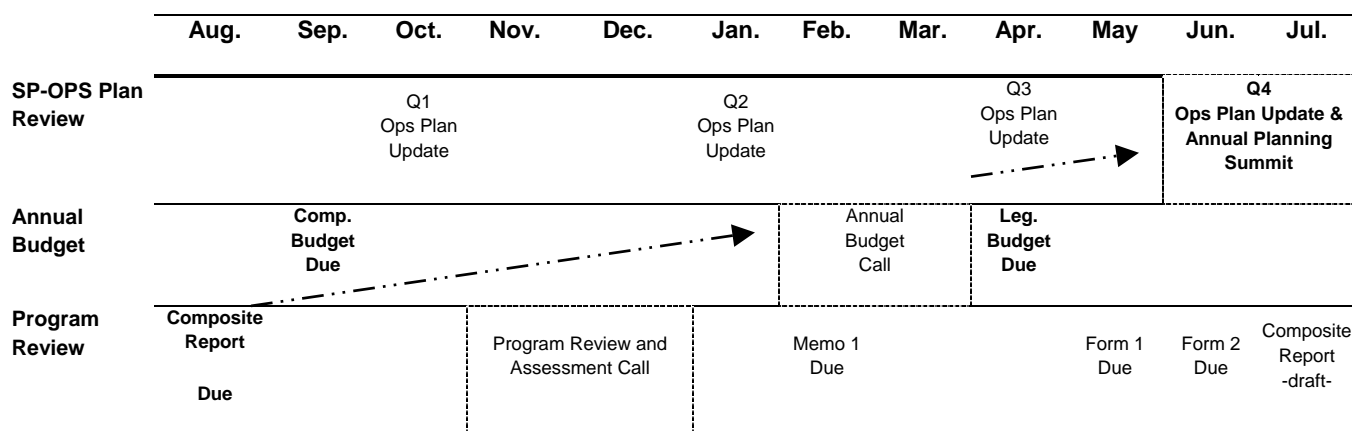


Figure 2

Membership. The adoption of the IE Guide fundamentally improves the voting membership of faculty on PROAC, BAFC, and the College Council by increasing the number of voting faculty representatives on each body.

The number of faculty representation increased from four members (4) for the first cycle to six (6) members for the second cycle. The table below illustrates faculty involvement in PROAC

regular meetings and work sessions for the first six weeks of the second cycle of program review.

Faculty Participation in PROAC for the Second Cycle of Program Review for the period of Feb. 20 to Mar. 27, 2009*				
		Regular Meetings	Work Sessions	Total Hours
		5 total	8 total	
1.	Faculty Representative, School of Education	80%	88%	18
2.	Vice President of the Faculty Senate	60%	75%	18
3.	Faculty Member appointed by the Faculty Senate	100%	88%	24
4.	Faculty Member appointed by the Faculty Senate	60%	63%	10
5.	Faculty Member appointed by the Faculty Senate	100%	25%	18
6.	Faculty Representative, Academic Council	100%	50%	18
Average for Faculty		83%	65%	18
Average for Management		73%	52%	17

* The data is taken from the sign-in sheet circulated at the beginning of each meeting. The report has been reviewed for corrections as a result of tardiness or persons simply forgetting to sign-in.

It is evident in the summary table of attendance records for PROAC regular meetings and work sessions (above) that faculty participation has increased significantly. The first cycle evidence indicated the active participation of one member of the faculty regularly attending PROAC meetings as compared to at least five members having attended at least fifty percent of both regular meetings and work sessions of PROAC for the second cycle.

Adoption. The IE Guide was drafted by the Management Team and introduced at a college-wide assembly on December 12, 2008 in order to inform all stakeholders of the proposed changes to the shared governance structure and institutional planning processes. Approximately 120 students, faculty, and staff attended the assembly.

The IE Guide was unanimously approved by the College Council on December 24, 2008 with input from the Associated Students of Northern Marianas College (ASNMC), the Faculty Senate, and the Staff Senate. The IE Guide was endorsed by the President, and it was accepted by the Board of Regents on December 30, 2008.

Summary of the Simplified, Integrated, and Sustained Planning Model

The College formally acknowledges the importance of a shared governance structure and integrated planning model that is inclusive of the input from students, staff, and faculty to inform decision-making as well as the College’s strategic direction. This is articulated in Board of Regents Operations Policy 1026 on Institutional Governance and in the IE Guide. By incorporating the shared governance structure into the adopted integrated planning, assessment, and budgeting processes, the College is facilitating an inclusive and well-informed dialogue

centered around the continuous improvement of student learning, teaching, and institutional effectiveness.

There is clear evidence that both the structure and model are working. This is indicated, in large part, in the College's planning documents, published results of program review recommendations, and records (i.e., minutes and/or audio as well as video files) of committee meetings. Most notably, results from a campus-wide survey, records of dialogue, and commentary from faculty, staff, and students further validate that the improved structure and process has engendered a healthy environment where all views are considered, openly debated and given the opportunity for adoption through a shared governance structure with clear timeframes and processes.

The College believes that the adoption, sustained implementation and documented evidence of a simplified and integrated planning and shared governance model, inclusive of input from the faculty as well as Tinian and Rota instructional site personnel are institutionally appropriate. The stipulated annual evaluation of both the structure and processes maintains the College's commitment to ongoing improvement and effectiveness.

Further, the clarification of shared governance committee membership, roles and responsibilities, in addition to clearly identified timeframes for each of the respective planning activities adequately addresses the November 2008 visiting team's finding of there being "many committees involved in the planning process, some without clearly stated or understood purposes and responsibilities."

B. LINKING PLANNING, PROGRAM REVIEW, AND RESOURCE ALLOCATION

i. Structure and Processes. In order to clearly communicate the structure and processes by which planning, program review, and budgeting are linked, the Northern Marianas College adopted and implemented the *Institutional Excellence Guide: An Organizational Guide to Shared Governance, Planning, Assessment, and Budgeting* (IE Guide) in December 2008.

The primary purpose of the IE Guide is to provide clarity to how decision-making at the Northern Marianas College is shared and distributed among the various constituent groups. These groups include students, staff, faculty, administrators, board members, alumni and members of the community.

The IE Guide also identifies and clearly describes the mechanisms for accountability put in place to ensure that collaborative enterprises promoted by the Guide are consistently inclusive, transparent, and collegial. It is through the description of NMC's governance structure and processes that the linkage between planning, program review, and budgeting is underscored.

The relationship between the College Council, PROAC, and the Budget and Finance Committee is represented in Figure 3 below.

NMC SHARED DECISION-MAKING MODEL

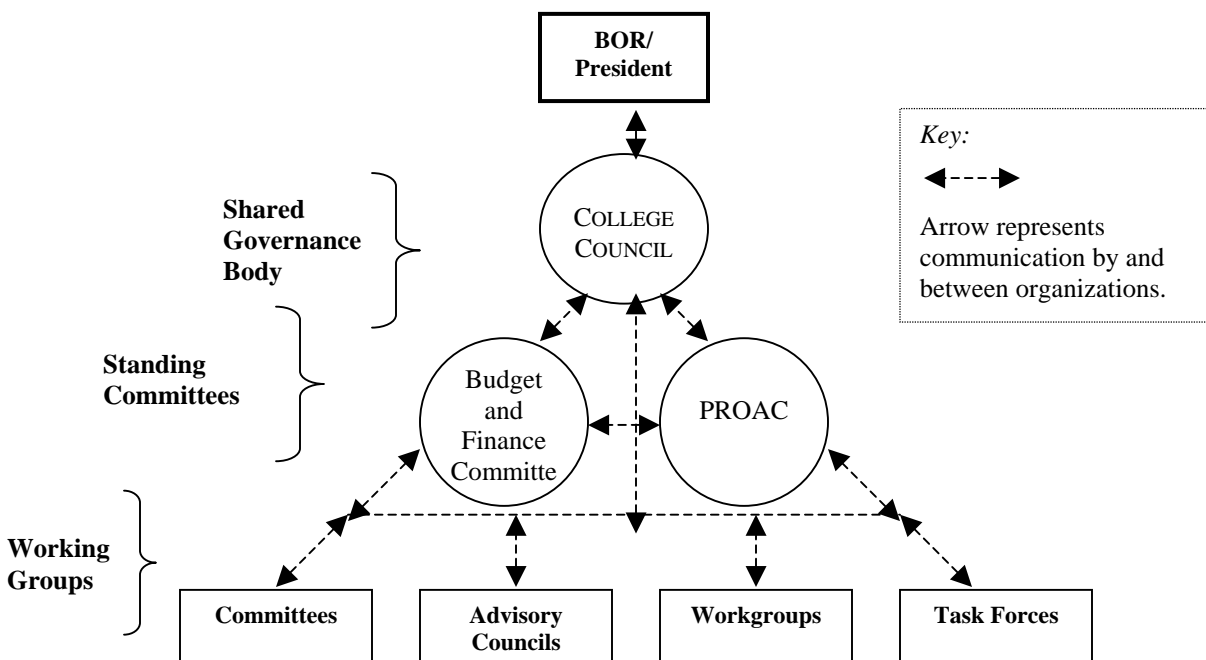


Figure 3

The IE Guide spells out the interconnected relationship between the three components and names the specific governance groups responsible for leading them. More specifically, it recognizes the College Council, whose membership is comprised of representatives from each constituency, as NMC's primary shared governance body that serves as an advisory body to the President. College Council is supported and informed by two standing committees: PROAC (planning and

assessment) and the Budget and Finance Committee (resource allocation), whose membership is made up of students, faculty, and staff.

In addition to identifying the structural composition of decision making at the College, the IE Guide also summarizes the interconnected processes of planning, assessment, and budgeting and identifies specific timeframes by which major planning cycles and reporting events occur.

All activities are guided by the *PROA Strategic Plan 2008-2012* (PROA-SP) and the *Operational Plan: An Annual Implementation Action Plan for Year 1*, which supplements the PROA-SP. Both plans are reviewed periodically in order to confirm progress as planned or to report variances.

ii. Linkages across disciplines affecting planning and resource allocation. The first cycle of program review produced some 300 recommendations and feedback at the program and institutional level. As evidenced in supporting documentation such as the Form 2s, the December 11, 2008 updates to the Composite Report, and quarterly updates to the Operational Plan, there are clear linkages between the program review results, strategic and operational planning, and resource allocation.

a. Academic Programs and Services

Three examples of how program review recommendations were linked to resource allocation, led to an improvement in the program review process for the program itself, or improved the effectiveness of a curricular offering are provided below.

Evidence 2. English Language Institute: program recommendation that utilized external funding sources in fulfillment of an action to achieve a broad educational goal.

Establishment of a new state-of-the-art English Learning Lab: This particular program review recommendation as supported by PROAC is directly tied to Goal 1.1.2 of the Operational Plan. The plan also calls for financial resource allocation in establishing a state-of-the-art English Learning Lab. The recommendation from the program reads as follows:

The institution fully fund the new English Learning Lab with all of the hardware, software, and other learning materials needed to make it fully functional. This will make it easier to fulfill student needs and recruit more students.

The uniqueness of this particular action is that the lab was funded from two external funding sources. NMC obtained a commercial loan that funded the renovation of Building M and the NMC Foundation donated \$100,870 to purchase hardware, software, collateral materials, and furniture to fully equip the lab. The lab was ready for use by the start of the Spring 2009 semester.

The English Language Institute (ELI) is presently collecting data that will be used as evidence to determine the effectiveness of this new facility equipped

with modern computers and support software as a significant factor in increasing student scores. Initial test scores are being compared with mid-term test scores. The findings thus far are mixed based on the many variables. More time will be needed to accurately assess success based on the utilization of the lab in support of the Institute's learning activities. ELI instructors have reported that students are very positive about the new lab.

Evidence 3. Business Department: improving program effectiveness as a result of academic program review.

A.A.S. in Business Administration with an Emphasis in Office Technology: The Academic Council placed this program on inactive status due to lack of student demand. In the last eight academic years, few students have chosen it as their major area of study and only two have graduated from the program. Although information presented in the 2006 Workforce Development Summit indicates that there is a high demand for administrative assistants, enrollment in the program has been non-existent for the most part. The program may be reactivated to meet changing labor market needs and student interest.

Evidence 4. Course level effectiveness as a result of academic program review.

Developmental Math program: An example of curriculum changes made based on assessment and program review is found in the Sciences, Mathematics, Health and Athletics (SMHA) Department's Developmental Math program.

SMHA's first cycle program review report recommended the development of a basic math course. The department had been discussing for the past five or more years the need for a basic mathematics course due to the number of students entering MA 090 (Pre-Algebra) without having basic math foundational skills needed such as the ability to work with fractions or decimals or addition and subtraction of signed numbers.

After a thorough analysis of longitudinal data, the SMHA Department decided to create a new developmental math course, MA 088 (Basic Mathematics), which contains topics in arithmetic such as operations on whole numbers and integers, fractions, decimals, and percents, and order of operations.

The Academic Council reviewed and approved the creation of the MA 088 and MA 089 (Pre-Algebra) course guides to replace MA 090. These changes made in the Developmental Math program are in support of the PROA-Strategic Plan 2008-2012 Annual Operational Plan's Priority Initiative 1.1. Improve the literacy and analytical problem-solving skills of students through Objective 1.1.2: Strengthen the developmental programs to meet student needs.

The College is involved at all levels in discussing what makes for a quality learning experience and has been improving the curricular offerings. These improvements are driven by program

review recommendations generated by an analysis of student achievement data, curriculum mapping, and other data. There is more activity related to curriculum on the Academic Council where course guides are updated, learning outcomes, and assessment measures are affirmed, and older courses are removed from offerings.

Student learning outcomes are included in each syllabus and discussed with students at the beginning of the semester, providing a clear target for student achievement and all course guides must be reviewed every five years or as needed (138 out of 482 course guides have been updated between Fall 2007 and March 2009).

b. Student Services

The first cycle of program review required programs to report on the status of PROAC approved recommendations for actions by the program. These updates were initially compiled in a December 11, 2008 update to the Composite Report and regularly discussed in working sessions and regular meetings of PROAC.

Evident throughout the program review updates are examples of programs and units demonstrating increased collaboration across the institution in order to innovatively fulfill PROAC approved recommendations. Such innovations can be seen at Counseling Programs and Services, an office within the division of Student Services.

Evidence 5. Counseling Programs and Services: a program's innovation to fulfill a PROAC approved recommendation.

Develop and distribute Frequently Asked Questions (FAQs) list to students and publish on College website to inform students of campus and community resources: A program level recommendation stated in Form 2 of Counseling Programs and Services (CPS) was to develop and distribute FAQs list to students and to publish the same on the NMC website. The goal is for the FAQs to inform students about campus and community resources. The Acting Dean of Student Services stated that this action, although it is not explicitly stated in the Operational Plan, is closely tied to Priority Initiative 1.2 Strengthen Student Services of Goal 1: Promote student learning and success.

It is acknowledged that the funding from local government appropriations as well as tuition and fees revenues is limited. However, this did not deter CPS from achieving their program level recommendation within the second quarter of the academic year, approximately 90 days from adoption of the recommendation by PROAC. CPS partnered with the College Access Challenge Grant (Access Grant) program to produce a brochure that would appeal to both students and parents.

The evaluation of the action, as reported in the December 11, 2008 update to the Composite Report, states that the implementation of the recommendation resulted in positive actions by the program such as: a) an Access Grant application brochure that includes a 'to do' list for high school juniors, seniors, and 1st year college students, and b) increased collaboration between

NMC Counseling, Admissions, and Access Grant offices to generate more print and digital resources in the future.

Evidence 6. Counseling Programs and Services: a program's self-evaluation leading to an improvement in the effectiveness of the program review process.

Changes towards the improvement of the second cycle of program review for CPS include: a) incorporating an Administrative Unit Outcome (AUO) for personal counseling, and to b) establish uniformity and consistency for evaluating program, events and services. These two recommendations are directly tied to the unit's recognition of the need to improve individual elements that make up parts of the process and tools of program review in general. It is clear evidence that the CPS program is evaluating and improving the overall effectiveness of the program review process itself.

Evidence 7. Counseling Programs and Services: a program recommendation leading to increased collaboration and coordination between academic and academic support services.

Enhance efforts to facilitate student transfer to four-year colleges and universities: This particular recommendation is an example how a program-level recommendation led to increased collaboration and sustained coordination between departments and programs within the various divisions.

The College acknowledges the importance of collecting and managing student achievement data as an essential element of maintaining accreditation. This matter is of such high priority that a Career Manager position has been created and the position filled in recent months. The Career Services office is designated as the central repository of job placement data and licensure examination results. The sustained coordination will occur between the Career Manager, the Office of Institutional Effectiveness, and the various academic departments of the College.

A series of meetings have occurred between these respective programs in order to assess the current methods that academic programs use to collect this information and to establish a well coordinated and actionable plan that would ensure the regular collection and reporting of such data to support decision-making and program review.

c. Community Programs and Services (COMPASS)

The first cycle of program review produced results at the unit, program, and institutional level. In many instances, institutional-level recommendations were incorporated as part of a comprehensive document representative of multiple programs' recommendations for action by the President or the Board of Regents. A good example of this is the budget document.

However, in COMPASS there is a prime example of an institutional-level recommendation that led to action by the President and Board of Regents.

Evidence 8. KRNM Radio Station: a program recommendation that resulted in a focused action by the Board of Regents.

Closure of KRNM: As result of the first cycle of program review, the Board of Regents approved the administration's recommendation to close KRNM, a public radio station in September 2008. The KRNM Station Manager resigned in August 2008-- prior to the board's decision --that resulted in a vacant full-time equivalent (FTE) position in COMPASS.

In the same first cycle of program review, COMPASS' Community Development Institute (CDI) identified that short-term training classes offered under the Community Services and Personnel Enrichment program (CSPE) were very low in numbers, haphazardly planned and sporadically scheduled thus resulting in very low revenue generation. It should be noted that CDI serves as a revenue generating unit of the College and brings in external funding through various activities, such as short term training classes.

CDI's findings determined that the poor performance of CSPE program is due primarily to a lack of a full-time staff assigned to manage the program. As reflected in submissions for the past five years by CDI's Director a request for a program coordinator/manager was included in the Institute's FY 2009 budget request.

The resignation of the KRNM station manager coupled with the Board of Regents' subsequent decision to close KRNM freed up an FTE within the COMPASS. Given CDI's longstanding need and justification for a program coordinator position to support CSPE, the vacant position created by KRNM was reallocated by the President and, for the first time in five years, CDI received a new FTE in its FY 2009 Budget. The position was restructured and a full-time program manager for CSPE was hired on February 23, 2009. CDI's CSPE program has recorded significant activity resulting in a positive impact for the program.

Improvement and accountability are the two outcomes that resulted from the first cycle of program review within COMPASS. Individual program managers and personnel within COMPASS acknowledge the need and value of program review as a means for continuous improvement and prioritizing limited resources.

d. Financial and Administrative Services

As a direct result of the division of Financial and Administrative Services (DFAS) participation in the program review process, there were recommendations from PROAC to the various programs or to the institution that impacted upon the financial or administrative services, and facilities of the College.

DFAS' implementation of these recommendations--many of which originated with programs outside DFAS--demonstrates the integration of program review, planning, and budgeting across

the various academic, academic support or administrative services of the College. It is clear that the results of program review directly influence the prioritization and allocation of financial resources to support other resource categories.

Evidence 9. Recommendations from multiple program reviews resulting in institutional-level actions for facilities and technology enhancements.

Renovation and repair of Building V restrooms: This recommendation was at the program level and then elevated to an institutional-level concern by PROAC. This was because several programs indicated similar concerns stated by academic programs in their Form 2 that utilize Building V for instruction and computer lab.

The prioritization of resource allocation to address this matter was justified as being directly tied to PROA-SP Goal 4. Specifically Objective 4.2.1 of Priority Initiative 4.2. The project was approved by BAFC and funding was allocated from the FY 09 operations budget. The contract for renovation and repair is being processed. Work should begin in April.

Request for Proposal (RFP) for a Facilities Master Plan: Item 4 of the findings and recommendations section of the Composite Report states “The College needs to address inadequate, damaged, or unsafe facilities. The facilities needs at the College range from minor to major repairs and renovations, to the need for additional space. Of particular concern are the facilities issues related to health and safety and ADA compliance.” It is included in the Operational Plan Year 1 as Objective 4.1.1 of Priority Initiative 4.1 of PROA-SP Goal 4. The RFP has been announced and proposals were due on March 27, 2009.

Furthermore, program review has led to the continuous improvement of services delivered, personnel, and the overall operation of DFAS. The program review process has allowed for each unit within DFAS to refine the linkages between unit mission statements, administrative unit outcomes, and the College’s broadly stated goals and objectives to achieve program and institutional effectiveness.

The following examples serve as supporting evidence of overall program effectiveness.

Evidence 10. Program review recommendations that improved the efficiency and effectiveness of program review and service delivery by DFAS.

Improved program review: Greater inclusiveness of other personnel and improved program review report submissions by the finance office for the second cycle of program review: Personnel from DFAS participated in a scheduled dialogue and working session with programs from Group C on March 26, 2009. The discussions focused around perceptions about the process and outcomes of planning and program review.

The chair of PROAC, a co-facilitator of the dialogues with Group C programs, emphasized to all in attendance the following paraphrased statement by a support staff member of the Finance Office within DFAS.

We [personnel in the finance office] met to discuss how best to approach writing Form 2 for the second cycle so that others are involved in the writing and that their areas are also covered in the listing of Administrative Unit Outcomes (AUOs).

The point made by the chair of PROAC was the significant improvement from the first cycle where a single individual authored Form 2 for the finance office. The chair of PROAC was one member of the dyad assigned to Group C in the first cycle and was familiar with challenges that DFAS programs faced in terms of the timeliness and quality of submissions of program review documentation.

The reflective thought by finance office personnel, as evidenced in the discussion about steps taken, demonstrates a unit/office level commitment to continuous improvement. The Group C dialogue on March 26, 2009 was audio recorded.

Full Implementation of Financial Aid Software: The full implementation of PowerFAIDS, a financial aid software program that assists eligibility determination, verifies student information, helps manage Pell Grant disbursement, and simplifies financial aid reporting and research was a PROAC recommendation to the institution for the Financial Aid Office (FAO). This is noted in the Composite Report for the first cycle and is also reflected in the Operational Plan as a component of Action a. of Objective 4.4.1, Priority Initiative 4.4, of Goal 4 in the PROA-SP. The funding for the implementation of this recommendation was allocated from the FY 09 operations (tuition & fees) budget.

C. CONCLUSION

With the implementation of the strategic plan goals in the upcoming years, the College is poised to move its students into a modernized learning environment and to provide the necessary support throughout their experience at NMC to ensure continued academic, personal, and professional success. The goals will also ensure that the Commonwealth's need for an educated workforce is met.

Within the last two years the College has identified and implemented a fiscally sound, academically rigorous, and institutionally appropriate program review, planning, and budgeting process throughout the campus. This integrated process is also incorporated into an improved shared governance system with a simplified structure, clearly defined roles, responsibilities, processes, and timeframes.

These processes have become institutionalized and sustained throughout the College. This is evidenced in the College's planning documents, regularly published results on program review and operational plan accomplishments, and in records of actions and ongoing dialogue at shared governance committee meetings. The regular monitoring and reporting of progress towards achieving stated goals and priority initiatives in the PROA-SP and corresponding Operational Plan documents that decisions made to curriculum, and in the allocation of human, physical, technology, and financial resources of the College is driven by data and evidence.

The use of results clearly demonstrates how the strategic direction, operational activities, and fiscal priorities of academic, student, and administrative services are linked.

The use of data and evidence in support of planning and program review recommendations has fostered a well-informed dialogue centered around the continuous improvement of student learning, teaching, and institutional effectiveness. It is clear that data-driven, evidence-based decision making is embedded as part of the institutional culture.

B. Team Recommendation 2

The team recommends again that the college institutionalize a coordinated, systematic process for evaluating program effectiveness. This process should include definitions of learning outcomes for all programs, a determination of program relationships to labor markets, and objective measures of student performance, which can inform and guide decisions to improve programs

(Standards I.B.1., I.B.3., I.B.4, I.B.5, I.B.6, I.B.7., II.A.1., II.A.2., II.B.4., II.C., III.A., III.B., III.C., III.D., IV.A., IV.B.2.a., IV.B.2.b.)

A. OVERVIEW OF FIRST CYCLE OF ASSESSMENT AND PROGRAM REVIEW

A significant move to improve learning, teaching, and service at the Northern Marianas College was made when the College formed the Program Review and Outcomes Assessment Committee (PROAC), established on July 13, 2007 with an appointment memo from President Dr. Carmen Fernandez. The mission of PROAC is to build and sustain a campus wide culture of evidence, which promotes and improves student learning outcomes at the course, program and institutional levels. Membership in PROAC is representative of the different constituencies at the College, including faculty, staff, administrators, and students.

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

The Northern Marianas College has developed, implemented, and refined a highly participative process of evaluating program effectiveness. The flow of the program review process is essentially captured by the assessment reporting done using the Nichols and Nichols Five-Column Model. The Program Review document consists of two forms, Form 1 and Form 2. Form 1 is the completed Five-Column Model itself. Form 2 is based on templates developed by PROAC that include program information such as program history, resources, and student achievement data, among other pertinent information. Taken together, the program review document (consisting of Forms 1 and 2) present a comprehensive picture of a program's impact on student learning and achievement, as measured by both quantitative and qualitative data, as necessary and appropriate.

Based on the Nichols and Nichols Five-Column Model, with modifications appropriate to the College with respect to specific student achievement data to be analyzed, faculty and staff at all levels provided input for academic and support programs in a program review process began in

the Fall 2007 semester. At that time, the NMC Assessment Taxonomy of programs was created that divided programs into four groups: Group A (General Education, Bachelor and Associate Degree Programs), Group B (Certificate Programs), Group C (Student Services and Administrative Units), and Group D (Special Programs and Services). At first, the overseeing group, PROAC, intended to address one category at a time. However, the need to move more quickly became apparent and consequently, all categories of programs were reviewed through the Spring and Summer of 2008.

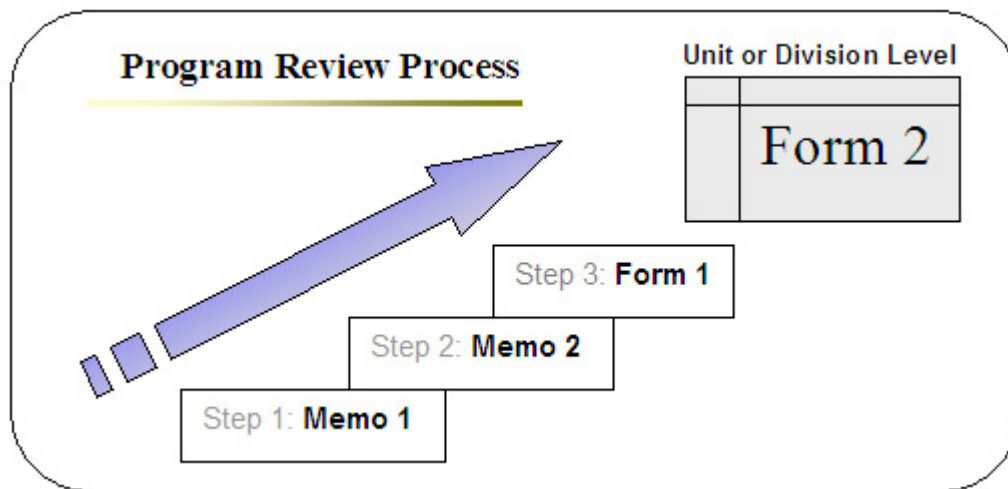
The Assessment Taxonomy was also revised to reflect the College's need to establish General Education Program Learning Outcomes that support the mission of the College. The General Education Assessment Committee was reconvened in the summer of 2008 to re-evaluate the outcomes as stated in the 2006-2008 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 Assessment Committee established a new set of outcomes and continues to assist programs in mapping to and assessing these outcomes. In Fall 2008, all academic programs mapped their program learning outcomes to the General Education learning 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 the Planning, Budget and Evaluation Council and the College Council, in addition to institutional governance bodies, such as the Faculty and Staff Senates, were not required to submit Form 2 in the first cycle.

To assist programs in completing the Five-Column Model, a system of memos detailing the requirements 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 composed of 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. This cycle was designed to gradually regularize and institutionalize 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.

After the College received notification of its Show Cause status and engaged in discussions with ACCJC, the institution decided to accelerate 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 was required with all Form 2 submissions to PROAC.

The following is a visual representation of the program review process:



PROAC worked closely with various programs to develop the templates for Form 2. Two Form 2 templates were developed, one for academic programs and the other for academic support and administrative programs. The following is a list of required Form 2 sections for academic programs:

- Brief History of the Program
- Student Achievement Data
 - Course Completion Data
 - Retention Term-to-Term
 - Program Completion OR Degree/Certificate Completion Rates
- Human Resources: Faculty
- Physical Resources
- Technology Resources
- Program SLO Mapping
- Recommendations for Program and Recommendations for Institution

Form 2 template for academic support and administrative programs is similar to the one for academic programs with small differences. The following is a list of required Form 2 sections for academic support and administrative programs:

- Brief History of the Program
- Specific Services/Functions of Program
- Data/Evidence
- Human Resources
- Physical Resources
- Technology Resources
- Program SLO/AUO Mapping
- Recommendations for Program and Recommendations for Institution

All programs were required to submit their Form 2 report on July 7, 2008. See the table below, Form 2 with Form 1 Compliance below for information on groups' Form 2 with Form 1 submission compliance.

FORM 2 with FORM 1 Summer 2008 Compliance as of August 4, 2008	GROUPS									
	A	% of A	B	% of B	C	% of C	D	% of D	Total	%Total
Yes - submitted	10	100.00	3	50.00	16	100.00	14	100.00	43	93.48
No - yet to submit	0	0.00	3	50.00	0	0.00	0	0.00	3	6.52
Total	10	100.00	6	100.00	16	100.00	14	100.00	46	100.00

PROAC met over two weekends to review the reports from all academic and administrative support programs submitted in July 2008. Dyads took the lead in the review of their respective programs, although each PROAC member read and participated in the discussions. Decisions were made by the group and not by the dyads. A recorder was present to document the discussions on strengths, weaknesses, general comments, and PROAC decisions on the recommendations to programs and to the institution. The results of the extensive reviews are presented in the *Program Review 2008: A Composite Report of Academic Programs, and Academic Support and Administrative Programs*, which was accepted by the College Council on September 8, 2008.

In addition to engaging in program review and assessment, the College has been ensuring that academic courses are assessed through a systematic and participatory process. Faculty members are taking a more active approach to assessing student learning outcomes at the course level. In the Fall 2008 semester, faculty were required to assess at minimum three course level SLOs in courses offered that semester. The Academic Council, the body spearheading course level assessment, worked closely with the General Education Assessment Committee and PROAC to complete the first full cycle of course assessment. Submissions were made electronically to the Academic Council with a copy to PROAC. Approximately 83% of the courses taught in Fall 2008 completed the course assessment by the published deadline, December 29, 2008. As of March 25, 2009, 93% of the courses taught in Fall 2008 have been assessed. The Academic Council is working closely with PROAC and OIE to develop a comprehensive course assessment process that is well-integrated with program level assessment.

B. RESULTS OF PROGRAM REVIEW, FIRST CYCLE

In an effort to ensure widespread and continuous dialogue on campus about the improvement of student learning and decision making through the use of results, PROAC produced the Composite Report that records the committee's discussion and comments. In late Fall 2008 semester, in recognition of the need to streamline the process, the PROAC also took on the responsibility of monitoring the operational plan, discussed later in this document and the committee is now the Planning, Program Review, and Outcomes Assessment Committee. Also in Fall 2008, PROAC received updates from the academic programs on October 8 and December

11, 2008. PROAC produced a report for the College on March 13, 2009 about the current state of the recommendations. During the first cycle of the program review process, the programs in Division of Academic Programs and Services made suggestions for themselves based on data obtained to that point, and were also willing to make suggestions to other academic programs – an indication that a campus-wide discussion about curriculum and evidence of student learning was being shaped. For example, the A.S. in Nursing program reported in its Form 2:

We have recently been notified (July 3, 2008) that the English language lab [for] EN 92 [Speaking and Listening Development III] may soon be operational. This course will evaluate and improve the speaking and listening skills of our students. Some of our students, even after passing EN 101 and with a passing score on the TOEFL exam, have difficulty speaking and understanding spoken English. If this course is offered we may add this to our IDP as a required prerequisite. More discussion is planned within the department to decide how this may be accomplished.

This example of one academic program benefiting from changes in another will only increase the communication across campus and the willingness to engage in meaningful dialogue about curriculum.

Business Department

As an example of work found in the program review, the following represents one analysis from the Associate in Arts (A.A.) in Business that uses program review results to make changes to improve student learning. The learning outcome is stated as: “Students will demonstrate the ability to create a unique business concept that is viable in the CNMI business environment.” Following data collection and analysis, the following points were made in the program’s report:

The desired outcome of 75% of all assessed students scoring at 70% or above was not achieved. This may be due to several reasons: 1) students in MG231 may not be well prepared to complete a written report on a business concept, i.e., English writing skills may not be high enough or that students lack writing experience to create what is considered a quality paper; 2) students may not have had the course prerequisites to complete a report with good contents. To do a good financial plan, for example, students would need to have completed accounting and finance courses, which some may not have done. 3) Because the business concept is done as a group project, each of the teams may not have been cohesive enough to produce a quality written report; to the extent that a "free rider" effect is present, individual strength may not be measured accurately. Not only did the AA in Business students as a group, but also the whole group of business students in MG231. Scoring below the desired outcome suggests that some changes need to be made to improve student performance in business report writing. Some possible changes follow: 1) English skills required for AA in Business students in MG231 may need to be raised. 2) pre-requisite courses be completed and/or be changed/sequenced to ensure that AA in Business students in MG231 are prepared to complete a quality business concept written component.

Additionally, the work of PROAC in program review, and the work of the Management Team in strategic planning, have been combined into one master list of priorities for the campus in order to better inform the campus of movement related to recommendations and institutional needs.

Criminal Justice

Another example of decision making driven by program review results comes from the Associate of Applied Science (A.A.S.) in Criminal Justice. In the faculty's work on mapping its curriculum during the program review process, it observed that CJ 101 (Introduction to Criminal Justice) was not a pre-requisite for CJ 103 (Juvenile Delinquency). Also, in the past, EN 101 (English Composition I) was not a prerequisite for CJ 103. EN 083/EN 084, developmental English reading and writing courses, were the prerequisites. The faculty determined through its review that CJ 103 required more stringent pre-requisites and has made CJ 101 and EN 093 and EN 094 the prerequisites.

Results of program mapping used to improve curriculum are further evident in the criminal justice course CJ 251 (Police Operations and Organizational Theory). Previously, CJ 251 had no prerequisite even though it was the capstone course for an A.A.S. in Criminal Justice. Upon the approval of the Academic Council, CJ 251 now has as the prerequisites CJ 150 (Constitutional Law for Police) and CJ 200 (Criminal Law), with the option that CJ 200 can be taken concurrently with CJ 251.

Academic Council Actions

The Academic Council has also been active in program review activities with its analysis of academic program offerings. These assessments of current certificate and degree offerings have led to the College modifying its academic program offerings. The Academic Council developed procedures for the institution to review and place academic degree and certificate programs on "inactive" status, defined as programs not currently being offered for enrollment. A sizable number of academic programs, especially certificate programs, have been placed on inactive status and several more are scheduled to become inactive in the Spring 2009 semester. This has resulted in the modification of the taxonomy and reorganization of its degree and certificate offerings, which has assisted the College in prioritizing the allocation of resources in support of academic programs through appropriate planning driven by its mission.

In deciding to place programs on inactive status, the Academic Council analyzed program data, such as enrollment and graduation trends, market demand, and costs to the institution. One example of this is the Certificate of Achievement in Culinary Arts, which the Business Department proposed to the Academic Council to place on inactive status in Fall 2008. The program argued that although the 2006 Workforce Development Summit indicated that there was demand for chefs, cooks, and kitchen helpers in the hotel, restaurant, tourism, and service industries, student demand for the program has been nonexistent as evidenced by the lack of enrollment in or graduates from the program over the past eight academic years. To re-activate a program, the following proposal to the Academic Council must include mapping of student learning outcomes at the course, program and institutional levels, a market demand report, updated course guides and Individualized Certificate Plan (ICP), costs associated with maintaining program, and other information.

Another program that was placed on inactive status is the A.A.S in Audio Video Production. The Academic Council looked at labor market needs, and longitudinal data on graduation, program costs, and personnel and resources dedicated to the program, and current enrollment. The report

cited the 2006 CNMI High School Senior Survey that showed that less than 1% of surveyed seniors would like to pursue a career in pre-production, production, and post production. A review of the data led the Academic Council to place the program on inactive status. The Academic Council will continue to assess the program and determine if it should be modified and continued or discontinued altogether.

Other areas of quality assurance, particularly related to student learning, include:

- a. a finding in the program review process that some courses needed additional pre-requisites to ensure student success,
- b. a curriculum mapping of the criminal justice program showed that there was inadequate sequencing of courses,
- c. student learning outcomes are included in each syllabus and discussed with students at the beginning of the semester, providing a clear target for student achievement,
- d. 138 out of 482 course guides have been updated since Fall 2007,
- e. all course guides must be reviewed every five years or as needed,
- f. there is more activity related to curriculum on the Academic Council in which course guides are updated, learning outcomes, and assessment measures are affirmed, and older courses are removed from offerings, and
- g. certification process of potential instructors that can demonstrate that they can adhere to the learning outcomes.

The College is involved at all levels in discussing what makes for a quality learning experience and has been improving the curricular offerings. These improvements are driven by program review recommendations generated by an analysis of student achievement data, curriculum mapping, and other data.

Office of Admissions and Records

In the Division of Student Services, a number of changes have been implemented as a result of the program review process. As all programs, the student services offices submitted the required Form 1 and Form 2 in the original program review process. Through program review activities, the Office of Admissions and Records identified the critical need to hire an Enrollment Manager to manage the institution's recruitment and retention efforts. Before the position of Enrollment Manager was identified and filled, recruitment and retention activities were managed by a standing committee that met only once a week and that was composed of representatives from different departments including Financial Aid, Marketing, Counseling, and others. However, these committee members were usually absorbed and overwhelmed with tasks deriving from their own respective departments. As a result, recruitment activities were not prioritized and a consistent effort required for the proactive and consistent recruitment of new students never materialized.

Immediately upon the hire of the Enrollment Manager, many of the recruitment activities that were previously handled in a disjointed manner by a committee are now streamlined and unified under the supervision of one manager who is supported by other staff members of the Office of Admissions and Records. Additionally, there is now a single primary liaison to public and private high school students, and other NMC departments who are involved with recruitment efforts.

Further, upon the hire of the new Enrollment Manager, a more aggressive recruitment effort that included the organization of the unprecedented “Start Smart Senior Seminar” was launched. The aim of the Start Smart Seminar was to promote access to college, financial aid and other resources available to students. All public high school seniors (totaling close to 400 students) and their counselors attended the seminar. In addition to the Start Smart Seminar, other recruitment events led by the Enrollment Manager included an information session that was open to members of the community who were interested in furthering their education; outreach activities on the island of Tinian; campus visits to public and private high schools on Saipan; participation in a career fair; and, most recently, a recruitment presentation at the Second Annual Counselors’ Conference.

The Enrollment Manager has also been tasked with the responsibility of leading all retention efforts at NMC. He is currently forming a Retention Committee that will assist in maintaining and increasing retention rates through identifying appropriate retention strategies to retain NMC’s students. He will soon be collecting primary and secondary data necessary to create a comprehensive retention plan. This plan will include provisions to attract and retain students with diversified backgrounds, provide financial aid information, ease the transition from high school to college through orientation programs, use institutional research to gather and analyze data about students, use appropriate interventions for students lacking skills or needing guidance, conduct research to identify the factors associated with student retention, assist with job placement, and engage the support of alumni.

Counseling Programs and Services

As documented in the Composite Report, the recommendation to consolidate the College’s Career Services, Service Learning, and Testing and Placement programs stemmed from program review activities that identified how their fragmentation limited the services provided to students. Because the consolidation of these services was linked directly to the two points of the PROA SP (Goal 1: Promote student learning and success and Goal 2: Optimize financial and human resources), it was prioritized and implemented promptly through a presidential directive. In addition to enhancing student services, the consolidation of these sections was aimed at eliminating any duplication in workload and employee effort. It was also aimed at preventing any dilution of resources that had been occurring.

Financial Aid Office and Human Resources Office

Program review results are also used to inform decisions in the Division of Financial and Administrative Services. The full implementation and training of PowerFAIDS, a financial aid software program, was a PROAC recommendation to the institution for the Financial Aid Office (FAO) in the Composite Report. It is included in the Operational Plan Year 1 as a component of Action a. of Objective 4.4.1 of Priority Initiative 4.4 of Goal 4 of the PROA-SP. The funding for the implementation of this recommendation was allocated from the Tuition & Fees budget. Also, the purchase of the ABRA Human Resources module was a PROAC recommendation to the Human Resources Office (HRO) in the Composite Report. This recommendation also appears in the December 11, 2008 updates to the Composite Report and as Action a. of the Operational Plan, Objective 4.4.2 of Priority Initiative 4.4 of Goal 4 of the PROA-SP. Funding for this project was identified in the Tuition & Fees budget.

As a result of the program review process, changes were recommended and have been made with respect to leadership of the process. First and foremost, clearer lines of communication have resulted. The governance structure has been strengthened and documented in the IE Guide. It is also clear from the discussions and reports of PROAC that greater communication within and among programs is occurring. Employees at all levels of the institution have been involved in the program review process, a fact that improves campus-wide communication. The President, through her leadership, established PROAC as an entity and provided its initial charge. She facilitated the processes of data analysis and visioning that occurred in the Spring and summer of 2008 providing a leading force to implement a serious and rigorous program review. The President also continues to expect adherence to the process and professional development and inclusion for all campus constituencies. The College has taken steps to evaluate the processes and the outcomes achieved to date to determine future revisions for improvement.

Community Development Institute

In the Division of Community Programs and Services (COMPASS), program directors have proactively used the Composite Report program review results to improve and strengthen their respective programs. An example of this is the action taken by the Community Development Institute's (CDI) Workforce Development and Certificate Training (WDCT) Program. CDI serves as a revenue-generating arm of the College and brings in external funding through various activities, including short-term training classes. For over five years, CDI has requested for a full-time equivalent (FTE) to manage and build the WDCT program. As a result of CDI's program review report, the information presented supported CDI's need to hire a WDCT Program Manager.

Through established processes, the President authorized CDI WDCT to hire a qualified employee. The position was included as a part of the approved FY 2009 local budget. As a result, the WDCT Program, which houses the Area Health Education Center (AHEC) program, was able to establish the Commonwealth of the Northern Mariana Islands (CNMI) AHEC Consumer Advisory Council. AHEC has grown and further developed a series of 11 non-credit courses for clients from the CNMI Workforce Investment Agency (WIA). Three new cohorts of WIA clients have participated in courses provided through the program, bringing the number of courses offered to 33 with an average participation rate of 10 students per course.

C. EVALUATION OF THE EFFECTIVENESS OF PROGRAM REVIEW, FIRST CYCLE

i. Composite Report's Recommendations for the Next Cycle: Implementation in Second Cycle

During Professional Development Week for Fall 2008, PROAC sought feedback on recommendations to improve the process of program review. Feedback from the assembly was incorporated and included in the Composite Report's Section VI: Recommendations for Next Cycle. Twenty-two of the fifty-two (or 43%) of the "Recommendations for Next Cycle" of Program Review are already implemented. The recommendations span several categories:

- Process and Structure of Assessment of Program Review (14 of 18 done or in progress)
- Brief History (0 of 4: The reason is that these are Form 2 items, due in June 2009)
- Mission (1 of 2 done or in progress)
- Data (3 of 7 done or in progress)
- Resources (0 of 10: The reason is that these are Form 2 items, due in June 2009)
- Student Learning Outcomes and Administrative Unit Outcomes (1 of 6 done or in progress)
- Self Study and Team Recommendations (0 of 1: The reason is that these are Form 2 items, due in June 2009)
- Recommendations to the Program and to the Institution (3 of 3 done or in progress)

Examples of changes implemented include:

- Organize and facilitate shared dialogue sessions, giving all programs opportunity to share their program review reports and allow for commentary
- Institutionalize PROAC structure, membership, and procedures
- Establish greater faculty representation and participation in PROAC
- Update NMC Assessment Taxonomy
- Update assessment and program review timeline

The College continues to review these recommendations for improvement of the processes and implement them in the next review cycle scheduled to commence in Spring 2009.

These changes are evident in the subsequent cycle of program review and other institutional planning already underway. It is apparent from the campus-wide survey and from comments by the previous visiting team that the Five-Column Model has worked for the institution and, with some modifications already in place, will provide the necessary data for curricular change, for campus initiatives, and for the identification of allocation of resources.

ii. Evaluation of the Process of Assessment and Program Review

After a series of meetings hosted by a working committee, the Planning, Program Review and Outcomes Assessment Committee (PROAC) approved the *Success Criteria for Program Review First Cycle of Program Review and Assessment* on March 6, 2009. The *Success Criteria* includes the standard, or expected outcome, and criterion of success for each of the outcomes along five general categories. The following are the success criteria that focus on the evaluation of the process of assessment and program review:

Program Participation, Course Assessment, and Mapping

1. Academic Programs will submit their Form 2 for the first cycle of program review.

Success Criteria: 100% of the academic programs will submit Form 2 for the first cycle of program review.

Result: *100% of the academic programs submitted Form 2 for the first cycle of program review. These programs do not include those that were put on inactive status by the Academic Council and deleted from the NMC Assessment Taxonomy.*

2. Academic support and administrative programs will submit Form 2 for the first cycle of program review.

Success Criteria: 100% of the academic support and administrative programs will submit Form 2 for the first cycle of program review.

Result: *100% of the academic support and administrative programs submitted Form 2 for the first cycle of program review.*

3. Courses taught in Fall 2008 will assess at least three student learning outcomes using the Nichols and Nichols Five Column Model in the first cycle by the published deadline.

Success Criteria: 90% of the courses taught in Fall 2008 will assess at least three student learning outcomes using the Nichols and Nichols Five Column Model in the first cycle by the published deadline.

Result: *84% of the courses in Fall 2008 assessed at least three student learning outcomes using the Nichols and Nichols Five Column Model in the first cycle by the published deadline.*

4. Academic programs will map their program learning outcomes to the General Education Program Learning Outcomes.

Success Criteria: 100% of the academic programs will map their program learning outcomes to the General Education Program Learning Outcomes.

Result: *100% of the academic programs have been mapped to the General Education Program Learning Outcomes for the first cycle of program review.*

Knowledge of Assessment and Program Review Purpose and Process

1. The purpose of program review at the Northern Marianas College is widely communicated and clearly understood.

Success Criteria: 75% of assessed faculty and staff believe that the purpose of program review at the Northern Marianas College is widely communicated and clearly understood.

Result: 88.8% of assessed faculty and staff believe that the purpose of program review at the Northern Marianas College is widely communicated and clearly understood. (Source: Assessment of Program Review, First Cycle)

2. Faculty and staff say that program review has introduced a systematic way of using data and evidence to inform decision-making.

Success Criteria: 75% of assessed faculty and staff say that program review has introduced a systematic way of using data and evidence to inform decision-making.

Result: 86.1% of assessed faculty and staff say that program review has introduced a systematic way of using data and evidence to inform decision-making. (Source: Assessment of Program Review, First Cycle)

3. College employees are familiar with the Nichols and Nichols Five-Column Model in assessing their program.

Success Criteria: 75% of assessed faculty and staff are familiar with the Nichols and Nichols Five-Column Model in assessing their program.

Result: 62.5% of assessed faculty and staff are familiar with the Nichols and Nichols Five-Column Model in assessing their program. (Source: Assessment of Program Review, First Cycle)

4. College employees know the difference between Form 1 and Form 2.

Success Criteria: 75% of assessed faculty and staff know the difference between Form 1 and Form 2.

Result: 72.1% of assessed faculty and staff know the difference between Form 1 and Form 2. (Source: Assessment of Program Review, First Cycle)

Participation

1. College employees actively participate in the first cycle of program review.

Success Criteria: 90% of assessed faculty and staff say that they actively participated in the first cycle of program review.

Result: 68.4% of assessed faculty and staff actively participated in the first cycle of program review. (Source: Assessment of Program Review, First Cycle)

2. There is shared responsibility for completing program review documents.

Success Criteria: 90% of assessed faculty and staff say that their program shared responsibilities for completing the program review documents.

Result: 68.3% of assessed faculty and staff say that their program shared responsibilities for completing the program review documents. (Source: Assessment of Program Review, First Cycle)

3. There is adequate institutional support for participating in program review.

Success Criteria: 90% of assessed faculty and staff say that there is adequate institutional support for participating in program review.

Result: 70.8% of assessed faculty and staff say that there is adequate institutional support for participating in program review. (Source: Assessment of Program Review, First Cycle)

Program Review and Shared Governance

1. College employees know that the primary advisory standing committee of the College Council responsible for monitoring planning and program review is PROAC.

Success Criteria: 90% of assessed faculty and staff know that the primary advisory standing committee of the College Council responsible for monitoring planning and program review is PROAC.

Result: 89.9% of assessed faculty and staff know that the primary advisory standing committee of the College Council responsible for monitoring planning and program review is PROAC. (Source: Assessment of Program Review, First Cycle)

2. College employees know that the shared governance body responsible for resource allocation is the Budget and Finance Committee.

Success Criteria: 90% of the assessed faculty and staff know that the shared governance body responsible for resource allocation is the Budget and Finance Committee.

Result: 80.8% of the assessed faculty and staff know that the shared governance body responsible for resource allocation is the Budget and Finance Committee. (Source: Assessment of Program Review, First Cycle)

Results from a campus-wide survey conducted on January 6, 2009 serve as a primary source of data in assessing the first four categories of the general categories listed above. The Planning, Program Review, Outcomes, and Assessment Committee (PROAC) acknowledges that the results of the Program Review and Assessment Survey do not report on the results of actions recommended as a result of program review. Therefore, an alternative assessment method and instrument to quantify the number of recommended actions made, implemented, and evaluated is needed. Similarly, an alternate approach to assessing the impact of actions taken is also needed. To meet these needs the committee developed a Scoring Rubric in addition to Communication Protocols to facilitate dialogue and record the highlights.

After the approval of the success criteria, another working committee was tasked with developing a scoring rubric that would assist with scoring and tracking of recommended actions from the first cycle of program review. This activity focused on the evaluation of the actions and outcomes of assessment and program review in the first cycle.

iii. Evaluation of the Outcomes of Assessment and Program Review

One step the College has taken to evaluate the outcomes achieved to date was to require programs to submit to PROAC on December 11, 2008 another update on actions taken and to evaluate the effectiveness of those actions. A small number of programs reported in the December 11, 2008 memo to PROAC that insufficient time had passed to fully implement actions based on program review recommendations, and therefore it was difficult for programs to meaningfully assess actions taken to date. A large number of programs, however, reported actions taken on recommendations, and an evaluation of those actions with evidence.

The following are success criteria focusing on the outcomes of assessment and program review:

1. Academic programs will take action on recommendations based on program review.

Success Criteria: 75% of academic programs will take action on recommendations based on program review.

Result: 82% of academic programs have taken action on at least one recommendation based on program review. (Source: Dec. 11, 2008 Updates to PROAC)

2. Academic support and administrative programs will take action on recommendations based on program review.

Success Criteria: 75% of academic support and administrative programs will take action on recommendations based on program review.

Result: 79% of academic support and administrative programs have taken action on at least one recommendation based on program review. (Source: Dec. 11, 2008 Updates to PROAC)

- Academic programs will evaluate actions taken on recommendations based on program review.

Success Criteria: 75% of academic programs will evaluate actions taken on recommendations based on program review.

Result: 67% of academic programs have evaluated at least one action taken on recommendations based on program review results. (Source: Dec. 11, 2008 Updates to PROAC)

- Academic support and administrative programs will evaluate actions taken on recommendations based on program review.

Success Criteria: 75% of academic support and administrative programs will evaluate actions taken on recommendations based on program review.

Result: 89% of academic support and administrative programs have evaluated at least one action taken on recommendations based on program review results. (Source: Dec. 11, 2008 Updates to PROAC)

- Actions taken on recommendations based on program review will result in a positive impact on the program.

Success Criteria: 75% of the assessed actions taken on recommendations based on program review will result in a positive impact.

Result: 68% of assessed actions taken on recommendations based on program review have resulted in a positive impact. (Source: Dec. 11, 2008 Updates to PROAC)

The following table illustrates the results of the assessment on outcomes.

Summary Results of Recommendations from the Programs to Itself as Approved by PROAC in the First Cycle.			
Total Number of Recommendations	174		
Total Number of Recommendations Implemented (Actions)	90	52%	<i>Notes:</i> 47% (or 90 of 174 recommendations were implemented).
Total Number of Actions Evaluated	74	78%	<i>Notes:</i> 78% (or 74 of 90 actions were evaluated).
Total Number of Actions evaluated that are Supported by Evidence	47	64%	<i>Notes:</i> 74% (or 47 of 74 actions that were evaluated were supported by evidence).

Continuous dialogue is occurring campus-wide on the outcomes of program review. The Composite Report is disseminated across the College and used as the key document in monitoring the progress of the implementation of program review recommendations. Programs

submitted updates on October 8 and December 11, 2008 to PROAC detailing actions to date taken on PROAC approved recommendations as detailed in the Composite Report. These reports demonstrate that the work accomplished over the last year on SLO assessment and program review is being used to guide decisions and make program improvements.

The January 2009 survey on the evaluation of program review collected qualitative information from faculty and staff on levels of dialogue regarding student learning and administrative outcomes, processes, resource allocation, or planning. Faculty and staff reported increased level of dialogue within and across programs through the program review process. The general perspective is that dialogue has been a positive experience, is an ongoing process, and should be focused on meeting student learning and administrative outcomes. There is a recognized need for dialogue to be based on reliable data on student achievement and administrative services. Dialogue on program review outcomes facilitates a more transparent decision-making process driven by data that can demonstrate that the College is meeting student needs. Dialogue can be further strengthened with data that is complete and accurate.

According to the survey's qualitative results, the dialogue within programs has led to a number of positive results. There is more communication among colleagues that is focused on assessment of student outcomes and administrative services. Open and frequent discussions have encouraged faculty and staff to share information and re-think what programs have been doing for years without reflection. The dialogue that is occurring has led to changes in student services, course offerings, and curriculum mapping.

In March 2009, PROAC teams facilitated dialogue sessions with programs so that programs' "stories" about the first cycle of assessment and program review could be heard and recorded. These dialogue sessions focused on two topics: 1) Evaluation of Actions Taken to Implement Program Review Recommendations and 2) Evaluation of Process and Outcomes.

The College is working on conducting a more institutionalized and coordinated effort to assess the processes and the outcomes achieved to date based on agreed upon criteria. PROAC will continue to work closely with the Office of Institutional Effectiveness to maintain dialogue throughout the College regarding work as it is accomplished and improvements in the processes.

The review of the program review and assessment process was a campus-wide event that occurred during the Professional Development Days in January 2009. In a general assembly, a survey of the program review process was administered. This survey of faculty and staff shows that 68% who responded indicate that they had input into the program review process. This provides some evidence that program review in the first cycle was a campus-wide and campus-supported activity. While all offices of the campus were included in the taxonomy to be reviewed, the initial look at the taxonomy showed that there were some programs that were no longer operational and those were placed on inactive status. The operations at the Tinian and Rota instructional sites were included in the conversations both in-person and by regular video conferencing to ensure that the non-academic needs of those sites were addressed. One of the success criteria for the program review process showed that 89% of campus employees believe they understood the process – another indication of campus-wide support for the review.

In order to help all employees be involved, participation in the program review process is now included in each employee's evaluation. The specific items on that part of the evaluation ask for the supervisor's impression of the extent to which the employee:

- participates in program review and outcomes assessment activities (PROA)
- is effective in producing and assessing Student Learning Outcomes (SLOs) for courses taught
- participates in producing and assessing Student Learning Outcomes and/or Administrative Unit Outcomes for the program
- participates in supporting the institution's General Education Program Learning Outcomes.

PROAC has taken on the responsibility of prioritizing program review recommendations and resource allocations. In the prior operations budget call, the Institutional Priorities Ad-hoc Committee was the group with the specific task of prioritizing institutional priorities based on evidence-based recommendations resulting from program review and planning that required funding. The visiting team noted the need to simplify the planning processes of the College. The IE Guide has streamlined this program review and planning processes. The prioritization of both program review and planning recommendations now resides with PROAC. Consolidating the program review and planning processes within one committee facilitates the incorporation of program review results into a product of the planning process, the annual operational plan component of the PROA Strategic Plan. The proposed objectives of the operational plan will directly reflect program review recommendations because of this consolidation of functions. The objectives of the annual operational plan will guide the prioritization and allocation of resources for the various programs that will be reviewed initially by the Budget and Finance Committee (BAFC).

D. STRENGTHENED RESEARCH CAPACITY

To assist the College in maintaining dialogue for improvement in the processes and assessment of effectiveness of actions taken, staff and faculty training on program review and student learning outcomes is continuing. The Spring 2009 Professional Development Days included training on the development of appropriate student learning outcomes and different assessment measures. The School of Education is also conducting a series of weekly workshops on best teaching and learning practices in Spring 2009. Those workshops include:

- Student Learning Outcomes: How to write SLOs
- Bloom's Taxonomy, SLOs and Assessment
- Developing Program Mission That Supports the Institutional Mission
- Assessment, Rubrics: What are they? How do we use them?
- Teaching Strategies: Part I – Teaching Strategies: Part II – Application
- Assessment Tools
- Teaching for Mastery
- Classroom Management Strategies: Procedures
- Writing your syllabus to include SLOs, assessment, and class schedule.

The College regards training that focuses on improving assessment and program review practices as a continuous process that builds research capacity; thus, it is a regular component of the College's professional development activities.

In January 2009, NMC's six academic department leaders and the President benefited from the WASC workshop: Student Learning and Assessment Level I in Honolulu, Hawaii. The workshop emphasized the importance of completing the work on defining criteria to evaluate the program review process, evaluating the program review process using these criteria, and implementing the findings in the evaluation of the process in order to improve the second cycle of program review. The workshop helped maintain the momentum in program review and outcomes assessment by facilitating dialogue and helping to generate a feeling of shared ownership of program review and outcomes assessment and the improvements that are achieved as a result of being a learner centered institution. In order to keep improving and not lose the momentum achieved so far, PROAC endorsed and BAFC approved the President's recommendation to bring the Student Learning and Assessment training to the College. The campus-wide training, to be facilitated by national experts Mary Allen and Amy Driscoll, will address the specific needs of the College on May 1 - 2, 2009.

Research capacity was also strengthened by the training of faculty and staff facilitated by Dr. Alan Belcher of Key Trio. Three sessions to discuss the use of student achievement data with Dr. Alan Belcher were scheduled over three days during the week of March 9, 2009. These were purposely scheduled to ensure all department chairs could attend, and were open to all who were interested. Twenty-three individuals attended these sessions, including all academic department heads. Throughout these discussions, the following was frequently said in multiple ways: Reflecting on the data (on the numbers) is just the beginning; thinking about and exploring data (the numbers) raise all kinds of questions, the answers to which get us closer to what is really occurring and to the ways of improving student learning.

In an effort to continuously improve student services and strengthen research capacity, the College has upgraded its student information system called PowerCAMPUS. Originally, only the Admissions and Academic module was being utilized since 1999. As of July-August 2008, two additional modules have been implemented and staff training has been provided: (1) billings and cash receipts; and (2) PowerFAIDS (financial aid system). Both provide for a streamlined registration process by providing automatic billing for financial aid.

On March 31, 2009, BAFC approved \$128,400 for the procurement of three additional modules and training: (1) Self-Service; (2) Advancement; and (3) the Portal. Self-Service allows for on-line registration and payment; online grade book; online course manager; online personal calendar and task lists; online advising and academic plans; alumni services and online giving. Advancement allows for tracking of alumni and giving and is critical for program review as it provides job placement information. The module also provides detailed pledge and gift tracking; automated correspondence; standard detail and statistical reports; integrated institutional database; and receipts and acknowledgements. The Portal allows access to the different PowerCAMPUS modules. This investment will allow for significant improvement in the registration process, for greater productivity, and for compliance with program review requirements. The need to procure these modules was identified in the 2008 Information Technology Plan (Objective 4.1.1) and procurement was included in the Operational Plan.

The staff has begun the use of the PowerCAMPUS graduation processing feature, which has dramatically improved the efficiency by which the college tracks and generates data on potential and actual graduates. Additionally, the hiring of the Database Administrator in March 2009 has accelerated the progress made in fully utilizing PowerCAMPUS.

The following reports, most of which cover a five-year time span, are currently available to the academic programs:

- a. course completion data (all courses)
- b. retention term-to-term
- c. progression to the next course / level (as defined by academic programs)
- d. program completion (as defined by the Developmental English and Math Programs)
- e. degree/certificate completion
- f. transfer rates to four-year institutions (A.A. in Liberal Arts graduates)
- g. scores on licensure exams (PRAXIS and NCLEX)
- h. job placement (Business, Elementary Education, and Nursing)

All of the various offices and departments involved are working together to improve the quality and completeness of these data, and to ensure these data are reflected upon and used for purposes of program improvement, planning, and budgeting. Below are tables that illustrate NMC's first efforts at gathering student achievement data on licensure and job placement for three major programs: Education, Nursing, and Business.

Job Placement Data

B.S. in Elementary Education					
Year Graduated	No. of Graduates	No. Tracked	% Tracked	No. Employed	% Employed*
2003-2004	8	8	100.00	8	100.00
2004-2005	23	20	86.96	20	100.00
2005-2006	11	7	63.64	7	100.00
2006-2007	29	24	82.76	24	100.00
2007-2008	28	24	85.71	24	100.00
Grand Total	99	83	83.84	83	100.00

Source: School of Education records , Public School System Human Resources Office

*Percent of graduates tracked that have found employment

School of Education Certificate Programs (Related Services Technician & Early Childhood Education)					
Year Graduated	No. of Graduates	No. Tracked	% Tracked	No. Employed	% Employed*
2003-2004	15	15	100.00	15	100.00
2004-2005	3	3	100.00	3	100.00
2005-2006	0	0	0.00	0	0.00
2006-2007	1	1	100.00	1	100.00
2007-2008	21	20	95.24	20	100.00
Grand Total	40	39	97.50	39	100.00

Source: School of Education records , Public School System Human Resources Office

*Percent of graduates tracked that have found employment

A.S. in Nursing					
Year Graduated	No. of Graduates	No. Tracked	% Tracked	No. Employed	% Employed*
2003-2004	11	5	45.45	5	100.00
2004-2005	13	11	84.62	11	100.00
2005-2006	19	11	57.89	11	100.00
2006-2007	26	15	57.69	14	93.33
2007-2008	12	8	66.67	8	100.00
Grand Total	81	50	61.73	49	98.00

Source: Nursing Department records

*Percent of graduates tracked that have found employment

A.A.S. in Business Administration: Accounting Emphasis					
Year Graduated	No. of Graduates	No. Tracked	% Tracked	No. Employed	% Employed*
2003-2004	5	4	80.00	4	100.00
2004-2005	3	2	66.67	2	100.00
2005-2006	4	1	25.00	1	100.00
2006-2007	12	4	33.33	4	100.00
2007-2008	8	5	62.50	5	100.00
Grand Total	32	16	50.00	16	100.00

Source: Business Department records

*Percent of graduates tracked that have found employment

A.A.S. in Business Administration: Business Management Emphasis					
Year Graduated	No. of Graduates	No. Tracked	% Tracked	No. Employed	% Employed*
2003-2004	8	2	25.00	1	50.00
2004-2005	8	1	12.50	1	100.00
2005-2006	17	2	11.76	2	100.00
2006-2007	12	4	33.33	4	100.00
2007-2008	8	2	25.00	2	100.00
Grand Total	53	11	20.75	10	90.91

Source: Business Department records

*Percent of graduates tracked that have found employment

A.A.S. in Business Administration: Computer Applications Emphasis					
Year Graduated	No. of Graduates	No. Tracked	% Tracked	No. Employed	% Employed*
2003-2004	1	1	100.00	1	100.00
2004-2005	3	1	33.33	1	100.00
2005-2006	3	2	66.67	2	100.00
2006-2007	2	0	0.00	0	0.00
2007-2008	6	2	33.33	2	100.00
Grand Total	15	6	40.00	6	100.00

Source: Business Department records

*Percent of graduates tracked that have found employment

Licensure Exams Data

NCLEX					
Year Graduated	No. of Graduates	No. Tracked	% Tracked	No. Passed NCLEX	% Passed NCLEX*
2003-2004	11	9	81.82	8	88.89
2004-2005	13	12	92.31	10	83.33
2005-2006	19	14	73.68	13	92.86
2006-2007	26	17	65.38	15	88.24
2007-2008	12	10	83.33	9	90.00
Grand Total	81	62	76.54	55	88.71

Source: Nursing Department records, National Council of State Boards of Nursing

*Percent of graduates tracked that have passed the NCLEX

PRAXIS					
Year Graduated	No. of Graduates	No. Tracked	% Tracked	No. Passed PRAXIS II	% Passed PRAXIS II*
2003-2004	8	5	62.50	4	80.00
2004-2005	23	10	43.48	8	80.00
2005-2006	11	4	36.36	4	100.00
2006-2007	29	15	51.72	9	60.00
2007-2008	28	8	28.57	5	62.50
Grand Total	99	42	42.42	30	71.43

Source: School of Education records, Public School System Human Resources Office

*Percent of graduates tracked that have passed PRAXIS II for CNMI Teacher Certification

Below is a sample of five years of transfer data for the A.A. in Liberal Arts.

Transfer Data

A.A. in Liberal Arts							
Year Graduated	Total No. of Graduates	No. Transferred to NMC BS in Elem. Ed.	% Transferred to NMC BS in Elem. Ed.	No. Transferred to Another Institution*	% Transferred to Another Institution*	Total Graduates that Transferred*	% of Total Graduates that Transferred*
2003-2004	41	10	24.39	14	34.15	24	58.54
2004-2005	50	7	14.00	22	44.00	29	58.00
2005-2006	48	11	22.92	17	35.42	28	58.33
2006-2007	39	13	33.33	11	28.21	24	61.54
2007-2008	32	9	28.13	7	21.88	16	50.00
Grand Total	210	50	23.81	71	33.81	121	57.62

Source: Admissions & Records, CNMI Scholarship Office, National Student Clearinghouse

*Number of students known to have transferred to another institution

Note: "Another institution" includes 2-year and 4-year schools, and online programs

The members of the Northern Marianas College Alumni Association have also been enlisted to assist in the collection student achievement data. In a recent meeting, the members of the Associated voted to help with the dissemination and collection of an alumni survey that invite graduates to identify their perceptions about NMC's quality of programs, their career paths after graduation, and their recommendations for improvement. The survey instrument will also be made available on the NMC website to help capture information from graduates who are off-island. The results of the information collected will help the College determine how NMC graduates are faring in the labor markets as well as identify critical areas for improvement.

Since the *October 15, 2008 Show Cause Report*, several steps have been taken to improve the College's collection and use of achievement data. During the week of March 9, 2009, representatives from all academic programs participated in discussions with the Key Trio consultant on the importance and utility of various types of student achievement data to improve programs and student learning. Program representatives have since met to discuss how they currently track graduates and what data they have collected to date. Programs have agreed to work together this semester to finalize and implement strategies to routinely collect feedback and data from graduates. These include to revise and administer the Graduating Student Survey; to solicit basic contact, future plans, transfer, and employment information from all graduates; and to follow-up on all graduates within the first year of graduation regarding transfer, post training, and/or job placement. A formal exit interview is also being considered.

The Institutional Researcher and the President will be attending the April 2009 Pacific Postsecondary Education Council (PPEC) meeting in Honolulu, Hawaii. In collaboration with presidents/chief executive officers, institutional researchers from throughout the region will develop formats for an institutional and regional fact book. They will also discuss and recommend Key Performance Indicators for institutional benchmarking and comparison. NMC will produce its fact book by Summer 2009 and will participate in the regional projects.

Research capacity at the College is also being greatly enhanced with the purchase, implementation and training on assessment tracking software. The immediate purchase and implementation of TracDat was presented to and approved by PROAC on March 20, 2009. On March 25, 2009, the Budget and Finance Committee approved \$22,800.00 to procure TracDat to support and facilitate program review and assessment activities and provide training to the campus community for immediate implementation beginning in May 2009. The following were found to justify this immediate procurement:

1. TracDat is the leading software for program review.
2. Guam Community College (GCC) has used it with success for about 5 years. GCC can provide NMC with assistance and training due to their close proximity and experience.
3. TracDat is well experienced with ACCJC standards and has developed a module to address SLO reporting to ACCJC. It is used by a number of community colleges under WASC.
4. TracDat is beneficial for NMC because it:
 - a. works in a paperless fashion
 - b. generates reports automatically
 - c. gives automatic reminders for due dates
 - d. allows uploading and tracking of evidence
 - e. links program review and planning to budget
 - f. accommodates program level review and course level review using Nichols and

Nichols Five Column Model

- g. saves significant work hours
- h. integrates with Banner, a comprehensive management information system used by a number of PPEC institutions including GCC and the University of Hawaii system. Banner is being reviewed for procurement to fulfill NMC's strategic plan for information technology.
- i. provides ease of use for faculty and for reporting and analyzing results/outcomes as reported by Guam Community College

E. PROGRAM REVIEW, SECOND CYCLE

Institutional program review and assessment is currently taking the first few steps into the second cycle with implemented changes made to improve the process. PROAC has taken the oversight responsibility of planning in order to establish clear accountability and reporting of planning and its linkages to assessment and program review. The President officially appointed the committee members for the second cycle on February 27, 2009 as specified in the IE Guide.

As part of an institutional awareness of the need to continuously improve process and product, PROAC now meets twice a week in a work session in which processes are further refined and in which program review reports will be accepted in the second cycle. The committee is also working on the refinement of its own rubrics to evaluate itself and to evaluate the actions taken by programs at the committee's request. The membership of the committee has been expanded to include more faculty and meets with staff representatives from the Tinian and Rota instructional sites via videoconference. The widespread input and the conversation help to disseminate and make transparent the work of the committee, whose members have committed significant time and energy in implementing recommendations for the second cycle and dialoguing with programs on the assessment and program review processes and outcomes.

Using an updated Assessment Taxonomy that includes the Rota and Tinian instructional sites in the second cycle, programs submitted the first three columns of the Five Column Model (Memo 1) on February 27, 2009 to PROAC. One of the themes arising from the continuous dialogue is the need for more PROAC feedback to programs on submissions. Reflecting on this feedback to PROAC, the committee decided to extend the deadline for Memo 2 (First four columns of the Five-Column Model) from March 27 to April 16, 2009 because of the need for additional training and refinement of submissions.

To assist programs in their assessment and program review work, PROAC is already taking steps in the second cycle to improve the process. It has developed a rubric to assist programs in writing their Five-Column Model and has had discussions on the templates for the program review report. This is in direct response to feedback from programs as documented in dialogue sessions and surveys results.

PROAC has been conducting ongoing training in the areas of assessment and program review. It is working with OIE and SOE in conducting trainings on developing a program mission that supports the institutional mission and the assessment and program review processes.

PROAC has taken on the responsibility of prioritizing program review recommendations and resource allocations. Consolidating the program review and planning processes within one

committee facilitates the incorporation of program review results into a product of the planning process, the annual operational plan component of the PROA Strategic Plan. The proposed objectives of the operational plan will directly reflect program review recommendations because of this consolidation of functions. The objectives of the annual operational plan will guide the prioritization and allocation of resources for the various programs that will be reviewed initially by BAFC.

F. CONCLUSION

The Northern Marianas College has developed and implemented a comprehensive program review using quantitative and qualitative data to improve program effectiveness. It has completed the first cycle of program review and has commenced its second cycle, with reflection and dialogue that assess the process and outcomes of program review. Assessment and program review have had far-reaching effects, originating with the operations and intended outcomes of each program (academic and support) from around campus and culminating with the funding and implementation of many recommendations for positive change. The College continues to refine and enhance its work to ensure that all constituencies on campus have a voice and to ensure that recommendations for change do, in fact, produce positive results that support and improve student achievement and student learning outcomes through linkages to planning and resource allocation. The process is ongoing, systematic, and used to improve student learning, achievement, and services.



III. Institutional Response to ACSCU Recommendations

School of Education

Response to WASC-ACSCU letter of February 26, 2009

Clarify the specific evidence that supports curriculum changes and simplify the reporting process for documenting both the evidence and changes in program design.

- *Evidence from First Cycle Program Review and Assessment*

In order to improve the tracking of students within the Bachelor of Science (B.S.) in Elementary Education program, the School of Education has worked closely with the Office of Admissions and Records (OAR) in identifying entry-level students from upper-level students (Teacher Candidates – TC). This allows the program to track students' progression throughout the program and also review data on the average number of semesters it takes teacher candidates to complete the program. The changes to the coding of students in the student database system was finally implemented in Fall 2008 by OAR after the recommendation was made by the program to the Program Review, Assessment, and Outcomes Committee in the first cycle of program review.

Student achievement data, including job placement, licensure exam, post training, and employer satisfaction data are collected and reviewed as an integral part of program review and assessment. Another key piece of data that has been collected for analysis is the average number of semesters students take to complete the program.

The SOE has engaged in advising and pre-registration sessions that are referred to as “Green Sheet weeks.” Green Sheet weeks are sessions in which junior and senior students receive academic advising and are able to pre-register for upcoming semester course, therefore, ensuring they are better prepared for their next semester as well as program completion. The data results were positive in that the SOE administrative unit outcome showed that the program was meeting its goal of providing over 80% of current and on-going students academic and pre-registration services. As a result of our program review and assessment, SOE has developed and will be implementing a “pink sheet week” for the Fall 2009 semester to offer the same advanced academic advising and pre-registration for freshmen and sophomore program students. The assessment of this administrative unit outcome (AUO) was measured in the first cycle of program review and is being analyzed again in the second cycle with the inclusion of data from entry-level students (freshmen and sophomore students). These assessment pieces will also aid in the planning and projections of SOE course needs, course loads, and faculty workload for upcoming semesters.

For the first time, the SOE budget request submission for FY 2009 included clear and distinct links to recommendations made through the program review process. This also encouraged the program to prioritize requests based on program assessment.

Another recommendation was to improve the collaborative efforts between NMC and the Public School System (PSS) in identifying community needs; specifically the teacher training needs. To date, SOE and the PSS Human Resource Office conducted one brief research study

collaboratively and based on this study, the market demand for Secondary, Special Education, and Early Childhood teacher training was revealed. The program is progressively working on other corresponding assessments such as student surveys; an updated PSS-HRO teacher training needs analysis, and a community market demand survey to view collaborative data before plans are finalized for a request for program curriculum development. This particular recommendation also resulted in a closer working relationship between the SOE and the PSS through which monthly meetings have been established. These meetings also include the discussion and sharing of relative data on SOE graduates and current PSS employees, and the tracking of SOE graduates, job placement, and licensure exam data. Each semester, the SOE Student Teacher Coordinator submits to the PSS Human Resource Office a list of program completers and engages in dialogue with school principals on their grade level personnel needs and potential graduate placements as well as future student teacher placements.

As a result of program review and assessment, a recommendation was to finalize policies and a code of ethics/conduct for the program and to ensure a systematic way of disseminating and enforcing both. Policies on attendance and academic dishonesty and the SOE Code of Conduct were developed and finalized in the Summer of 2008. By Fall 2008, all faculty members had made these policies a standard part of all course syllabi. Also a work in-progress is a faculty and updated student handbook that will feature institutional policies and procedures as well as program policies and information. Important to note is that all adjunct faculty members are mentored throughout the semester they teach for SOE. Each adjunct faculty is assigned a mentor from SOE to assist with policy information, course syllabus development that includes course SLO's and calendars, course assessment information, and guidance on administrative matters.

All adjunct faculty are observed in their courses and given immediate feedback on their teaching. After completing a full program review, changes to the curriculum included the development of an alternative capstone experience other than student teaching, the 12 credit practicum ED 493, a capstone project that allows students to opt for work with a variety of community agencies and local initiatives. Prior changes to the curriculum include the integration of community service into the upper level courses such as mother-father read, book mobile, troops to teachers, and service learning. More recent updates include the review and updating of the SOE certificate programs; specifically the Early Childhood Education curriculum and Related Services Technician curriculum. Courses for each program have been reviewed and have been updated to reflect current trends, knowledge, and teaching methods in their respective areas of study. Also a result of program review and assessment, the Early Intervention Certificate program and the Special Education Endorsement have been placed on inactive status. Both certificate programs had low or no enrollment; therefore, indicating that these certificate programs are not high market demands for the community. All program decisions are documented and reflected upon at monthly department meetings.

Direct evidence of student learning and student achievement are routinely collected and analyzed for program review. They are also made available for new and adjunct faculty in mentoring workshops. Also, the ED 492 (Student Teaching Practicum) course survey allows students near completion of the program to participate in a critical evaluation of the program and courses.

Professional development plans that focus on the needs of faculty and staff have been examined and identified in budget requests. This plan is updated annually.

- Curriculum Mapping

Each year in May, the SOE faculty gather to discuss, analyze, and map course content throughout program to identify changes necessary to improve services to students and to support student learning. The SOE continues to review course SLOs sequential order (for spiral learning) to determine areas needing inclusion, improvement, and the overlapping of content. All SLOs have been mapped; however, only three to five SLOs are required to be reviewed and assessed for each cycle of program review and assessment.

Assessment meetings are held throughout the year as all faculty and staff are involved in the program review and assessment process. Each faculty member is also assigned a topic to research, review, and write-up on in the assessment process. In addition, every assessment item is discussed and offered for feedback amongst faculty members and staff.

- Institutional Processes

In December 2008, NMC finalized and implemented the Institutional Excellence Guide. The guide recognizes the constituencies of the college and identifies the roles of each in the governance processes of the institution. (See below for SOE representation on governance bodies.)

- Course Guide Work

The Academic Council requires that all course guides be updated periodically. To date, all SOE course guides have been updated to include updates in texts, learning strands, course outcomes, student learning outcomes, and assessment measures. The template for course guides has also been institutionalized to ensure consistency and uniformity for all programs.

- Standardized Curriculum

The SOE curriculum has been standardized to ensure consistency of content throughout the semesters, regardless of who the instructor is. This has enabled SOE to identify, gather, and compare data more efficiently and effectively throughout semesters because of the consistency in the curriculum taught. Previously, only full time faculty taught methods courses. During the first cycle of program review and assessment, the practice was reviewed to consider the feasibility of allowing highly qualified and experienced adjunct faculty to teach methods courses after rigorous mentoring. In Fall 2008, one adjunct faculty taught the inquiry based science methods course. Currently, two adjuncts are teaching methods courses, the inquiry-based science methods course and the upper level math course. These two adjunct faculty continue to participate in continuous mentoring to support their teaching. The SOE also conduct in-class observations to evaluate teaching practices and to offer curriculum support to ensure their success.

- ***Monitor the workload of SOE faculty and provide adequate faculty to deliver the baccalaureate program.***

- *Faculty workloads and overloads*

The SOE faculty workload has decreased over the past two years. Faculty workload documents indicate the average faculty workload *overload* for the following academic years:

▪ 2006	4.1
▪ 2007	7.0
▪ 2008 (including Summer)	4.3
▪ 2009 (Spring only)	8.3

The average faculty overload has fluctuated over the past few years due to several factors including the resignation of faculty members, the increase and/or decrease of administrative and coordination workload credits (including program review and assessment work), and the faculty teaching courses for other departments as well. NMC faculty do receive compensation for all overloads, with the exception of Independent Studies which are performed on voluntary basis. In Fall 2008, an SOE faculty member resigned to pursue professional development. This loss of a full-time equivalent (FTE) resulted in three adjunct faculty hires for Spring 2009 and an increase in faculty workload for this same semester.

The SOE continues to mentor and train adjunct faculty on a one-to-one basis to teach certain courses. Mentoring and training includes administrative procedures, course content, course activity scheduling, course assessment, and in-class observations with feedback.

- *Limited human resources available locally and Salary Scales (non-competitive)*

The SOE currently has two faculty vacancies. Due to the lack of a qualified pool of applicants with high content knowledge of teaching in the post-secondary level on island and the non-competitive salary scale for faculty, both vacancies have yet to be filled. In Spring 2009, one applicant applied to SOE but eventually turned down the job offer due to NMC's accreditation status of Show-Cause, and the low salary offer. Job vacancies are currently being announced online. The SOE FY 2010 budget request submission also includes two faculty FTE's.

- ***Review workload credit assigned for work on grant preparation and implementation/administration.***

- *Contract change request with Budget and Finance Committee (BAFC)*

To support quality teaching and workload credit assigned for work on grant preparation, the SOE will be requesting an adjustment in FTE from 15 to 12 credits per semester. An increase in pay scale is also being proposed. The President is in full support of these efforts for implementation upon approval.

- ***Review the “fit” of the bachelor’s program in Elementary Education with the mission of the institution, and ensure that collegial relationships exist among all faculty in the NMC learning community.***

- *Market Demand and Job Placement of Graduates*

The market demand for classroom teachers in the Elementary Education field continues to be high in the CNMI. Each year, the CNMI Public School System hires a majority of SOE graduates just before or right after graduation. SOE student teachers in the Fall semesters are hired by PSS in the middle of their school year, immediately after completion of the Student Teaching Practicum course. To date, data indicate that over 84% of all SOE graduates from years 2004 to 2008 are currently employed by the CNMI Public School System. After the first cycle of program review and assessment, both NMC and PSS Human Resources Office established regularly scheduled meeting dates between their respective office representatives and the student teachers. These meetings are intended to support the dissemination of information and the job application processes for the program completers.

Recent collaborative studies and continued dialogue between NMC and PSS reveal that the market demand for Elementary Education teachers continues to exist and that other related areas of study are also in high demand, including Special Education, Secondary Education, and Early Childhood Education. The SOE continues to study this demand to determine the feasibility of an expanded program to meet the community’s need.

- *SOE memberships*

The Institutional Excellence Guide (IEG) was finalized and implemented in December 2008. The guide recognizes the constituencies of the college and identifies the roles of each in the governance processes of the institution. The SOE has representation in each governance body as indicated below:

- *College Council – Barbara Merfalen*
- *Planning, Program Review, Outcomes and Assessment Committee (PROAC) – Cynthia Deleon Guerrero*
- *Budget and Finance Committee – Cynthia Deleon Guerrero*
- *Faculty Senate – Barbara Merfalen and Cynthia Deleon Guerrero (incumbent: John Jenkins)*
- *Staff Senate – Julene Santos*
- *Academic Council – Cynthia Deleon Guerrero*
- *Recruitment Team – Joylene Limes*
- *Registration Committee – Cynthia Deleon Guerrero and Julene Santos*
- *Power Users Group – Cynthia Deleon Guerrero and Julene Santos*
- *Technology in Education Committee – John Jenkins*
- *General Education Committee – John Jenkins*

- *Support of Collegial Relationships*

For the first cycle of Program Review and Assessment (2008), Pam Buckingham, a faculty of SOE, volunteered time and offered a series of 12 workshops available to all NMC faculty and staff. This workshop focused on the development of student learning outcomes (SLOs), course

syllabus scheduling to include those SLO's, and assessment. For the second cycle of Program Review and Assessment (2009), Barbara Merfalen, another faculty of SOE has volunteered time and is facilitating another series of 12 workshops for the entire NMC community on similar topics as well as topics as discussed by the Program Review and Outcomes Assessment Committee (PROAC).

Two SOE faculty members are currently teaching courses in other departments. Barbara Merfalen teaches BE 110 (College Life Skills) for the Social Sciences Fine Arts Department. John Jenkins teaches BE 110 and DR 120 (Drama in Education) course as well. Last year, in addition to these, Joylene Limes also taught courses for the Adult Basic and Continuing Education Program.

Internal mentoring is also taking place amongst SOE faculty. Experienced current faculty mentored both of the recently hired faculty members and adjunct faculty members. Mentoring training includes administrative procedures, course content, course activity scheduling, and course assessment.

- ***Review the adequacy of VTC course delivery to the Tinian and Rota campuses, and develop criteria for evaluation of student learning using this delivery mode.***
 - *Challenges with VTC*

Prior to the suspension of instructional services via VTC, the program courses offered to the Rota and Tinian instructional sites were not standardized. Review of course assessments and individual student assessments revealed that complete curriculum coverage was lacking, including teach-back experiences, appropriate classroom management practices, classroom observations, and other basic teaching strategies. As a result, students from these instructional sites had to retake and review course materials through close monitoring and guidance of SOE advisors and faculty members.

- *Future viability of VTC for SOE*

SOE Curriculum has been standardized. Offering courses via VTC would require completed training for faculty in the proper use of technological equipment and the hiring of qualified Rota and Tinian instructional sites faculty to ensure continued course quality. NMC has hired a new Distance Learning Coordinator, who is currently offering training sessions on the use of Moodle, NMC Online, and VTC. SOE faculty have also begun dialogue with the Distance Learning Coordinator in the development of course guides and use of technology in preparation for these needs, in the event that NMC resumes course delivery and instruction at the sites.



Appendix A

Institutional Excellence Guide: An Organizational Guide to Shared Governance, Planning, Assessment, and Budgeting.



Institutional Excellence Guide

**An Organizational Guide to
Shared Governance, Planning, Assessment, and Budgeting**

“Students First”

December 2008

Northern Marianas College
P. O. Box 501250
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NMC Mission, Vision, and Strategic Goals

Mission

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

[Source: Amendment 38 to the CNMI Constitution]

Statement of Vision

Northern Marianas College will be the premier agent for strengthening the Commonwealth and the Asia-Pacific region through dynamic, innovative, and lifelong learning opportunities.

PROA Strategic Goals

PROA-Strategic Plan 2008-2012

- Goal One.** **P**romote student learning and success.
- Goal Two.** **R**espond to the professional development, continuing education, and personal enrichment needs of the Commonwealth.
- Goal Three.** **O**ptimize financial and human resources.
- Goal Four.** **A**ccelerate the upgrade of physical and technology infrastructure.

Message from the Chairman of the Board of Regents and President

It is our shared belief that in order to foster a healthy environment where all views are considered, openly debated and given the opportunity for adoption, a culture of empowerment must permeate the campus community.

This empowerment is achieved through the College's commitment to shared governance, which engenders substantive contributions from students, staff, faculty, and community members to the College's strategic direction.

Ultimately, shared governance is the vehicle by which the College carries out its vision and mission. It allows the College to draw on collective intelligence—in a spirit of collaboration, open and honest communication, and mutual trust—so that better decisions are made.

The purpose of this document, the Institutional Excellence Guide, is to provide clarity to the shared governance structure that involves all constituents at the Northern Marianas College. Further, the Guide outlines the processes the College has instituted for planning, assessment, and budgeting.

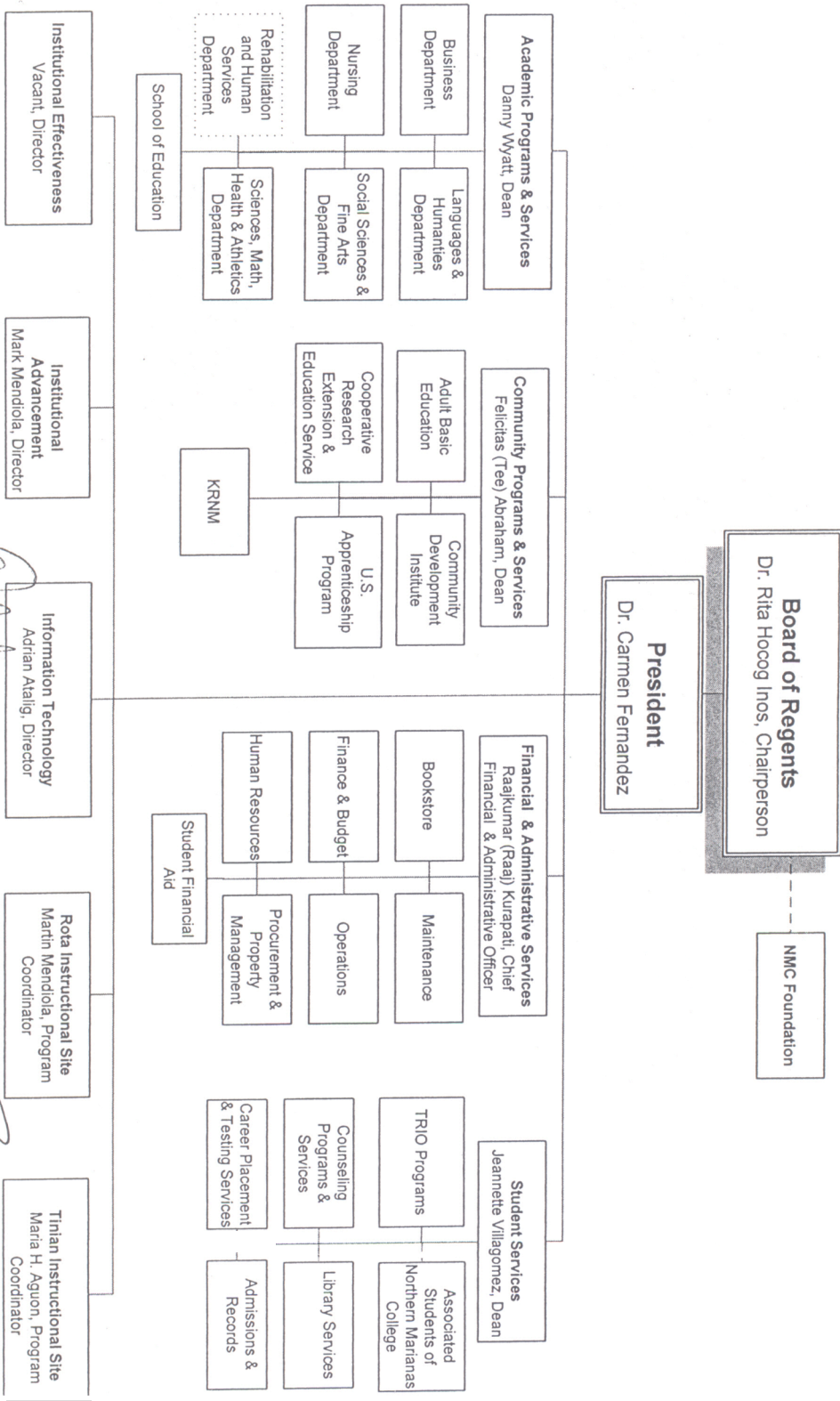
Each of you is highly encouraged to participate and lend your expertise in the shared governance process by serving on a College committee, workgroup, or council. We look forward to working with you.

Mr. Charles V. Cepeda
BOR Chairman

Dr. Carmen Fernandez
President

Organizational Chart

Northern Marianas College Organizational Structure Master Chart



Approved September 24, 2007

[Signature]
Dr. Rita Hocog Inos, Chairperson

[Signature]
Dr. Carmen Fernandez, President

Figure 1

Shared Governance

The Northern Marianas College Board of Regents recognizes the major constituencies of the College, namely the administration, the faculty, the support staff, and the students, as participants in the governance of the institution. Each of these constituencies is to have a role in the formulation of the mission and goals of the institution and in the development of policies governing it.

Appropriate policy and accompanying administrative procedures shall be developed specifying the governance role of each of these four components of the College community in terms of policy formulation; decision-making and planning at multiple levels; and problem identification, analysis, and resolution.

[Source: Northern Marianas College Board Operations Policy 1026, "Institutional Governance."]

Shared governance is meant to foster a sense of empowerment, equal partnership and a vested interest in successful outcomes of institutional policy and implementation decisions.

The collegial model proposes a community of scholars, with consensual decision making processes involving all constituencies affected by the decisions.

I. Definitions:

- Governance is the act of decision-making.
- Shared governance is the act of collegial decision-making.
- Collegial decision-making is the process of consulting with and enabling various constituencies within the College community to be informed and to provide input that affects decisions made at the Northern Marianas College.

II. Clarifications:

- Shared governance does not take away the authority from those vested with the responsibility to make decisions.
- Shared governance requires that individuals have an opportunity to participate in decision-making. Individuals may participate by voicing opinions, voting, making recommendations, investigating, writing reports, evaluating leaders, serving as consultants, leading forums, attending forums, serving on senates and councils and committees, and other groups.
- Senates, committees, councils, and constituency groups are the primary vehicles in the opinions of individuals travels to the collective decision of whole group. These groups are empowered by shared governance to make formal recommendations on issues presented to them.

Guiding Principles

- All governance bodies, committees, and campus constituencies recognize that NMC exists to educate its students.
- A team approach to planning and problem-solving should be employed.
- The College should provide on-going education regarding the agreed upon shared governance policy.
- The administration must solicit and consider input from the College community and represented constituencies before decisions that have a direct impact on academic policy, academic curriculum, academic procedure, suspension or closure of programs, budget request and resource allocations, strategic educational master plan, capital projects, and others, are made.
- Committee members and constituency representatives are responsible for keeping the people they represent informed.
- The recommendations from the Planning, Program Review and Outcomes Assessment Committee (PROAC) and Budget and Finance Committee should be considered heavily in all decisions.

Any individual or group of individuals on campus has the right to provide their views on any issue important to them. The College is committed to educating the students, faculty, and staff of this right and towards providing opportunities for input.

Administrators shall demonstrate a willingness to incorporate students, faculty, and staff input into decision-making especially on those matters relating to academic and student services policies and procedures, financial, and budgetary matters.

The President, administration, campus constituency leaders and representatives shall uphold this shared governance policy at all times.

Description and Roles of Shared Governance Bodies

Board of Regents

The Board of Regents is the governing board of the Northern Marianas College. It derives its powers from and exists under the Constitution and laws of the Commonwealth of the Northern Mariana Islands. The Board has the power and responsibility to discharge any duty imposed by law upon it or upon the College, and may execute any powers delegated by law to it or to the College. The Board shall concern itself primarily with broad questions of policy, rather than with administrative details. The application of policies is an administrative task to be performed by the President and staff, who shall be held responsible.

The Board of Regents is made up of seven members, appointed by the CNMI Governor with the advice and consent of the Senate. Members represent the interest of the general public within the Commonwealth on matters and policies concerning postsecondary education. Collectively, the members of the Board serve as a unit to set goals and general direction of the College, and to approve institutional policies that assist the institution in achieving its mandated mission. Three advisory nonvoting members represent the Faculty Senate, Staff Senate, and the Associated Students of the Northern Marianas College.

President

The President is the chief executive officer of the Northern Marianas College and in this capacity is charged with full administrative responsibility for the College. The Board of Regents judiciously recognizes and supports the President as the major line of communication between the Board and the internal and external College community. In this capacity as the Board's Liaison, the President informs the Board of such communications, and is guided by the policies, general directions, and financial guidelines established by the Board.

The President's fundamental responsibility is to develop and maintain an institution that fulfills the mission and achieves the goals of the Northern Marianas College in accordance with the Mission Statement set forth in Article XV, Section 2 of the CNMI Constitution and in accordance with the Postsecondary Education Act of 1984, as amended. This implies a commitment to the philosophy of a comprehensive community college and an understanding that the President's energies must be directed towards the realization of such.

College Council

The College Council is the recognized shared governance structure for the College that serves as the primary advisory body to the President on issues related to the ongoing operations of the College. The College Council's membership is representative of all constituencies of the College.

Further, the College Council in keeping with the Board Policy for shared governance shall:

- Ensure that the different constituencies of the College Community participate in the development of revised and/or new policies for review and action by the Board.
- Ensure that the different constituencies of the College Community participate in the development of administrative procedures for the President's action.

And in keeping with the direction of the President for shared governance, the College Council shall:

- Ensure that appropriate members of the College community participate in the development of annual budgets, annual strategic plans, new programs and services, and major facilities planning prior to adoption by college officials.
- Ensure that all members of the college community have access to information regarding ongoing developments and issues and that there is an open forum for full participation in decision-making of areas defined under the Board and CNMI policy, as well as administratively and mutually agreed shared governance matters.

Through their own individual contributions and by representing their constituencies, the members of the College Council shall serve to advise the President on matters relative but not limited to:

- Policy and administrative procedures formulation and revision
- Problem identification, analysis and resolution
- Process review
- Information collection and distribution
- Institutional planning and assessment
- Management and allocation of resources
- Budgeting and allocation of resources
- Academic programs: new, closure, and inactive status
- Accreditation and Self-Study
- Physical and technological resources

The College Council is the umbrella organization for all other bodies of the College and also serves as the coordinating body for receiving and sharing information from and among the constituencies and the President.

The College Council may also review matters brought to the agenda by the President or any other council, committee, working group, or task force.

Standing Committees

Planning, Program Review and Outcomes Assessment Committee (PROAC)

PROAC is an integral advisory body part of NMC's ongoing efforts to improve the quality of instruction and support services through a systematic process of planning and assessment. The committee is tasked with building and sustaining a campus-wide culture of evidence and shall concern itself with matters relative to accreditation, assessment and with monitoring the fidelity of initiatives and other actions being implemented as recommended through program review, other means of assessment, and as provided in NMC's strategic plan or other plans generated by the College. Articles and bylaws establish membership and responsibilities of the organization.

Budget and Finance Committee

The Budget and Finance Committee is responsible for reviewing, approving and advising the President on all financial matters. It is charged with aligning institutional priorities with the allocation of resources; reviewing and adjusting the budget in accordance with present circumstances and future projections; and for producing reports required of it by the membership. The Budget and Finance Committee Chair is the Chief Financial and Administrative Officer. The Vice Chair is elected amongst the membership.

Associated Students of Northern Marianas College

The Associated Students of the Northern Marianas College serves as the representative body of all students enrolled at the College. The ASNMC acts on behalf of and serves as a forum of the student assembly, and is directly involved in shared governance and participatory decision-making through a voting membership on the College Council. The President of the ASNMC sits on the Board of Regents as a non-voting, advisory honorary member.

Faculty Senate

The Faculty Senate is the official representative body and legislative body of the Faculty Assembly of NMC. The Faculty Senate acts on behalf of the faculty, and it is accountable to the Faculty Assembly for its actions. The Faculty Senate performs the following functions in the governance process of NMC: (1) initiates, develops, and reviews policies on academic and administrative matters of NMC; (2) provides advisory comment on proposed Board of Regents policies on academic and administrative matters prior to their adoption by the Board of Regents; (3) participates in maintaining the integrity of the academic processes of NMC.

[Source: Constitution of the Faculty Assembly of Northern Marianas College, Article II—Purpose]

In participating in the governance process of NMC, the Faculty Senate has voting representation on the College Council, and the Faculty Senate President serves as a nonvoting honorary advisory member of the Board of Regents.

The Faculty Senate derives its organizational authority from the NMC Board of Regents Policy No. 3100.

Staff Senate

The Staff Senate serves as the official representative body of the Staff Assembly. The Staff Senate acts on the Assembly's behalf in its relations with the college, and is accountable to the Assembly for its actions. The Senate provides an open forum for the concerns brought to it by the Assembly. The Senate also directly participates in the governance of the college by assisting in determining the need for, initiating and developing, and reviewing policies on administrative matters affecting the welfare of the College.

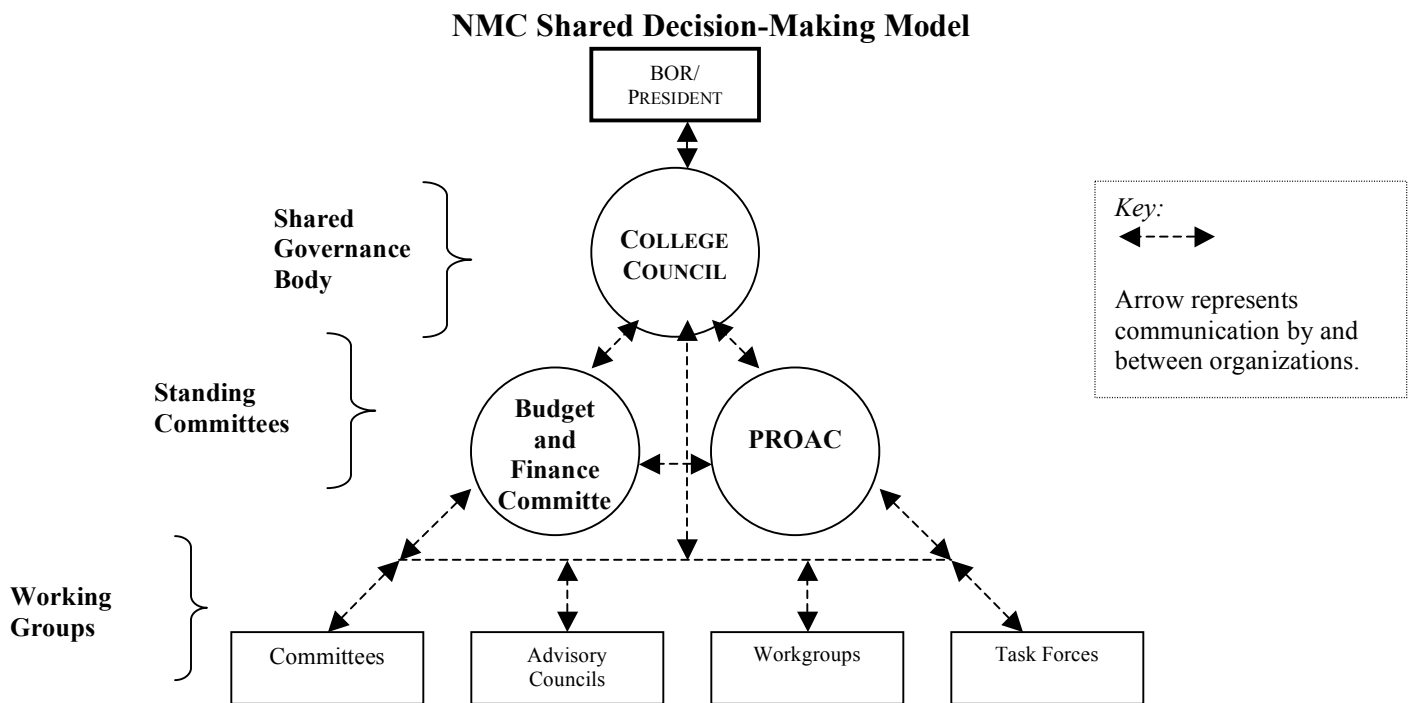
The Senate also participates in maintaining the integrity of academic processes of the College. Policies concerning matters considered by the Board of Regents are reviewed by the Senate for advisory comment prior to their adoption.

The Board of Regents, ASNMC, Faculty Senate, Staff Senate, President and members of the administration collectively acknowledge and uphold the importance of assessment for accountability and continuous improvement in the delivery of education and educational support services for our students.

Shared decision-making

NMC recognizes the respective leadership organizations that serve to advance institutional priorities that focus upon the improvement of teaching and learning and that are representative of the various constituencies of the College. The Associated Students of the Northern Marianas College, Faculty Senate, and Staff Senate, represent the students, faculty, and staff respectively.

In addition to the students, faculty, and staff having ex-officio status as honorary advisory members on the Board of Regents, both the President and the Administration further encourage the continued leadership and contributions of all constituencies in a shared decision-making structure. College Council is recognized by each of the constituencies as being NMC’s official shared governance body that serves as an advisory body to the President. PROAC (planning and assessment) and the Budget and Finance Committee (resource allocation) are standing committees of College Council, whose membership is made up of students, faculty, and staff. The relationship between College Council, PROAC and the Budget and Finance Committee is represented in Figure 2 below.



College Council, PROAC, and Budget and Finance Committee agenda and actions are widely communicated and subject to review. All proceedings are open to internal and external stakeholders. This is done to facilitate open, inclusive, and well-informed decision-making at all levels in order to improve student learning and services, and institutional effectiveness.

The President and College Council have the authority to create standing committees, various working groups, advisory councils, ad-hoc committees, etc. for the purposes of empowering students, faculty, and staff to exercise effective leadership and innovation in the improvement of the College. The creation of these groups within College Council ensures that information is channeled through a hierarchical structure while preserving the opportunity to contribute to the decision making process at various levels

as it flows to the higher governing bodies. A list of Governance Councils, Committees, and Groups is attached.

Institutional Planning, Assessment, and Budgeting

NMC has three (3) major distinct planning activities: planning, assessment, and budgeting. A Planning Handbook, Student Learning Outcomes Comprehensive Implementation Program (SLOCIP) and Budget Process Manual specifies, in great detail, the timeframes, responsible parties, resources needed, deliverables, and the management as well as shared governance committees involved in each step of the planning, assessment and budgeting processes, respectively.

The College also annually assesses the three planning activities and the institution’s official reference documents as part of its commitment to continuous improvement. This evaluation component is also specified in the referenced documents above.

For the purposes of this guide, each of the three activities’ policies, procedures and timeframes are referred to as a *cycle* and, as such, are linked in a sequential process that is recurring. The planning, assessment, and budgeting cycles occur at different times throughout the year. See *Table 1* below.

Planning, Assessment, and Budgeting Timeframes

Cycle	Begins	Ends
Planning Review	August 01	July 31
Operational Plan (Ops Plan)	Updated quarterly.	
Strategic Plan (Strategic Plan)	Reviewed annually Updated at end of period.	
Assessment and Program Review	November	August
Reporting / Evaluation	Updated quarterly beginning December	
Budgeting	February	July

Table 1

Although the three cycles begin and end at different times throughout the year, the College has identified and implemented a Master Calendar that depicts each of the different processes over an academic year. This is to provide all constituencies with a relative understanding of each cycle’s timeline and submission of major deliverables in relation to Fall and Spring semesters. By doing so, students, faculty, and staff may plan when they may chose to participate in one or all of the processes.

The Master Calendar (*See Page 15, Figure 6*) provides sequential detail to explain how the results of program review and assessment in addition to operations and fiscal affairs tie into the overall strategic direction of the College.

At various stages of each of the respective processes, major decisions and findings are communicated through the shared governance process.

By incorporating the shared governance structure into the planning, assessment, and budgeting processes, the College is facilitating an inclusive and well-informed dialogue centered around the continuous improvement of student learning, teaching, and institutional effectiveness.

Process, Structure, and Timeline

Planning (Strategic and Operational) Reporting and Periodic Review

The NMC Board of Regents adopted the PROA Strategic Plan 2008-2012 (PROA-SP) on September 25, 2008. PROA-SP was the result of a series of visioning and strategic planning sessions involving all constituencies of the College.

The Operational Plan (Ops Plan) supplements the PROA-SP. It organizes actionable items in support of the Priority Initiatives in addition to identifying responsible parties, establishing implementation timelines, and specifying resources needed for each of those actions.

Both the PROA-SP and the Ops Plan are reviewed periodically in order to confirm progress as planned or to report variances. The Ops Plan is monitored and reported on a quarterly basis of the academic year. The PROA-SP is reviewed and reported on annually consistent with the academic calendar. See *Figure 3*, below.

The College is required to report the progress of both the Ops Plan and PROA-SP to the campus community through a process that leads to the identification and prioritization of CNMI and NMC issues. It is the responsibility of management to monitor and implement both plans. The Office of Institutional Effectiveness shall track such progress and publish the results in accordance with each plan's reporting cycle. College Council has a shared responsibility with the administration for monitoring and reporting progress made on the institution's strategic plan.

It shall be the shared responsibility of the College Council and the administration to convene an annual planning summit. The summit shall serve as a forum for reporting the progress made on the institution's strategic plan, communicating changes made to the operational plan, and for soliciting input from the community.

Changes to either the PROA-SP or Ops Plan shall represent the collective wisdom of the community in a collaborative effort to improve the institution. Such changes shall be evidence-based. In all cases, such actions shall ultimately contribute to the progress of the students of the college and advancement of the Commonwealth.

Annual Strategic and Operations Planning Calendar

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.
		Q1 Ops Plan Update			Q2 Ops Plan Update			Q3 Ops Plan Update			Q4 Ops Plan Update & Annual Planning Summit

Figure 3

The PROA-SP is a strategic plan that will be revisited in a visioning process in order that all stakeholders may reflect on the accomplishments of the College. Additionally, changing internal and external circumstances will be factored so that the College may make appropriate adjustments to reflect the contemporary needs and priorities in order to fulfill the mandates of law, its mission, or policy. This strategic plan will be revisited mid-term and near end-of-term.

Assessment and Program Review

Program review is a college-wide activity that presents findings and recommendations unique to each program with the clear intent of facilitating both *improvement* and *accountability* as they relate to program effectiveness. The direct result of the institutional program review process is to meaningfully inform the College's decision-making, planning, and budgeting processes, particularly with regard to making improvements at the course, program, and institutional levels. It is a coordinated systematic process for evaluating program effectiveness as outlined in the Student Learning Outcomes Comprehensive Implementation Program (SLOCIP), adopted in Fall 2007.

The Planning, Program Review and Outcomes Assessment Committee (PROAC) is charged with oversight of the program review process. It receives assessment and program review reports from every academic, student services and administrative programs, and provides constructive feedback to programs to improve the quality of the reports.

The objectives of the process are made clear to all programs and include identification of strengths and weaknesses of the program; analysis of current human, physical, technology and financial resources; analysis of potential areas of needed change or improvement based on data collected around outcomes for the program; and discussion of needed additional resources to either meet the stated outcomes or for improvement to the program in other areas. Program review is designed to guide the improvement of the College's overall planning and resource allocation.

Each academic, student services, and administrative programs uses the Five-Column Model (Form 1) to identify student learning outcomes (SLOs) and/or administrative unit outcomes (AUOs). Programs develop specific measures and criteria for determining success for each outcome. Data are gathered and analyzed to determine if the outcomes are being met or if curricular/administrative processes need change. A program's Form 1 is incorporated into its program review report (Form 2), which provides a comprehensive analysis of the program's effectiveness and presents recommendations for the program and the institution based on a thorough analysis of data.

General process

The process of program review involves several steps. In late Fall Semester, PROAC sends out a Program Review and Assessment Call to the College. In early Spring Semester, every program submits to PROAC the first three columns of the Five-Column Model. After feedback from PROAC, every program completes and submits the Five-Column Model to PROAC at the conclusion of Spring Semester. An improved Form 1 is incorporated into Form 2, completed and submitted by all programs to PROAC in the summer.

After careful review of all program review reports, PROAC's decisions on program recommendations are compiled into *The Program Review 200_ : A Composite Report of Academic Programs, and Academic Support and Administrative Programs*. The *Composite Report* is submitted to the Budget and Finance Committee, College Council, and the President to inform the decision making process with the ultimate goal of improving student learning at the College.

Annual Assessment and Program Review Calendar

Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Assessment and Program review Call			Memo 1 Due			Form 1 Due	Form 2 Due	Composite Report -draft-	Composite Report Due		

Figure 4

Budget Development

The NMC budget process is designed to provide an open, inclusive, and objective process by which to allocate Northern Marianas College resources. NMC budget and procedures are based on Public Law 3-68, as amended, “The Planning and Budget Act of 1983” and Board of Regents Policy #1009.

The allocation of resources involves linking, prioritizing, and funding program review results, planning, and fiscal year priorities. The PROA-SP and Ops Plan serve as foundational documents that guide resource allocations for the College. Each year, the Budget and Finance Committee shall develop a list of Institutional Priorities to further guide the allocation of resources. The budget plan is also in compliance with WASC expectations of how a college campus creates its annual budget.

General process

The planning process for allocation of financial resources typically begins with an Annual Budget Call for individual offices and departments to prepare their respective budgets in accordance with guidelines and criterion as specified in the budget call memo, budget manual, or both.

The Annual Budget shall be a consolidation of the Legislative Appropriation Budget and the Operations Budget, to include federally funded programs. All programs shall participate in the Comprehensive Budget Call.

The respective deans and directors are responsible for developing program budgets. The Budget and Finance Committee is tasked with providing oversight to the budget preparation process by holding open hearings for each submission. Budget justifications are expected to be consistent with program review results, Institutional Priorities, and the Ops Plan the NMC’s strategic plan, PROA-SP.

The Annual Budget shall go through the shared governance process and, upon acceptance by College Council, be forwarded to the President for review and approval before submission to the Board of Regents for final action.

Annual Budget and Finance Planning Calendar

Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.
Annual Budget Call		Leg. Budget Due					Comp. Budget Due				

Figure 5

Linkages and Master Calendar

NMC’s planning, assessment, and budgeting cycle is guided by a Master Calendar based on the academic year. See *Figure 6*, below. The calendar provides for greater opportunity for students, faculty, and staff to identify when they may choose to participate in each of the processes either at the beginning or anytime through the end of the traditional academic year, typically May and August, respectively.

Master Calendar: Combined Planning, Assessment, and Budgeting Cycles

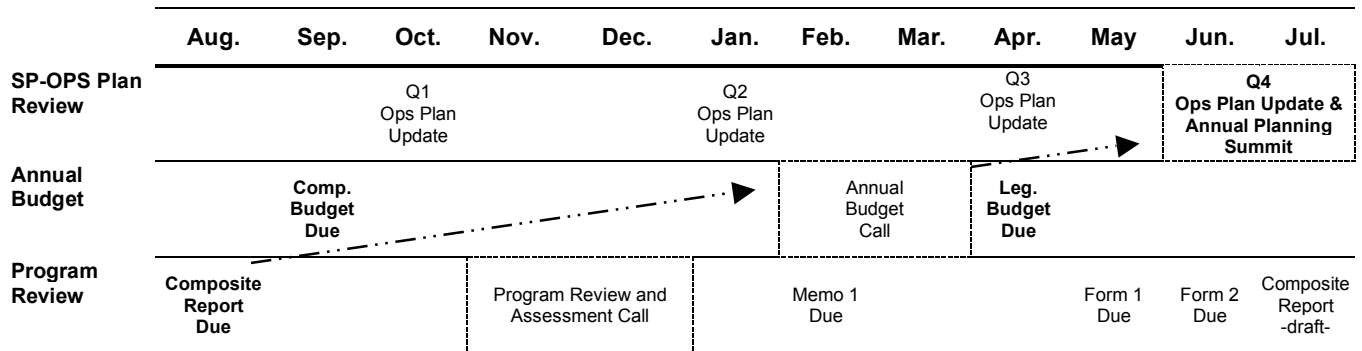


Figure 6

Linking Program Review and the Annual Budget

The assessment and program review process is designed to evaluate program effectiveness. The Annual Program Review and Assessment Cycle commences in December and ends in August.

The published results, known as the Composite Report, are meant to inform the College’s decision-making, planning, and budgeting processes using data and evidence. The results also serve as a foundational piece to the subsequent Annual Budget Cycle and Annual Planning Summit.

Linking the Annual Budget to the Strategic and Operations Plan

The Annual Budget is made up of the legislative appropriations; tuition, fees, and other revenues; as well as federally funded programs and services. The annual budget cycle commences with an Annual Budget Call that is issued at the end of February or early March and ends with the approval of a Comprehensive Budget by the Board of Regents on or near the end of September.

The formulation of the Annual Budget is done with serious consideration given to program review results and continued fiscal year spending priorities as indicated in the strategic or operational plans of the College.

Linking the Planning to Program Review and the Annual Budget

An Annual Planning Summit shall be held at the end of the academic year, preferably at the end of Summer. The summit is meant to serve as a forum wherein the results of program review and the previous year’s fiscal spending priorities are discussed within the context of the College’s overall strategic direction, mission and vision. The summit shall also serve as a forum where changes to the Annual Budget, PROA Strategic Plan, Ops Plan, and Mission or Vision of the College may be recommended by internal or external stakeholders. The goal is to emerge from the Annual Planning Summit with a clear understanding on the fiscal and operational priorities of the College for the subsequent year based on open and collaborative decision-making based on data and evidence. The

results of any proposed changes shall be widely communicated and acted upon using the shared governance structure and processes as provided for in this guide.

NMC's articulation of institutional planning, assessment, and budgeting processes and use of results clearly demonstrates how the strategic direction, operational activities, and fiscal priorities of academic, student, and administrative services are linked.

Ultimately, all decisions are made for the improvement of courses, programs, and overall institutional effectiveness.

Summary

This *Institutional Excellence Guide* is meant to reflect the collective contributions of the students, faculty and staff in defining the College's organizational shared governance structure and planning, assessment, and budgeting processes. This guide specifies the structure and manner in which individuals may bring forward ideas and work together on issues that affect the academic and student support goals of NMC.

This guide was reviewed and adopted by College Council and is inclusive of input from the ASNMC, Faculty Senate, and Staff Senate. Further, as part of the College's commitment to continuous improvement, this guide in addition to the Planning Handbook, Budget Process Manual, and SLOCIP, shall be reviewed on an annual basis at the conclusion of each cycle. Any recommendations for improvement shall go through the shared governance process.

All bodies affirm that the College Council, as the shared governance body of the Northern Marianas College, and its standing committees as established allow for ample, fair, and equitable participation in decision-making matters affecting all constituencies of the College.

Further, the planning, assessment, and budgeting processes described in this guide are believed to be institutionally appropriate and shall serve as the standard operating procedure for the College.

The shared governance structure in addition to the planning, assessment and budgeting processes as stipulated herein shall guide developments to the PROA-SP Strategic Goals and Priority Initiatives, corresponding Operational Plans, curricular changes, and in the allocation of human, physical, technology, and financial resources of the College. More so, this guide is to ensure that decision-making is evidence-based, inclusive, and widely communicated towards the continuous improvement of student learning, teaching, and institutional effectiveness.

References

1. WASC Standard IV
2. WASC Recommendations
3. NMC-BOR Operations Policy 1026
4. NMC BOR Operations Policy 1030
5. NMC BOR Educational Program Policy 3100
6. NMC BOR Student Development Policy 8004.1
7. Governance Councils, Committees, and Groups

Appendix A:

Governance Councils, Committees, and Groups

COLLEGE COUNCIL

Charge/Mission

The College Council is the recognized shared governance structure for the College that serves as the primary advisory body to the President on issues related to the ongoing operations of the College. The College Council's membership is representative of all constituencies of the College.

Further, the College Council in keeping with the Board Policy for shared governance shall:

- ensure that the different constituencies of the College Community participate in the development of revised and/or new policies for review and action by the Board.
- ensure that the different constituencies of the College Community participate in the development of administrative procedures for the President's action.

And in keeping with the direction of the President for shared governance, the College Council shall:

- ensure that appropriate members of the College community participate in the development of annual budgets, annual strategic plans, new programs and services, and major facilities planning prior to adoption by college officials.
- ensure that all members of the college community have access to information regarding ongoing developments and issues and that there is an open forum for full participation in decision-making of areas defined under the Board and CNMI policy, as well as administratively and mutually agreed shared governance matters.

Responsibility. Through the member's own individual contributions and by representing their constituencies, the College Council shall serve to advise the President on matters relative but not limited to:

- Policy and administrative procedures formulation and revision
- Problem identification, analysis and resolution
- Process review
- Information collection and distribution
- Institutional planning and assessment
- Management and allocation of resources
- Budgeting and allocation of resources
- Academic programs: new, closure, and inactive status
- Accreditation and Self-Study
- Physical and technological resources

The College Council is the umbrella organization for all other bodies of the College and also serves as the coordinating body for receiving and sharing information from and among the constituencies and the President.

The College Council may also review matters brought to the agenda by the President or any other council, committee, working group, or

	task force.
Authority	Authority is derived from Northern Marianas College Board Operations Policy 1026, "Institutional Governance."
Chairperson	NMC President
Composition	<p>2 Students (ASNMC President and 1 student appointed by ASNMC)</p> <p>6 Faculty (Faculty Senate President and 5 faculty members appointed by Faculty Senate)</p> <p>4 Staff (Staff Senate President and 3 staff members appointed by Staff Senate)</p> <p>9 Administrators, appointed by the President:</p> <ul style="list-style-type: none"> • Dean of Academic Programs and Services • Dean of Student Services • Dean of Community Programs and Services • Chief Financial and Administrative Officer • Director of Institutional Effectiveness • Director of Institutional Advancement • Director of Information Technology • Program Coordinator, Rota Instructional Site • Program Coordinator, Tinian Instructional Site
Ex-Officio Member(s)	None
Meeting Schedule	Monthly or as needed
Adopted	
Revised	
Notes	

PLANNING, PROGRAM REVIEW AND OUTCOMES ASSESSMENT COMMITTEE (PROAC)

A Standing Committee of the College Council

Charge/Mission	<p>PROAC is an important part of NMC's ongoing efforts to improve the quality of instruction and support services through a systematic process of planning and assessment. This Committee is tasked with building and sustaining a campus-wide culture of evidence and shall concern itself with matters relative to accreditation and assessment and with monitoring the fidelity of initiatives and other actions being implemented as recommended through program review, other means of assessment, and as provided in NMC's strategic plan or other plans generated by the College.</p> <p>Articles and bylaws establish membership and responsibilities of the organization.</p>
Authority	Student Learning Outcomes Comprehensive Implementation Program (SLOCIP)
Chairperson	Director, Office of Institutional Effectiveness
Composition	<p>Student (Appointed by ASNMC)</p> <p>NMC President</p> <p>Dean, Academic Programs and Services</p> <p>Dean, Student Services</p> <p>Dean, Community Programs and Services</p> <p>Chief Financial and Administrative Officer</p> <p>Staff Representative, Rota Instructional Site</p> <p>Staff Representative, Tinian Instructional Site</p> <p>Faculty Representative, School of Education</p> <p>Vice President of the Faculty Senate and 3 Faculty (Appointed by the Faculty Senate)</p> <p>Faculty Representative, Academic Council</p> <p>Vice President of the Staff Senate</p>
Ex-Officio Member(s)	None
Meeting Schedule	Monthly or as needed
Adopted	
Revised	
Notes	

BUDGET AND FINANCE COMMITTEE

A Standing Committee of the College Council

Charge/Mission	The Budget and Finance Committee is responsible for reviewing, approving and advising the President on all financial matters. It is charged with aligning institutional priorities with the allocation of resources; reviewing and adjusting the budget in accordance with present circumstances and future projections; and for producing reports required by the membership. This Committee is chaired by the Chief Financial and Administrative Officer.
Authority	Authority is derived from Northern Marianas College Board of Regents Operations Policy 1026, "Institutional Governance."
Chairperson	Chief Financial and Administrative Officer (CFAO)
Composition	NMC President Budget Officer Program Coordinator, Tinian Instructional Site Program Coordinator, Rota Instructional Site 3 Faculty (Appointed by Faculty Senate) Staff Senate Representative Director of Institutional Advancement Director of Institutional Effectiveness Director of Information Technology Representative, Student Services (Appointed by the Dean of Student Services) ASNMC Treasurer Enrollment Manager
Ex-Officio Member(s)	Dean, Academic Programs and Services Dean, Community Programs and Services Dean, Student Services
Meeting Schedule	Monthly or as needed
Adopted	
Revised	
Notes	

**ASSOCIATED STUDENTS OF THE
NORTHERN MARIANAS COLLEGE (ASNMC)**

Charge/Mission	The Associated Students of the Northern Marianas College serves as the representative body of all students enrolled at the College. The ASNMC acts on behalf of and serves as a forum for all students, and is directly involved in shared governance and participatory decision-making through a voting membership on the College Council. The President of the ASNMC sits on the Board of Regents as a nonvoting honorary member.
Authority	Board of Regents Policy No. 8004.1
Chairperson	ASNMC President
Composition	ASNMC President ASNMC Vice President ASNMC Secretary ASNMC Treasurer
Ex-Officio Member(s)	None
Meeting Schedule	Monthly or as needed
Adopted	
Revised	
Notes	

FACULTY SENATE

Charge/Mission	<p>The Faculty Senate is the official representative body and legislative body of the Faculty Assembly of NMC. The Faculty Senate acts on behalf of the faculty, and it is accountable to the Faculty Assembly for its actions. The Faculty Senate performs the following functions in the governance process of NMC: (1) initiates, develops, and reviews policies on academic and administrative matters of NMC; (2) provides advisory comment on proposed Board of Regents policies on academic and administrative matters prior to their adoption by the Board of Regents; (3) participates in maintaining the integrity of the academic processes of NMC. <i>(from the Constitution of the Faculty Assembly of Northern Marianas College, Article II—Purpose)</i></p> <p>In participating in the governance process of NMC, the Faculty Senate has voting representation on the College Council, and the Faculty Senate President serves as a nonvoting honorary member of the Board of Regents.</p>
Authority	NMC Board of Regents Policy 3100
Chairperson	Faculty Senate President
Composition	<p>Nine members. Five members are elected at-large by the faculty, and the faculty of each of the following divisions of NMC elect one member to represent that division:</p> <ul style="list-style-type: none"> ▪ Academic Programs and Services ▪ School of Education ▪ Student Services ▪ Community Programs and Services.
Ex-Officio Member(s)	None
Meeting Schedule	Every Tuesday during the Fall and Spring Semesters. Meetings are held as needed during other times.
Adopted	
Revised	
Notes	

STAFF SENATE

Charge/Mission	<p>The Staff Senate serves as the official representative body of the Staff Assembly. The Staff Senate acts on the Assembly's behalf in its relations with the college, and is accountable to the Assembly for its actions. The Senate provides an open forum for the concerns brought to it by the Assembly. The Senate also directly participates in the governance of the college by assisting in determining the need for, initiating and developing, and reviewing policies on administrative matters affecting the welfare of the College.</p> <p>The Senate also participates in maintaining the integrity of academic processes of the College. Policies concerning matters considered by the Board of Regents are reviewed by the Senate for advisory comment prior to their adoption.</p>
Authority	
Chairperson	Staff Senate President
Composition	Nine members. Four members are elected at-large by the staff assembly, and the staff of each of the following divisions of NMC elect one member to represent that division: Academic Programs and Services, Student Services, and Community Programs and Services, Department of Finance and Administrative Services, and Office of the President
Ex-Officio Member(s)	None
Meeting Schedule	Every first Tuesday of the month. Meetings are held as needed during other times.
Adopted	
Revised	
Notes	

ACADEMIC COUNCIL

Charge/Mission	The Academic Council assists the Dean of Academic Programs and Services on all matters related to instructional programs and academic regulations. It reviews and offers advice on the quality of and continued need for various instructional programs, and, as appropriate, offers advice on the deletion of academic programs. It facilitates assessment of Student Learning Outcomes at the course level, and works closely with PROAC on all assessment and program review activities.
Authority	BOR Educational Programs Policy 3008
Chairperson	Dean, Academic Programs and Services
Composition	Department Chair, Sciences, Mathematics, Health & Athletics Department Chair, Business Department Chair, Social Sciences and Fine Arts Department Chair, Languages and Humanities Department Chair, Nursing Director, School of Education Director, Counseling Programs and Services
Ex-Officio Member(s)	President, ASNMC Director, Office of Institutional Effectiveness Director, Office of Admissions and Records Director, Information Technology Program Coordinator, Tinian Instructional Site Program Coordinator, Rota Instructional Site
Meeting Schedule	Weekly or as needed
Adopted	Academic Council Bylaws Adopted Spring 2007
Revised	
Notes	

RECRUITMENT TEAM

Charge/Mission	The Recruitment Team plans, executes, and monitors recruitment activities that impact the College's annual enrollment and that attract students from diverse academic, professional, age, and ethnic backgrounds.
Authority	Presidential Memo Dated October 20, 2008
Chairperson	Director, Office of Admissions and Records
Composition	Representatives from: <ul style="list-style-type: none"> • Office of Admissions and Records • Office of Institutional Advancement • Academic Programs and Services • Financial Aid Office • Counseling Programs and Services • COMPASS • Office of Institutional Effectiveness • NMC Alumni Association • SROTC • Office of Student Activities and Leadership • ASNMC • School of Education • Program Coordinator, Tinian Instructional Site • Program Coordinator, Rota Instructional Site
Ex-Officio Member(s)	None
Meeting Schedule	Weekly
Adopted	
Revised	
Notes	

REGISTRATION COMMITTEE

Charge/Mission	The Registration Committee serves to continually improve and enhance the registration process at the College, inform the public about registration periods at the College, and improve the registration process for greater efficiency and effectiveness.
Authority	
Chairperson	Director, Office of Admissions and Records
Composition	Student Representative (Appointed by ASNMC) Dean of Student Services Dean of Academic Programs and Services Director of Counseling Programs and Services Financial Aid Officer Registrar Marketing Manager Chief Accountant Chairs of the Academic Departments Director, School of Education Systems Administrator (IS) Institutional Researcher, OIE
Ex-Officio Member(s)	
Meeting Schedule	Monthly or as needed
Adopted	
Revised	
Notes	

POWER USERS GROUP

Charge/Mission	The Power Users Group addresses all matters and concerns regarding the PowerCAMPUS student information system and ensures that the system works to its optimal capacity for our students and the campus community. This group plays a critical role in ensuring that the system is able to produce the data and information required for program review and assessment and for accreditation needs.
Authority	Presidential Memo (Email Dated August 3, 2008)
Chairperson	Elected by the members
Composition	Representatives from: <ul style="list-style-type: none"> • Academic Programs & Services • Community Programs & Services • Counseling Programs & Services • Office of Admissions & Records • Information Technology • Finance Office • Student Support Services • Financial Aid Office • Office of Institutional Effectiveness • Human Resources Office
Ex-Officio Member(s)	None
Meeting Schedule	Weekly or as needed
Adopted	
Revised	
Notes	

TECHNOLOGY IN EDUCATION COMMITTEE

Charge/Mission	The Technology in Education Committee plans and promotes the use of technology in support of the educational mission of the College. Committee members comprise a cross-section of the campus community. This Committee also serves as an advisory committee for NMC's technology grant projects.
Authority	
Chairperson	Director of Information Technology (IT)
Composition	<p>Student Representative (Appointed by ASNMC)</p> <p>System Administrator, IT</p> <p>Network Specialist, IT</p> <p>Program Coordinator – Media Services, IT</p> <p>Distance Learning Coordinator, IT</p> <p>Instructional Designer, IT</p> <p>Director of Library Services</p> <p>Program Coordinator, Rota Instructional Site</p> <p>Program Coordinator, Tinian Instructional Site</p> <p>Project Director for ANA Grant</p> <p>Manager, Human Resources</p> <p>Director, Office of Institutional Effectiveness</p> <p>Faculty Representatives from:</p> <ul style="list-style-type: none"> • Sciences, Mathematics, Health & Athletics • Business Department • Social Sciences and Fine Arts • Languages and Humanities • Nursing Department • School of Education • Counseling Programs and Services
Ex-Officio Member(s)	
Meeting Schedule	Monthly or as needed
Adopted	
Revised	
Notes	

GENERAL EDUCATION ASSESSMENT COMMITTEE

Charge/Mission	As a working committee that reports to the Planning, Program Review and Outcomes Assessment Committee (PROAC), the General Education Assessment Committee is charged with developing and facilitating the assessment of the General Education Program Learning Outcomes as a part of the College's institutionalized assessment and program review efforts.
Authority	
Chairperson	Elected by the Committee Members
Composition	A Faculty Representative from each Academic Department and School
Ex-Officio Member(s)	None
Meeting Schedule	Weekly or as needed
Adopted	
Revised	
Notes	