Appendix D

NMC First Annual Institutional Effectiveness Performance Report 2009
“Students First”

FIRST ANNUAL
INSTITUTIONAL EFFECTIVENESS
PERFORMANCE REPORT

2009

September 25, 2009
The First Annual
Institutional Effectiveness
Performance Report
is dedicated to the memory of

Dr. Rita Hocog Inos
Board of Regents
2006-2009
Message from the President

Community Colleges, by their nature as a community resource for everyone, are tasked to do many things for many constituents. Having open admissions, providing a wide range of degree and certificate programs, and offering a diverse array of community programs such as admissions testing, continuing education, and extension research, community Colleges struggle to be everything to everyone.

This responsibility has taken on a new sense of urgency in the current economic recession, leading President Barack Obama to launch the American Graduation Initiative, which calls for five million new community College graduates by 2020. Recognizing the valuable role that community Colleges play in training the workforce of tomorrow, President Obama has noted, “Community Colleges are an essential part of our recovery in the present—and our prosperity in the future.”

As a community College, and as the only public post-secondary institution in the Northern Mariana Islands, Northern Marianas College shares the same burdens and hopes of community Colleges across the nation. As the CNMI constitution clearly mandates, 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 scope of this mission is broadly defined by the constitution as “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.”

Indeed, Northern Marianas College plays a vital role in the welfare and recovery of our community, our region, and our nation. However, given the broad scope of the College’s mission and the many responsibilities with which it is tasked, it runs the risk of losing focus and spreading its resources too thin, jeopardizing the very mission that the College sets out to fulfill. To avoid that risk and to give the College’s mission focus, on September 25, 2008, Northern Marianas College’s Board of Regents adopted a five year strategic plan entitled the “PROA Strategic Plan 2008—2012”. The plan identified four strategic goals:

1. Promote student learning and success.
2. Respond to the professional development continuing education, and personal enrichment needs of the Commonwealth.
3. Optimize financial and human resources.
4. Accelerate the upgrade of physical and technology infrastructure.

To further define these goals and reinforce the focus of the plan, four to nine priority initiatives were delineated for each strategic goal.

In addition to focusing the College’s mission on strategic goals, it is equally important to identify effective means for measuring the progress of each of those goals. Reflecting a growing shift at the College towards data-driven, evidence-based decision making for continuous quality improvement, Northern Marianas College has utilized 15 key performance indicators (KPIs) to
monitor the College’s progress in fulfilling its mission. The development of the College’s KPIs was guided by best practices for assessment as described in the American Association of Community College’s publication, Core Indicators of Effectiveness for Community Colleges (2nd edition). The Key Performance Indicators and Benchmarks (2005)—A Status Report May 2009 (see Appendix A) provides an update to the 2005 KPIs. These KPIs continue to provide a framework for the College’s ongoing assessment of institutional effectiveness.

Furthermore, in April 2009, for the first time in its history, the College completed reporting of ACCJC’s eight student achievement data requirements. These included data in the following areas: course completion, retention from term to term, progression to next course/level, program completion, degree/certificate completion, transfer rates to four-year institutions, scores on licensure exams, and job placement/post training. It is important to note that of these eight areas, six are aligned with the College’s KPIs, demonstrating NMC’s commitment to measuring and promoting student achievement.

The 2009 Institutional Effectiveness Performance Report reports on the College’s effectiveness in achieving the four strategic goals of the “PROA Strategic Plan 2008—2012” by measuring student achievement data and other data within the context of the College’s KPIs. By celebrating areas of strength and identifying areas for growth, this report serves as a data-driven, evidence-based “snapshot” of how far the College has come, where it stands today, and where it needs to go. In doing so, we will work towards becoming a premiere American institution, recognized as a world leader in the region, with graduates who can compete globally.

Welcome to NMC!

Dr. Carmen Fernandez
President, NMC

“Students First”
Goal 1
Promote student learning and success.

Priority Initiative 1.1
Improve the literacy and analytical problem-solving skills of students.

Student Achievement Data measured:
- progression to next course/level
- program completion

KPIs measured:
- KPI 8: Demonstration of Critical Literacy Skills
- KPI 12: Success in Subsequent, Related Coursework

1.1.1
Build a coherent, effective and distinctive General Education Program.

1.1.1.a
Reevaluate General Education Learning Outcomes in NMC Catalog 2006-2008 and establish more appropriate set of outcomes for the College.
To address this priority initiative, the General Education Program first had to be built into a coherent, effective and distinctive program. The General Education Assessment Committee reevaluated the General Education Learning Outcomes in NMC’s Catalog 2006-2008 and has proposed new sets of outcomes for the College.

1.1.1.b
Identify assessment measures and criteria for assessing each General Education Learning Outcome.
The General Education Assessment Committee was tasked to facilitate this process. The committee examined direct evidence of student learning for 10 out of 10 courses identified for assessment in the first cycle, which led to a draft of a General Education Mission Statement:

“The General Education Program aims at ensuring that all graduates of Northern Marianas College receive a uniform grounding in the skills and perspectives necessary to effectively negotiate the challenges of the world community.”

1.1.1.c
Assess all General Education Learning Outcomes using direct evidence of student learning.
The General Education Assessment Committee also developed a draft of revised General Education Student Learning Outcomes:

Demonstrate an understanding of the basic content and methodology of the major areas of knowledge, including:
1. Humanities and fine arts.
2. Natural sciences.

Demonstrate skills necessary for productive lifelong learning, including:
4. Oral communication.
5. Written communication.
6. Competency to access a variety of information sources.
7. Computer literacy.
8. Scientific and quantitative reasoning.
9. Critical analysis and logical thinking.
10. Creative thinking.

Demonstrate what it means to be an effective citizen through the display of qualities that include:
11. Ethical principles and effective citizenship.
12. Civility and interpersonal skills.
13. Respect for cultural diversity.
14. Willingness to assume civic, political, and social responsibilities, both locally and globally.
15. Healthy living.

1.1.2
Strengthen the developmental programs to meet student needs.

1.1.2.a
Fund new English Language Lab.
To improve the literacy and analytical problem-solving skills of students, the College needed to strengthen its developmental programs to meet the unique, varied needs of students. To strengthen those programs, the College successfully completed the construction of a new English Language Lab, which is housed in Building M to support the English Language Institute and the Languages and Humanities Department.

1.1.2.b
Complete assessment of learning outcomes in developmental courses.
Student learning outcomes were assessed during both Cycle I and Cycle II of the College’s program review process.

1.1.2.c
Assess reliability and validity of placement tests and exit exams.
As directed by Academic Council, the Languages and Humanities Department and the Sciences, Math, Health, and Athletics Department have begun pilot-testing ACCUPLACER, a computer-administered, College-level English and Mathematics placement instrument. Furthermore, the College will begin administering the Community College Learning Assessment (CCLA), a nationally standardized exam developed by the Council for Aid to Education (CAE) that assess the degree to which community Colleges contribute to their students’ development of higher
order thinking skills such as critical thinking, analytic reasoning, problem solving, and written communication.

1.1.2.d 
*Rewrite course guides and restructure developmental programs to reflect learner needs.*
Some course guides were revised and developmental programs restructured to reflect learner needs. For example, Academic Council reviewed and approved developmental math course guides to require as a pre-requisite or concurrent enrollment the BE 111 College Success course. The developmental math courses, MA 090 and 091 were also restructured based on student learning data to reflect learner needs.

1.1.3 
*Increase the completion rates in courses with less than 70% completion rates.*

1.1.3.a 
*Determine the course completion rate for all courses.*
The Office of Institutional Effectiveness helped determine the course completion rate for all courses. In addition to compiling updated course completion data from Spring 2008 through Spring 2009, OIE provides such data to all programs at every term.

1.1.3.b 
*Identify and report out possible reasons for less than 70% completion rate by using Early Intervention Program or other methods.*
PROAC began the analysis of course completion data with the Early Intervention Program and analysis of the program for Spring 2009 indicated that the primary reasons for low completion rates were poor attendance and tardiness reported by faculty. Results were as follows: 57% Poor Attendance and Tardiness; 22% Poor Academic Performance and Poor Attendance; 16% Poor Academic Performance.

This analysis will continue with other programs with less than 70% completion rates to better understand the causes of low completion rates in order to then develop plans to increase completion rates.

1.1.4 
*Schedule program and course offerings to better meet learner needs.*

1.1.4.a 
*Gather and analyze data on course and section enrollment, and learner needs for scheduling purposes.*
Before schedules can be rearranged, it was important to gather and analyze data on course and section enrollment. This academic year, the College experienced a 25% increase in enrollment. This data, along with results from the 2009 Fall Registration Survey, is still being analyzed by the Office of Admissions and Records and the Dean of Academic Programs and Services to identify areas for improvement in scheduling program and course offerings.
1.1.4.b
Work with faculty and academic department chairs to make changes to program and course offerings.
Faculty and department chairs will use this data, as well as results from the last two cycles of program review, to work toward changes in program and course offerings to meet student needs.

**Priority Initiative 1.2**
**Strengthen student services and assess their effectiveness in meeting defined outcomes.**

**Student Achievement Data measured:**
- progression to next course/level
- program completion
- transfer rates to four-year institutions
- job placement/post training

**KPIs measured:**
- KPI 4: Placement Rate in the Workforce
- KPI 7: Client Assessment of Programs and Services
- KPI 10: Number and Rate of Transfer Students
- KPI 11: Performance after Transfer
- KPI 15: Student Satisfaction with Programs and Services

1.2.1: **Improve access to Student Services.**

1.2.1.a
*Deploy Annual Student Satisfaction Survey, review results, and implement corrective action plans for introduction of new or supplemental services in order to improve upon existing service offerings.*

An Annual Student Satisfaction Survey was deployed during Spring 2008. Less than 50% of respondents consistently indicated being satisfied or very satisfied with student life, recreation, and overall student services. A Career Manager position was created and at least two new student organizations were incorporated during this time period. A Student Activities Coordinator was hired to manage the Student Center and student activities. Each ASNMC officer also expanded service hours from 5 to 25 hours per week. Additional tutorial and counseling staff were made available to students by the new College Access Challenge Project.

The College also began administering new assessment instruments from the National Survey of Student Engagement (NSSE), including the Survey of Entering Student Engagement (SENSE) in Fall 2009 and the Community College Survey of Student Engagement (CCSSE) in Spring 2010.
1.2.1.b
Ensure that Facilities Master Plan includes sufficient amount and appropriateness of all spaces to serve learning communities, registered student organizations, all students, and for academic tutorial support.

With the upcoming contract to develop a Facilities Master Plan, the Office of the Dean of Student Services will work with the contractor to ensure that the plan includes sufficient amount and appropriateness of all spaces to serve learning communities, registered student organizations, all students, and academic tutorial support.

1.2.1.c
Update and distribute student handbook.

Work continues on updating policies and procedures to be included in the Student Handbook. The Dean of Student Services with Student Services Directors will finalize the Student Handbook by the end of Fall 2009.

1.2.1.d
Improve recruitment and outreach, registration process, transfer advising, awareness of available financial aid, and use of Counseling and Career Services.

An Enrollment Manager was hired in January of 2009 to spearhead recruitment and outreach efforts for the College. Since the beginning of this year, NMC also co-sponsored successful events such as the Financial Aid Workshop: Unlocking the Mysteries of Financial Aid, the Start Smart Senior Seminar on Saipan and Tinian, and the Cash for College Workshop. NMC also increased outreach efforts through campus visits to public and private high schools on Saipan and Tinian and participation in community events, career fairs and the Annual Counselors’ Conference.

In 2008, the College applied for and was awarded a $330,000 grant from the U.S. Department of Education, College Access Challenge Grant Program. The grant enabled Counseling Programs & Services to expand its services to assist low-income high school juniors, seniors, and first-year College students who enroll and succeed in College. Two new outreach counselors were hired with grant funds, including a team of ten student ambassadors. This past year, CPS distributed $108,000 to students in the form of need-based financial aid to assist students enroll in College courses.

1.2.2
Implement regular assessment activities and better tools in order to better meet defined outcomes.

1.2.2.a
Submit high quality program review documents.

All Student Services programs completed Program Review and Assessment for Cycle 2.
1.2.2.b
Develop standardized and meaningful surveys and evaluation tools to measure program level SLOs and AUOs.
All Student Services programs continue to work with OIE in identifying outcome specific measurement tools to be utilized in the program review and assessment process. For example, the Office of Student Activities and Leadership is currently working with OIE on a student satisfaction survey on services and activities at the Student Center.

Priority Initiative 1.3
Implement a comprehensive institutional assessment system that facilitates overall improvement of institutional effectiveness and features a formal Program Review process that measures student learning, assesses how well student learning is occurring, and guides the institution in making changes to improve student learning.

Student Achievement Data measured:
- course completion
- retention from term to term
- progression to next course/level
- program completion
- degree/certificate completion
- transfer rates to four-year institutions
- scores on licensure exams
- job placement/post training

KPIs measured:
- KPI 1: Student Goal Attainment
- KPI 3: Degree Completion Rates
- KPI 6: Licensure/Certification Pass Rates
- KPI 8: Demonstration of Critical Literacy Skills
- KPI 9: Demonstration of Citizenship Skills
- KPI 11: Performance after Transfer
- KPI 12: Success in Subsequent, Related Coursework

1.3.1
Create a taxonomy of various programs, services, and units that will undergo assessment at the College.
The NMC Assessment Taxonomy was created in the Fall of 2008 and has been periodically updated to reflect changes in each cycle of program review.

1.3.2
Implement the use of Nichols and Nichols Five-Column Model for assessing SLOs and AUOs.
1.3.2.a
Train faculty and staff in the use of the model.
Training was completed in Cycle 1 of program review, but additional training is organized and offered to ensure continuous professional development.

1.3.2.b
Develop template for completing and reporting assessment of outcomes.
A template was developed in Cycle 1 of program review for a comprehensive extension of the Nichols and Nichols Five-Column Model that provided more narrative and detail on information presented in the model. Entitled “Form 2”, this template was modified in Cycle 2 of program review and will be modified again for Cycle 3 of program review.

1.3.2.c
Set deadlines for implementation of the model to assess program learning outcomes.
Deadlines were embedded into NMC’s Two-Year Assessment Cycle Schedule of Program Level Assessment, which ran from Fall of 2007 through Spring of 2009. PROAC will now evaluate the completed Cycle 2 of program review to develop a new schedule for Cycle 3 and onward.

Priority Initiative 1.4
Develop and implement a comprehensive recruitment and retention program.

Student Achievement Data measured:
- retention from term to term

KPIs measured:
- KPI 2: Retention (Fall to Fall)

1.4.1
Develop and implement a recruitment and outreach strategy.

1.4.1.a
Hire an Enrollment Manager.
The Enrollment Manager was hired in January 2009.

1.4.1.b
Present preliminary strategy to Recruitment Committee for Fall 2009 enrollment.
As mentioned earlier, NMC co-sponsored successful events such as the Financial Aid Workshop: Unlocking the Mysteries of Financial Aid, the Start Smart Senior Seminar on Saipan and Tinian, and the Cash for College Workshop. NMC also increased outreach efforts through campus visits to public and private high schools on Saipan and Tinian and participation in community events, career fairs, and the Annual Counselors’ Conference. The overall result has been a 25% increase in enrollment for Fall 2009.
1.4.2
Develop and implement a retention strategy.

1.4.2.a:  
Hire an Enrollment Manager.  
The Enrollment Manager was hired in January 2009.

1.4.2.b  
Establish a Retention Committee.  
The Retention Committee was established upon appointment by the president.

1.4.2.c  
Present preliminary strategy to Retention Committee for Fall 2009 implementation.  
The Retention Committee is currently reviewing proposals for a retention strategy. In the meantime, the College has administered the Survey of Entering Student Engagement (SENSE), the results of which will help the College better ascertain the first year experience of NMC students in order to address any issues that may hamper retention.
Goal 2
Respond to the professional development, continuing education, and personal enrichment needs of the Commonwealth.

Priority Initiative 2.1
Build basic skills for personal enrichment and prepare individuals for rewarding careers.

Student Achievement Data measured:
- job placement/post training

KPIs measured:
- KPI 1: Student Goal Attainment
- KPI 4: Placement Rate in the Workforce
- KPI 6: Licensure/Certification Pass Rates
- KPI 5: Alumni/Employer Assessment

2.1.1
Assess the effectiveness and relevance of existing College training and education programs to align with the current and emerging labor market.

2.1.1.a
Assemble an Advisory Group by formally establishing the current Strategic Workforce Action Team (SWAT), composed of individuals representing organizations that have strong interest in workforce development and preparation, to serve as the NMC Workforce Development and Continuing Education Program Advisory Council. The SWAT was established in September 2007 to serve as a program advisory body to NMC on workforce development and continuing education needs. COMPASS CDI and CREES have established program advisory councils/committees that recommend improvements to programs or establishment of new programs. These advisory groups discuss labor demand, labor supply, work skills training and education, and assessment and review of NMC programs if they are aligned with labor market needs and the College’s ability to respond on a timely basis. As a result of program review and assessment that was completed in 2008, NMC placed several academic degree and certificate programs on inactive status because there was no market demand. These inactive programs can be reactivated if there is a community need identified in the future.

2.1.2
Assess community interest and use data to increase education and training for personal enrichment.

2.1.2.a
Hold interviews and/or conduct surveys and Focus Group sessions on all three islands with selected key community members.
Community needs assessments were completed for Rota and Tinian using focus groups with selected key community members' participation. A Needs Assessment for Saipan using a Focus Group with participation of selected key community members is also planned, and will be completed by December 31, 2009. Meanwhile, data on student concentration of studies from the CNMI Scholarship Office and concentration of non-resident workers (NRWs) employment by industry category from DOL have been obtained. The data will be used to plan and offer classes for work skills development of resident labor pool to fill jobs occupied by NRWs.

2.1.2.b
Collect feedback and data and compile a list of recommendations and suggested education and training opportunities for personal enrichment and continuing education appropriate to the island's labor market and economic conditions.

With the help of additional staffing, the Community Services and Personal Enrichment program now offers additional classes as recommended and from feedback obtained from student/course/and service evaluation surveys and feedback from Rota/Tinian Instructional sites coordinator. The additional Adult Basic Education (ABE) classes were offered to accommodate the transfer-in of the students from the Advanced Development Institute, an alternative adult high school focused on life and basic literacy skills formerly administered by PSS.

Semester schedules for short-term training and cohorts (academic and non-academic certificates) continue to be offered in response to community requests or needs (focus group feedback). In response to Rota and Tinian community requests for alternative high school equivalency programs, the ABE Program is preparing to offer ABE GED classes via Distant Education using DVDs and on-line classes, a blended approach. Rota and Tinian non-high school completers will have two options now on how to get their high school equivalency diploma.

2.1.3
Design bridge programs to connect the gap after acquisition of basic skills to achieve personal goals: employment and/or higher education.

2.1.3.a
Proposal will be submitted to Academic Council to incorporate service learning designs in all program curricula, including non-academics.

Service Learning has long been incorporated in several courses offered by the School of Education, the Department of Social Sciences and Fine Arts, and the Adult Basic Education program. ABE and Career, Testing, and Service Learning have begun discussing the incorporation of service learning in ABE program curricula as a requirement for graduation in Adult Secondary Education (ASE).

2.1.3.b
Collaborate with WIA and employers to provide jobsite experience.

The Community Development Institute (CDI) Certificate Training and Workforce Development program has an informal collaborative partnership with WIA. Cohorts are established for job preparation training, CDI provides classroom training, and WIA finds employers willing to provide jobsite experience for WIA participants. New WIA Cohorts enroll in the Administrative Assistants training program as soon as the old group completes its program. CDI Workforce
Development and Certificate Training program has also worked with a teacher aides cohort from the CNMI’s Head Start program for specialized training as Related Services Technician. ABE students referred by WIA are already in work experience or on-the-job training. Students who are enrolled in ABE but not on WE or OJT are referred to WIA to be set-up in paid training slots, if eligible. Those ineligible for WIA assistance are referred to the Service Learning program.

2.1.3.c
Promote basic and job skills training programs and services in College information sessions.
COMPASS programs and services are promoted and marketed in NMC Information sessions and through regular press releases and advertisements in all media. WIA has also partnered with ABE to promote GED and Adult High School classes offered at the College through local media.

Career Services has also tracked job and career skills training and preparation of enrolled students. Career Service aimed to increase the number of students who complete career assessments on the Kuder Career Planning System so that 90% of students seeking career guidance will have completed the career assessments. There were a total of 19 students during the 2009 spring term that had indicated that they were seeking career guidance from the Career Center. Seven of the 19 had completed all three Kuder Career Planning System assessments. These numbers indicate that only 37% of those seeking career guidance through the Career Center completed the assessments.

Career Services also sought to increase the number of on or off-campus job placements of College students so that 75% of eligible student employment applicants are placed. There were a total of 135 students that submitted student employment applications for the 2009 spring term. 19 were not eligible for student employment. Out of the 116 that were eligible, 83 were placed in job sites on campus while 33 were not placed at all. Based on the data collected, 72% of eligible student applicants were placed in job sites while 28% were not. To increase placement of students in job sites, Career Services will refer student employment applicants that were not able to be placed in job sites on campus to available internship opportunities off campus as well as volunteer opportunities through the Student in Service program.

Career Services also attempted to increase the number of internship placements by a 20% increase in the number of eligible students placed in internship positions. There were a total of nine internship placement registration forms submitted to Career Services during the 2009 spring term. Two of the nine students interested in being placed in internship positions were hired as interns in two separate sites. The data indicates that 22% of students who sought assistance with obtaining internships were placed in a site. Career Services will be comparing placement data for the 2009 summer term with that of the 2009 spring term to determine whether a 20% increase in internship placements will be met.

To respond to the professional development, continuing education, and personal enrichment needs of the Commonwealth, Career Services will work in incorporating job skills training and programs into College information sessions and promote awareness of the services provided by the program throughout the campus to students and faculty.
**Priority Initiative 2.2**

*Enrich workforce skills by providing quality training and learning opportunities.*

*Student Achievement Data measured:*  
- program completion  
- degree/certificate completion  
- scores on licensure exams  
- job placement/post training

*KPIs measured:*  
- KPI 1: Student Goal Attainment  
- KPI 4: Placement Rate in the Workforce  
- KPI 6: Licensure/Certification Pass Rates  
- KPI 5: Alumni/Employer Assessment

**2.2.1**

*Recruit and hire qualified adjunct faculty and trainers.*

**2.2.1.a**

*Ensure that HRO processes for employment are complied with certification requirements.*  
Certification process for CDI and ABE classes are required for adjunct faculty. All academic program adjunct faculty must now complete a certification process before contracts are signed. Adjunct Faculty Certification form must be completed and submitted with recruitment request by sponsoring departments.

**2.2.2**

*Offer professional development and continuing education opportunities through collaborative partnerships with other schools and Colleges.*

**2.2.2.a**

*Explore new collaborative partnerships.*  
A tri-agency Memorandum of Agreement (MOA) was signed by heads of NMC, Commonwealth Ports Authority (CPA), and State of Hawaii Department of Transportation to implement a Fire Disaster preparedness training for CPA fire personnel under CDI/COMPASS. Several new sister-school agreements were also signed with foreign universities in Korea and China this past year. The SSAs are required to be in place before any International Student agreement is approved.

The College has also begun discussions with Guam Community College (GCC) about a possible collaborative agreement to extend vocational/trade-technical programs to NMC for the US Registered Apprenticeship program. ABE is also developing Memoranda of Understanding (MOUs) to offer Adult School classes at the Commonwealth Utilities Corporation (CUC), Marianas Trade Institute, and the Division of Youth Services (DYS) Juvenile Detention Center. CREES is developing a cooperative agreement with the South East Asian Fisheries Development Center and Korean Advanced Radiation Institute.
A new partnership/collaborative agreement with Ed2Go, a distant education service provider, was also signed. Communications for collaboration with potential partners for extended degrees with Colleges and universities such as SUNY Emporia College and Central Michigan University, and University of Alaska/Fairbanks have resumed after the College received reaffirmation of accreditation by WASC. Additional partnerships/sister school agreements with new international Colleges and universities have also been signed. Three local hotels have recently become new partners in the International Internship Program. A good number of international students are doing their internship in hotel administration, tourism, and hospitality in various hotels.

2.2.2.b
Collaborate with other agencies for employers' training and funding support.
The CNMI Scholarship Board implemented a part-time student scholarship to support educational training among full-time employees. There is an on-going discussion with Felicidad Ogumoro-Uludong, SHEFA Board Chair, and Mr. Lee Torres, Board consultant, to establish the same assistance to part-time students who are also full-time employees. No decision has resulted from these discussions.

Collaborative partnerships have also been developed with several agencies for training and funding support. Training programs have been developed via MOUs with the Department of Community and Cultural Affairs (DCCA), PSS, and WIA. CDI's training proposal for Cohorts in the Administrative Assistant Certificate Training program was accepted by WIA. The Office of Vocational Rehabilitation (OVR) consumers' education and training costs have been covered by OVR through an MOA. The PSS/Headstart Related Services Technician cohort program was established through a proposal submitted by CDI. The Office on Aging SCSEP computer training program was paid for by DCCA-OoA. Lastly, hotels participating in the International Student Internship program pay for interns' ESL classes.

### Priority Initiative 2.3
**Strengthen and expand collaborative partnerships with local businesses and organizations to provide training/education.**

#### Student Achievement Data measured:
- job placement/post training

#### KPIs measured:
- KPI 5: Alumni/Employer Assessment
- KPI 7: Client Assessment of Programs and Services
- KPI 9: Demonstration of Citizenship Skills
- KPI 14: Responsiveness to Community Needs

#### 2.3.1
**Encourage and support the College initiatives to collaborate with economic and workforce development entities.**
2.3.1.a
*Participate in SWAT and other work-force related and economic development councils' activities.*
The College collaborated with WIA to get certified as a "Work Readiness" Testing Site. CREES also actively participates in CREES Advisory Council, Farmers' Support Group, Sabalu Market, and family and health related activities with partner agencies: DCCA, DPH, and PSS.

NMC continues to participate in various workforce-related and economic development activities through membership on the State Rehabilitation Council, State Workforce Investment Board, Ayuda Network, Developmental Disabilities Council, and Farmers' Advisory Council.

2.3.2
*Raise awareness about the College programs and services through new memberships and networking with other workforce-related entities.*

2.3.2.a
*Seek new memberships and seek network collaboration with internal and external partners.*
The Dean of COMPASS recently joined the Regional Workforce Investment Council and the Pacific Workforce Investment Group. These bodies attend and present to the Micronesian Chief Executive Summit on regional workforce demand, supply, and training and education initiatives. Collaboration with internal partners is evidenced through membership representation on the Faculty and Staff Senates, College Council, PROAC, Budget and Finance, and other planning and working committees.

2.3.2.b
*Become a member of various community organizations.*
The ABE Director was elected President of the Ayuda Network Board. CDI continues networking with workforce development and workforce-related and disability partner agencies to identify education and training needs and to leverage resources.

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**Priority Initiative 2.4**

*Provide broad access to NMC programs through various community outreach services.*

**Student Achievement Data measured:**
- program completion
- degree/certificate completion
- job placement/post training

**KPIs measured:**
- KPI 5: Alumni/Employer Assessment
- KPI 7: Client Assessment of Programs and Services
- KPI 9: Demonstration of Citizenship Skills
- KPI 14: Responsiveness to Community Needs
2.4.1

*Increase public awareness about NMC's programs and services.*

2.4.1.a

*Increase promotion and marketing activities.*

The Office of Institutional Advancement (OIA) has been tasked to enhance the College’s image through the publication and broadcast of positive media coverage. To that effect, OIA focused on increasing the number of press releases it issues by 20% from 2008. A comparison was conducted between the number of press releases created and disseminated by OIA in a six-month period, namely January through June, of 2008 and 2009. This comparison revealed that the number increased from sixty-six (66) in 2008 to seventy-five (75) in 2009, representing a 14% increase.

OIA also focused on a public relations campaign that would ensure that at least 70 percent of all media stories about the College were positive. An analysis of a compilation of all the newspaper articles published in the Commonwealth's two newspapers between April 1 and June 30, 2009, revealed that 62% of the stories were positive.

2.4.1.b

*Participate in community events.*

The College does its best to participate in community events that will heighten awareness about its programs and services, such as the July 4th parade, the Agriculture Fair, and Humanities Council activities.

2.4.2

*Bring NMC programs and services to the community.*

2.4.2.a

*Schedule trainings and other events off-campus at locations that are accessible to the residents of the community.*

CREES offered training on-site to farmers, nutrition education to families and mothers in homes, ABE classes were offered at village youth centers, and English as a Second Language courses were offered at hotel sites. Also, all COMPASS programs provide training and schedule events off-campus at locations accessible to the community.

Events continue to be scheduled in sites accessible to the public, such as hotel conference rooms, at high schools, on-site/home visits, and public venues.
Goal 3
Optimize financial and human resources.

Priority Initiative 3.1
Encourage shared decision making and effective communications programs throughout the College.

KPIs measured:
- KPI 9: Demonstration of Citizenship Skills
- KPI 15: Student Satisfaction with Programs and Services

3.1.1
Establish a clear shared-governance structure.

3.1.1.a
Develop an institutional guide that defines the College’s organizations and articulates the relationship between these organizations.
A draft of the Institutional Excellence Guide (IEG) was completed in December 2008.

3.1.1.b
Ensure that the guide is reviewed by all campus constituencies and is approved by the College Council.
A draft of the IEG was presented to the College community on December 12, 2008. Comments and recommendations were subsequently incorporated into revisions to the guide. The final IEG was approved by College Council on December 24, 2008.

3.1.1.c:
Implement the shared governance guide and ensure that it is widely communicated and understood by all campus constituencies.
The IEG guide was distributed to the entire College community in January 2009, and is now issued to all new employees.

3.1.2
Regularly communicate institutional decisions, accomplishments, and activities through various media.

3.1.2.a
Produce an electronic weekly newsletter and disseminate to College community.
In 2008, OIA developed and introduced “PROA News”, a weekly e-newsletter that is emailed to everyone on the College’s email system and posted online at the College’s website.
3.1.2.b
Disseminate and/or publish agenda and minutes of actions taken by College Council, PROAC, and Budget and Finance Committee.
College Council and PROAC have regularly announced and disseminated meeting agendas and minutes of actions taken.

3.1.3.c
Post all approved agenda and meeting minutes for College Council, PROAC, and Budget and Finance Committee on the NMC website.
OIA is currently reviewing all College Council, PROAC, and Budget and Finance Committee minutes to ensure accuracy before posting them online.

Priority Initiative 3.2
Implement campus-wide customer service principles.

KPIs measured:
- KPI 7: Client Assessment of Programs and Services
- KPI 15: Student Satisfaction with Programs and Services

3.2.1
Establish and implement a customer service program for employees, contractors, and work-study students.

3.2.1.a
Identify core-customer service curriculum.
Human Resources Office and the Community Development Institute have spent the past couple of years gathering survey data from professional development evaluations to determine which departments and programs have expressed the greatest interest and need for training in customer service. Furthermore, the College purchased copies of and the rights to use Noel-Levitz customer service training material.

3.2.1.b
Identify and select customer service training providers.
Once the customer service professional development plan is developed, HRO will explore internal human resources at the College while CDI will explore human resources external to the College to identify and select qualified training providers who can offer training appropriate to the College’s plan.

3.2.1.c
Create campus-wide calendar for delivery of customer service training.
Once qualified and appropriate customer service training providers are identified, HRO and CDI will develop a calendar for the delivery of the service training.
3.2.1.d
Identify methods for assessing the effectiveness of customer service training.
The selected customer service training providers will assist the College in developing an appropriate assessment model for the effectiveness of the customer service training. Results from student satisfaction surveys will also be included in this assessment.

Priority Initiative 3.3
Implement an Employee Recognition System

KPIs measured:
- KPI 7: Client Assessment of Programs and Services
- KPI 14: Responsiveness to Community Needs

3.3.1
Identify methods for recognizing employees' accomplishments.

3.3.1.a
Establish an employee recognition committee.
An Employee Recognition Committee was appointed in time to identify employees of the year for Charter Day 2009.

3.3.1.b
Develop an annual recognition program.
With the announcement of employees of the year at Charter Day 2009, employees of the year were accorded a number of privileges, including very prominent reserved parking spots around campus.

Priority Initiative 3.4
Develop a fund development plan in collaboration with the NMC Foundation.

KPIs measured:
- KPI 7: Client Assessment of Programs and Services
- KPI 14: Responsiveness to Community Needs

3.4.1
Establish fund-raising goals, initiatives, projects, and timelines for fund-raising activities.

3.4.1.a
Present preliminary fundraising plan to NMC Foundation Board members.
OIA and the NMC Foundation have held several successful fundraising events over the past few years, including the Annual NMC Foundation Golf Tournament, which was held on April 30, 2009. OIA is currently developing a comprehensive fundraising plan for presentation to the NMC Foundation Board in Fall 2009.
Goal 4
Accelerate the upgrade of physical and technology infrastructure.

Priority Initiative 4.1
Renovate existing and construct new teaching and learning facilities at the current Saipan campus that are compliant with energy efficient standards and educational facilities best practices.

KPIs measured:
- KPI 1: Student Goal Attainment
- KPI 7: Client Assessment of Programs and Services
- KPI 14: Responsiveness to Community Needs
- KPI 15: Student Satisfaction with Programs and Services

4.1.1
Complete Facilities Master Plan (FMP).

4.1.1.a
Advertise Request for Proposals (RFP) for FMP services.
The RFP was finalized in December 2008 and announced in January 2009.

4.1.1.b
Award FMP Services.
After reviewing various proposals, Beca Architects was selected to develop the FMP. NMC’s contract with Beca Architects was finalized in September 2009.

4.1.2
Identify Funding Sources.

4.1.2.a
Evaluate funding options (federal government loans, local government sources, grants).
The College worked closely with U.S. Department of Interior Office of Insular Affairs to apply for a grant with the Office of Insular Affairs’ Operations and Maintenance Improvement Program (OMIP). The College is also awaiting ARRA grant funds to support the FMP.

4.1.2.b
Secure funding.
NMC’s grant application for OMIP funding was approved in the fourth quarter of 2009.
Priority Initiative 4.2
Assess existing facilities and implement corrective actions to ensure compliance with local and federal regulations.

KPIs measured:
- KPI 1: Student Goal Attainment
- KPI 7: Client Assessment of Programs and Services
- KPI 14: Responsiveness to Community Needs
- KPI 15: Student Satisfaction with Programs and Services

4.2.1
Assess existing facilities for ADA compliance.

4.2.1.a
Complete assessment.
The assessment was completed in October 2008 by the Chief Financial and Administrative Officer and the Office of Disability Policies and Programs.

4.2.2
Assess existing facilities for Occupational Safety and Health Administration (OSHA) compliance.

4.2.2.a
Coordinate with Department of Public works (DPW) for assignment of expertise.
With help from DPW, the CNMI Department of Labor (DOL) assigned its OSHA Manager to work with the College to assess its facilities for OSHA compliance.

4.2.2.b
Develop schedule of activities.
DOL’s OSHA Manager helped the College develop its schedule of activities for assessing its facilities.

4.2.2.c
Complete assessment report.
While initial recommendations from DOL’s OSHA Manager have been addressed, the OSHA compliance assessment report is pending and will be incorporated into the upcoming development of the FMP.
4.2.3 Identify funding for implementation.

4.2.3.a Evaluate funding options (federal government loans, local government sources, grants).
The College continues to explore and evaluate funding options. The completion of the OSHA compliance assessment report will assist the College in developing further justifications for grant applications.

4.2.3.b Secure funding.
Upon completion of the OSHA compliance assessment report, the College will further identify and secure funding sources for corrective actions to ensure OSHA compliance.

Priority Initiative 4.3
Develop and implement a preventive maintenance plan.

KPIs measured:
- KPI 7: Client Assessment of Programs and Services
- KPI 14: Responsiveness to Community Needs
- KPI 15: Student Satisfaction with Programs and Services

4.3.1 Develop Preventative Maintenance (PM) Plan.

4.3.1.a Coordinate with Department of Public Works (DPW) for assignment of expertise.
In addition to working with DPW, the College hired a Facilities Manager, who is tasked with developing and implementing the PM plan.

4.3.1.b Draft plan and schedule.
With help from DPW, the College’s new Facilities Manager has begun developing a schedule for the PM plan.

4.3.2 Identify funding.

4.3.2.a Evaluate funding options (federal government loans, local government sources, grants).
The College continues to explore and evaluate funding options.

4.3.2.b Implement PM plan.
Once funding is identified and secured, the PM plan will be fully implemented.
Priority Initiative 4.4
Implement a comprehensive information technology system.

KPIs measured:
- KPI 1: Student Goal Attainment
- KPI 7: Client Assessment of Programs and Services
- KPI 8: Demonstration of Critical Literacy Skills
- KPI 4: Placement Rate in the Workforce
- KPI 14: Responsiveness to Community Needs
- KPI 15: Student Satisfaction with Programs and Services

4.4.1
Upgrade and Implement student information system (PowerCAMPUS): Admission/Records, Billing/Cash Receipts, Powerfaids.

4.4.1.a
The software upgrades and the comprehensive staff trainings were completed on the following dates: Admission/records- July 2008, Billing/Cash Receipts - July 2008, Powerfaids - August 2008.

4.4.1.b
Purchase additional 10 PowerCAMPUS user licenses.
The Management Information System (MIS) committee approved the funding for the additional PowerCampus user licenses. The IT department has procured 20 additional licenses from Sungard.

4.4.2
Implement the Human Resource Management System.

4.4.2.a
Implement existing HR system (Abra).
Installation, configuration, and training were provided on June 2008. The system is fully operational.

4.4.3
Implement a Fixed Asset Management System.

4.4.3.a
Install, configure and provide staff training on the Fixed Asset Management system.
The installation, configuration, and training were completed on June 2008. The additional training requested by Procurement Office was completed on November 2008. The Fixed Asset Management System is fully operational.
4.4.4
Upgrade and implement a comprehensive help desk system.

4.4.4.a
Implement Livetime (help desk) software.
Installation and configuration were completed on April 2008. Data collection for the system was completed in June 2009. The IT staff has started to populate the new help desk system database.

4.4.5
Make available a content management system to the College.

4.4.5.a
Install, configure and provide training on Xerox Docushare system.
Xerox Corp. Consultant installed and configured the system, and conducted software training for NMC staff on October 2008. The MIS committee subsequently facilitated the implementation of the scanning project of the student records.

Priority Initiative 4.5
Improve information technology infrastructure.

KPIs measured:
- KPI 1: Student Goal Attainment
- KPI 4: Placement Rate in the Workforce
- KPI 7: Client Assessment of Programs and Services
- KPI 8: Demonstration of Critical Literacy Skills
- KPI 14: Responsiveness to Community Needs
- KPI 15: Student Satisfaction with Programs and Services

4.5.1
Develop/implement a network plan to upgrade or replace existing network hardware.

4.5.1.a
Implement OMIP grant to upgrade network infrastructure - installations, configurations and training of Cisco data core switch and access layers switches.
Funded by an OMIP grant of $417,000.00, Cisco equipment was installed, configured, and tested on October 2008. The needed Cisco training was completed on December 2008. The migration process of all workstations, servers, and printers to the new gigabit high speed NMC campus network was completed in June 2009.

4.5.1.b
Replace all existing category 5 cables (100Mbps) to category 6 cables (1000Mbps) to all servers and workstations and determine the priorities for replacement of cables.
Cables in buildings P and M have been replaced with category 6 UTP cables. Currently, IT is upgrading all cables in all facilities and providing corresponding student training. Replacement of all cables is on target for completion in March 2010.

4.5.1.c
Fiber Optics/UTP troubleshooting & cabling training for all IT staff provided by Guam Community College.
Funded by part of the $417,000.00 OMIP grant, troubleshooting and cabling training was conducted by Guam Community College staff from February 23 to March 26, 2009.

4.5.2
Replace existing administration email system to Microsoft Exchange 2007 Server.

4.5.2.a
Install, configure Microsoft Exchange 2007 server and provide needed training to the College community.
The training of IT staff was completed in May 2009. The IT staff has started the planning phase to upgrade the system.

4.5.3
Upgrade student email system.

4.5.3.a
Install, configure and implement Communigate Pro Server for student email system.
This project is in progress for students enrolled in the Fall 2009 semester.

4.5.4
Upgrade Primary Domain Controller (PDC) to Windows 2003 Server Enterprises.

4.5.4.a
Purchase and upgrade the existing obsolete PDC to the new Microsoft Windows 2003 Server Enterprise edition.
Training of IT staff by Edupro, Inc., was completed in May 2009. The IT department has started the planning phase of this project.

4.5.5
Acquire additional bandwidth to provide increased access to the internet.

4.5.5.a
Procure additional bandwidth from local service provider (IT&E).
T1-line services from IT&E were acquired in May of 2009, providing the College with additional bandwidth.

4.5.6
Develop plan to upgrade wireless connectivity within campus (secure, increased signal and coverage etc.).
4.5.6.a  
Plan should replace existing wireless system with Cisco wireless system.  
IT is currently assessing the current wireless system to gather data that will inform the 
development of the upgrade plan.

4.5.7  
Develop plan to upgrade the existing PBX telephone system to Internet Protocol (IP)-based 
communication system.

4.5.7.a  
Submit Voice Over Internet Protocol (VOIP) grant proposal to OIA for request of funding needs.  
The College has completed and submitted the VOIP grant proposal to the Secretary of 
Commerce for inclusion in the CNMI’s ARRA grant applications.

4.5.8  
Implement Project Connect, inter-island point-to-point (PTP) broadband wireless network.

4.5.8.a  
Hire all Project staff.  
All personnel were hired as of December 2009 in compliance with grant requirements.

4.5.8.b  
Construct Point-to-Point Broadband Wireless Network for the distance education program.  
ECF Consultant Services worked with IT staff from March 25 to April 9, 2009.  Currently, 
however, the PTP broadband wireless network system is not operational.  ECF is schedule to 
return to Saipan by September to complete the PTP wireless network project.

4.5.9  
Assess existing video surveillance system to meet industry best practice standards.

4.5.9.a  
Carry out assessment of existing surveillance system.  
Assessment was completed in June 2009 and an assessment report was submitted the President 
and CFAO.

4.5.9.b  
Submit findings to President and CFAO to determine course of action.  
The assessment report of the existing surveillance system was submitted to the President and 
CFAO.  Action on the report’s recommendations are scheduled to take place in September 2009.
4.5.10
Conduct assessment and develop grant proposal to provide emergency back-up power source for building V, W, and L from the existing 350KW College’s generator.

4.5.10.a
Conduct assessment of back-up power source needs.
An assessment was completed in October of 2008, with materials identified to connect buildings V, W, and L to the back-up generator in building P.

4.5.10.b
Develop and submit grant proposal to OIA for emergency back-up power source for building W, V and L.
The grant proposal was submitted under the College’s ARRA grant application. The College is awaiting grant approval.

4.5.1
Upgrade the obsolete Point-of-Sale (POS) system at the bookstore with a new and improved POS windows-based system.

4.5.1.a
Assess the bookstore software needs.
Assessment of the bookstore’s software needs was completed in 2008.

4.5.1.b
Purchase and implement a new POS system for the bookstore including staff trainings.
The software has been purchased and the implementation phase started in June 2009.

Priority Initiative 4.6
Enhance technology support of teaching and student learning.

Student Achievement Data measured:
- course completion
- progression to next course/level
- program completion
- degree/certificate completion

KPIs measured:
- KPI 1: Student Goal Attainment
- KPI 3: Degree Completion Rates
- KPI 7: Client Assessment of Programs and Services
- KPI 8: Demonstration of Critical Literacy Skills
- KPI 14: Responsiveness to Community Needs
- KPI 15: Student Satisfaction with Programs and Services
4.6.1
Provide greater access to state of the art computing resources for faculty and students to increase technology literacy by upgrading all PCs at the computer center and computer Instructional labs.

4.6.1.a
Determine CPU needs of existing PCs.
Assessment of instructional computer lab and the computer center’s PCs were completed in January 2009.

4.6.1.b
Procure additional RAM for computer center and computer Instructional labs computers.
Memory components for the computer labs were procured and IT upgraded the PCs in April 2009.

4.6.2
Provide greater access to state of the art computing resources by purchasing computer systems and accessories for the new English computer center.

4.6.2.a
Purchase Dell computer systems and accessories, headphone/microphone, television system with VCR.
Procurement of the systems and accessories were completed in June 2009.

4.6.3
Procure comprehensive software system (Rosetta Stone) for the new English Computer Center.

4.6.3.b
Purchase and implement Rosetta stone server-based software for the new State of the Art English laboratory.
The software was installed and configured in December 2008 and staff training was conducted in January 2009.

4.6.4
Provide all instructional facilities with state of art audio visual equipment (TV, VCR, projector).

4.6.4.a
Purchase additional projectors, LCD TV, white screen, and accessories.
Needs assessments were conducted by the Media Services unit to identify instructional facilities that will be equipped with the audio/visual equipment. Additional equipment is currently being procured and installed.
4.6.5
Conduct workshops and/or provide support materials to create and sustain a technology literate faculty.

4.6.5.a
Develop technology training program for faculty and staff.
The training program has been developed by IT staff and is currently being administered.

4.6.5.b
Conduct workshops based on the newly developed technology training program.
Workshops have been scheduled for Fall 2009 and are currently being administered.

4.6.6
Develop an ADA technology support plan that identifies the specific resources available to students.

4.6.6.a
Develop and seek funding source for ADA technology support plan.
This project is ongoing as funds are being identified.

4.6.7
Develop a PC replacement plan.

4.6.7.a
Develop and seek funding source to implement a new PC replacement plan.
PCs inventory assessment was completed in May of 2009. A draft proposal PC replacement plan is being developed for submission.

Priority Initiative 4.7
Establish organizational technology policies, procedures, and budget.

KPIs measured:
- KPI 7: Client Assessment of Programs and Services
- KPI 14: Responsiveness to Community Needs
- KPI 15: Student Satisfaction with Programs and Services

4.7.1
Develop and amend existing technology policies and procedures.

4.7.1.a
Amend equipment and software standardization policies and procedures.
The IT team is currently working on these items before submission to the TEC committee for review.
4.7.1.b  
*Develop a centralization of equipment purchases, PC replacement cycle.*
The IT team is currently working on these items before submission to the TEC committee for review.

4.7.1.c  
*Develop Disaster Recovery plan, security manual, and data dictionary.*
The IT team is currently working on these items before submission to the TEC committee for review.

4.7.1.d  
*Develop policies and procedures for internet, email etc.*
The IT team is currently working on these items before submission to the TEC committee for review.

4.7.2  
**Hire additional IT staff.**

4.7.2.a  
*Hire a database administrator.*
The database administrator was hired in November 2008.

4.7.2.b  
*Hire a media specialist.*
A media specialist was hired in June 2009.

4.7.2.c  
*Hire an instructional designer.*
An instructional designer was hired in December 2008.

4.7.3  
**Develop a comprehensive training plan to address IT staff training needs in line with the IT mission.**

4.7.3.a  
*Develop training plan for IT staff training needs.*
IT Director completed an IT skills assessment in June of 2009 to identify training needs.

4.7.3.b  
*Implement IT staff training program.*
IT staff are reviewing the IT skills assessment results to develop and implement an IT staff training program.
Priority Initiative 4.8
Develop a distance education plan.

Student Achievement Data measured:
- course completion
- retention from term to term
- progression to next course/level
- program completion

KPIs measured:
- KPI 1:  Student Goal Attainment
- KPI 2:  Retention (Fall to Fall)
- KPI 3:  Degree Completion Rates
- KPI 7:  Client Assessment of Programs and Services
- KPI 8:  Demonstration of Critical Literacy Skills
- KPI 12:  Success in Subsequent, Related Coursework
- KPI 14:  Responsiveness to Community Needs
- KPI 15:  Student Satisfaction with Programs and Services

4.8.1
Provide reliable digital communication connectivity between Saipan, Tinian, and Rota for delivery of audio and video to support distance education.

4.8.1.a
To be achieved through reliable Internet connectivity between islands using Internet Service Provider IT&E or MCV.
IT acquired a secured 5Mbps broadband connection with MCV on November 2007. Further to this, all video conferencing (VTC) system connectivity were upgraded on November 2008 to provide reliable connection for all VTC system.

4.8.2
Provide reliable video teleconference (VTC) room capability to all instructional sites at Saipan, Tinian, and Rota. This is required for delivery of synchronous distance education classes.

4.8.2.a
Completed with 2 VTC rooms currently operational in Saipan N5 and BOR room.
Both VTC rooms on Saipan are currently operational.

4.8.2.b
Completed with 1 VTC room Tinian.
The VTC room on Tinian is operational.
4.8.2.c
*Completed with 1 VTC room Rota.*
The VTC room on Rota is operational.

4.8.2.d
*Installation, configuration and testing of point-to-point broadband network to connect all NMC sites.*
ECF Consultant Services worked with IT staff from March 25 to April 9, 2009. Currently, however, the PTP broadband wireless network system is not operational. ECF is scheduled to return to Saipan by September to complete the PTP wireless network project.
Appendix:
*Key Performance Indicators and Benchmarks (2005)—A Status Report May 2009*
“Students First”

KEY PERFORMANCE INDICATORS & BENCHMARKS (2005)

A Status Report
May 2009

Office of Institutional Effectiveness
P. O. Box 501250
Saipan, MP 96950
Tel. (670) 234-5498 extension 1840
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I. Introduction

This Key Performance Indicators & Benchmarks (2005): A Status Report (May 2009), hereinafter referred to as KPI Update 2009, is a review and assessment of the Institutional Assessment Plan that was adopted in October 2005. The KPI Update 2009 report serves as a framework for addressing a range of issues adopted from the American Association of Community College’s publication, Core Indicators of Effectiveness for Community Colleges (2nd edition). The same framework was used as part of the Institutional Assessment Plan of 2005. The KPI Update 2009 also serves as a template for annual review of KPIs as part of the College’s ongoing assessment of institutional effectiveness.

Annual KPI updates at the institutional level provide a basis for further discussion and analysis in the context of planning, program review, and resource allocation. In April 2009 the draft KPI Update 2009 was reviewed at a joint meeting of the Planning, Program Review, and Outcomes Assessment Committee (PROAC, the governance committee charged with oversight of planning and program review at the College), the College Council, and the Budget and Finance Committee (BAFC).

PROAC is ultimately tasked with monitoring the reporting of such data and working with the Office of Institutional Effectiveness to analyze the data. PROAC and the College Council adopted the updates to the Key Performance Indicators & Benchmarks (2005), and require that the report be updated annually as part of the established reporting cycle.

The President and PROAC recognize the importance of adopting and regularly reporting on these key performance indicators and benchmarks as being integral to the College’s program review process. The collection of data provides a base of additional evidence at the institutional level for measuring progress and reporting outcomes through the established planning structure and processes of the College. The KPI Update 2009 will serve as a stimulus to the entire College community in formulating questions and framing a dialogue about its findings (to include presenting findings, establishing relevant connections, and drawing conclusions), observed trends, successes, challenges, and recommendations for action. This is an essential element of the College’s systematic process that uses data to inform and drive decision-making for continuous quality improvement. The strengthening of the College’s culture of evidence at the institutional level complements assessment at all levels within the College.
II. PROA Strategic Goals and Key Performance Indicators

Table 1
Mapping of 2005 Key Performance Indicators to the 2008 PROA Strategic Goals

<table>
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<tr>
<td><strong>Goal #1:</strong> Promote student learning and success.</td>
<td><strong>KPI 1:</strong> Student Goal Attainment <strong>KPI 2:</strong> Retention* (Fall to Fall) <strong>KPI 3:</strong> Degree Completion Rates <strong>KPI 4:</strong> Placement Rate in the Workforce <strong>KPI 5:</strong> Alumni / Employer Assessment <strong>KPI 6:</strong> Licensure / Certification Pass Rates <strong>KPI 7:</strong> Alumni / Employer Assessment <strong>KPI 8:</strong> Demonstration of Critical Literacy Skills <strong>KPI 9:</strong> Demonstration of Citizenship Skills <strong>KPI 10:</strong> Number and Rate of Transfer Students <strong>KPI 11:</strong> Performance after Transfer <strong>KPI 12:</strong> Success in Subsequent, Related Coursework <strong>KPI 13:</strong> Participation Rate in Service Area <strong>KPI 14:</strong> Responsiveness to Community Needs <strong>KPI 15:</strong> Student Satisfaction with Programs and Services</td>
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<th><strong>Partially Met</strong></th>
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<td><strong>Partially Met</strong></td>
<td><strong>Substantially Met</strong></td>
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</table>

*Original term used was “persistence”.*
PROA GOAL #1: 
STUDENT LEARNING AND SUCCESS

1. Student Progress

KPI 1: Student Goal Attainment

*Performance Standard 1.* Seventy-five percent (75%) of students, upon leaving NMC, will report that their original goal in attending (or subsequent goal decided while enrolled) has been met. (Results need to be reported by sub-groups based on goal in attending NMC.)

*Assessment Regularity:*
Annually

*Institutional Action:*
The 2008-2009 graduates were surveyed in May 2009 regarding their goals in attending NMC and goal attainment. Of those surveyed 81% (66/81) stated they had met their goal of furthering their education and/or obtaining a certificate or degree. The remaining 19% (15/81) stated they had partially met their goal as they plan to continue their education here or at another institution.

*Assessment:*
The performance standard has been exceeded.

*Next Steps:*
Beginning 2009-2010, students who do not return the following semester, and have not yet earned a certificate or degree or have not transferred to another institution, will be contacted regarding goal attainment.

KPI 2: Retention (Fall to Fall)

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

*Assessment Regularity:*
Annually
**Institutional Action:**

The fall to fall retention rates are reported in Table 2 -- Retention Term to Term: Institution Level. Data shows that institutional retention rates have been fairly consistent over the last 4 years, ranging between 34-36%.

**Table 2**

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2004FALL</td>
<td>795</td>
<td>504</td>
<td>287</td>
<td>214</td>
<td>140</td>
<td>115</td>
<td>62</td>
<td>47</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>Retention Rates</td>
<td>63.4%</td>
<td>36.1%</td>
<td>26.9%</td>
<td>17.6%</td>
<td>14.5%</td>
<td>7.8%</td>
<td>5.9%</td>
<td>3.4%</td>
<td>3.0%</td>
<td></td>
</tr>
<tr>
<td>2005FALL</td>
<td>667</td>
<td>386</td>
<td>241</td>
<td>161</td>
<td>108</td>
<td>87</td>
<td>49</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention Rates</td>
<td>57.9%</td>
<td>36.1%</td>
<td>24.1%</td>
<td>16.2%</td>
<td>13.0%</td>
<td>7.3%</td>
<td>6.3%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2006FALL</td>
<td>542</td>
<td>307</td>
<td>183</td>
<td>122</td>
<td>71</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Retention Rates</td>
<td>56.6%</td>
<td>33.8%</td>
<td>22.5%</td>
<td>13.1%</td>
<td>8.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007FALL</td>
<td>584</td>
<td>353</td>
<td>201</td>
<td>159</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention Rates</td>
<td>60.4%</td>
<td>34.4%</td>
<td>27.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2008FALL</td>
<td>478</td>
<td>299</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention Rates</td>
<td>62.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Fall cohorts include students that started in the preceding spring and summer terms. Students that leave and return after being absent for more than 1 calendar year are reassigned to the next nearest fall cohort. The rates above do not account for students that have graduated nor transferred to other institutions.

**Assessment:**

These rates show that NMC student retention is below the U.S. national average for two-year public institutions (which has been reported by ACT to have ranged between 51.3 –53.7% from 1983 to 2008). This performance standard has not been met.

**Next Steps:**

The College has set the target of increasing fall to fall retention rates to reach U.S. national average by 2012. This will be measured against a 3 year rolling average as reported by ACT. That average is currently 51.9%.

The College will develop and implement a multi-year retention plan in 2009. PROAC recommends that the foundation of that effort be a first-year experience / learning community program.

**KPI 3: Degree Completion Rates**

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

Institutional Action:
The graduation rates in Table 3 show a four-year completion rate similar to national averages for community colleges as reported by the National Center for Education Statistics using IPEDS data from the Fall 2004 cohort (22%).

Table 3
NMC Graduation Rates for Certificate and Degree-Seeking Cohorts Beginning Fall 2004

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th># in Cohort</th>
<th>Year 2 %</th>
<th>Year 3 %</th>
<th>Year 4 %</th>
<th>Year 5 %</th>
<th>Year 6 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004FALL</td>
<td>795</td>
<td>14.34</td>
<td>64</td>
<td>22.39</td>
<td>9</td>
<td>23.52</td>
</tr>
<tr>
<td>2005FALL</td>
<td>667</td>
<td>14.24</td>
<td>31</td>
<td>18.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006FALL</td>
<td>542</td>
<td>12.18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007FALL</td>
<td>584</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008FALL</td>
<td>478</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Fall cohorts include students that started in the preceding spring and summer terms. Students that leave and return after being absent for more than 1 calendar year are reassigned to the next nearest fall cohort. These figures include certificates or degrees earned by students in the cohorts as defined by the college.

Assessment:
This performance standard has been met, but continuous data for subsequent cohorts need to be tracked and updated annually.

Next Steps:
The college will work to improve graduation rates in all academic programs. The College will develop and implement a multi-year retention plan in 2009. PROAC recommends that the foundation of that effort be a first-year experience / learning community program.

2. Workforce Development
(See Goal #2: Professional Development, Continuing Education, and Personal Enrichment goals of the Commonwealth)
KPI 4: Placement Rate in the Workforce

KPI 5: Alumni/Employer Assessment

KPI 6: Licensure/Certification Pass Rates

KPI 7: Client Assessment of Programs and Services

3. General Education

KPI 8: Demonstration of Critical Literacy Skills

**Performance Standard 1.** The demonstration of critical literacy skills (defined in the Core Indicators of Effectiveness as communication, critical thinking, problem solving, interpersonal skills, etc.) is included in the assessment of student learning outcomes as part of the NMC Program Review Process. They are implemented at the Degree and General Education program levels. The performance standard for the outcome set by the General Education (Gen Ed) Assessment Committee is that 75% of the students’ work assessed will be at the acceptable level or higher.

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

**Institutional Action:**
Academic program learning outcomes have been mapped to the Gen Ed outcomes, and all NMC degree programs are expected to support these Gen Ed learning outcomes.

The following data comes from the Graduating Student Survey, which all graduates are asked to complete. Below is the percentage of students responding “very much” or “much” when asked how much progress they have made in critical literacy skills as a result of their experience at NMC.

There has been a recent trend of increasing progress made. Between 2007 and 2008, all items but one show a slight to dramatic increase in amount of progress made. For 2008, the results for all items indicate 80% or more of the students having made “much very” or “much” progress in these skills.
### Table 4
Percentage of Students Responding “Very Much” or “Much” to the Prompt: How much progress have you made in the following areas as a result of your experience at NMC?

<table>
<thead>
<tr>
<th>KPI 8: Demonstration of Critical Literacy Skills</th>
<th>2004 Graduating Students N=45</th>
<th>2005 Graduating Students N=72</th>
<th>2006 Graduating Students N=52</th>
<th>2007 Graduating Students N=84</th>
<th>2008 Graduating Students N=74</th>
<th>5 Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing problem-solving skills</td>
<td>64%</td>
<td>78%</td>
<td>71%</td>
<td>63%</td>
<td>82%</td>
<td>72%</td>
</tr>
<tr>
<td>Learning to think and reason</td>
<td>69%</td>
<td>82%</td>
<td>77%</td>
<td>70%</td>
<td>85%</td>
<td>77%</td>
</tr>
<tr>
<td>Improving my writing skills</td>
<td>69%</td>
<td>79%</td>
<td>77%</td>
<td>77%</td>
<td>84%</td>
<td>77%</td>
</tr>
<tr>
<td>Improving my math skills</td>
<td>64%</td>
<td>64%</td>
<td>63%</td>
<td>67%</td>
<td>80%</td>
<td>68%</td>
</tr>
<tr>
<td>Reading with greater speed and better comprehension</td>
<td>62%</td>
<td>74%</td>
<td>67%</td>
<td>74%</td>
<td>81%</td>
<td>72%</td>
</tr>
<tr>
<td>Speaking more effectively</td>
<td>67%</td>
<td>83%</td>
<td>77%</td>
<td>82%</td>
<td>85%</td>
<td>79%</td>
</tr>
<tr>
<td>Understanding what others say</td>
<td>64%</td>
<td>76%</td>
<td>77%</td>
<td>88%</td>
<td>84%</td>
<td>78%</td>
</tr>
<tr>
<td>Research Skills</td>
<td>60%</td>
<td>78%</td>
<td>75%</td>
<td>80%</td>
<td>82%</td>
<td>75%</td>
</tr>
<tr>
<td>5 Year Average</td>
<td>65%</td>
<td>77%</td>
<td>73%</td>
<td>75%</td>
<td>83%</td>
<td>75%</td>
</tr>
</tbody>
</table>

**Status Update as of Spring 2009**

*General Education Assessment Committee Response:* In 2008, the Gen Ed Assessment Committee assessed the Gen Ed learning outcome related to communication: *Students will demonstrate the ability to speak, read, write, and listen with comprehension, with and without the support of technology.* This assessment was completed in the first cycle with an examination of direct evidence of student learning in CO 210 Fundamentals of Speech Communication and EN 101 English Composition I. The performance standard for the outcome is that 75% of the students’ work assessed will be at the acceptable level or higher. One hundred percent (100%) of student artifacts were found to be at the acceptable level or higher for all elements of the rubrics developed to assess the outcome.

**Assessment:**
The responses in Table 4 suggest that student responses for all components of the Critical Literacy Skills area are being met or exceeded at the levels established by the General Education Assessment Committee for the most recent graduating class. Five year trends indicate rates within the targeted ranges with the exception of problem solving skills and math skills.

The performance standard has been exceeded.
**Next Steps:**
The Gen Ed Assessment Committee concludes that CO 210 and EN 101 are in alignment with the Gen Ed learning outcome on communication. The committee has made recommendations to improve the assessment process and the coursework to better support the outcome.

**KPI 9: Demonstration of Citizenship Skills**

**Performance Standard 1.** The demonstration of citizenship skills (defined in the Core Indicators of Effectiveness as community involvement, multicultural understanding, leadership, etc.) is included in the assessment of student learning outcomes as part of the NMC Program Review Process being implemented at the Degree and General Education program levels. Outcomes data from these program activities will be used to inform this KPI. The performance standard for the outcome set by the Gen Ed Assessment Committee is that 75% of the students’ work assessed will be at the acceptable level or higher.

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

**Institutional Action:**
The data in Table 5 comes from the Graduating Student Survey, which all graduates are asked to complete. Below is the percentage of students responding “very much” or “much” when asked how much personal growth they have made in areas related to citizenship skills as a result of their experience at NMC.

There has been a general trend of increasing personal growth made. Between 2007 and 2008, all items but two show a slight increase. For 2008, only 2 items indicate 80% or more of students having made “very much” or “much” personal growth in these areas.

**Table 5**
Percentage of Students Responding “Very Much” or “Much” to the Prompt: Please indicate the amount of personal growth you have achieved in the following areas as a result of your educational experience at NMC.

<table>
<thead>
<tr>
<th>KPI 9: Demonstration of Citizenship Skills Performance Standard I</th>
<th>2004 Graduating Students N=45</th>
<th>2005 Graduating Students N=72</th>
<th>2006 Graduating Students N=52</th>
<th>2007 Graduating Students N=84</th>
<th>2008 Graduating Students N=74</th>
<th>5 Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming a more effective member of a multicultural society</td>
<td>53%</td>
<td>57%</td>
<td>63%</td>
<td>69%</td>
<td>68%</td>
<td>62%</td>
</tr>
</tbody>
</table>
General Education Assessment Committee Response:
In 2008, the Gen Ed Assessment Committee assessed the Gen Ed learning outcome related to citizenship skills: *Students will demonstrate the ability to act responsibly as a member of a diverse community, and interact effectively in both local and global environments.* This assessment was completed in the first cycle with an examination of direct evidence of student learning in ED 434 Social Studies in Action and SO 297 Current Issues in the CNMI. The performance standard for the outcome is that 75% of the students’ work assessed will be at the acceptable level or higher.

Assessment:
The responses in Table 5 suggest that student responses for most components of the Citizenship Skills area are being met at the levels established by the Gen Ed Assessment Committee for the most recent graduating class. Additional progress needs to be made in the multicultural and social/political issues categories. With the exceptions noted, this standard has been substantially met.

Next Steps:
The Gen Ed Assessment Committee concluded that ED 434 and SO 297 are in alignment with the Gen Ed learning outcome on citizenship and society. The committee did make a few recommendations to improve the assessment process and the coursework to better support the outcome.

## 4. Transfer Preparation

**KPI 10: Number and Rate of Transfer Students**

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

**Assessment Regularity:**
Annually.

**Institutional Action:**
The Liberal Arts degree program is designed to prepare students for transfer to a baccalaureate degree program. Table 6 provides five years of transfer data for the A.A. in Liberal Arts. These figures include transfer to the NMC BSEE program and other institutions, including online programs.

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

*Number of students known to have transferred to another institution
Note: "Another institution" includes 2-year and 4-year schools, and online programs

**Assessment:**
The five-year average of 58% of Liberal Arts graduates transferring to a baccalaureate degree program is below the target of 75%.

The performance standard has not been met.

**Next Steps:**
The College will also expand its use of the National Student Clearinghouse to include students that leave before completing a degree.

The College will review the need for additional transfer counseling support services beginning with first year experience programming.
KPI 11: Performance after Transfer

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

**Assessment Regularity:**
Annually.

**Institutional Action:**
Table 7 presents data showing Pacific Postsecondary Institution Transfer Student Persistence at UH Hilo and patterns of Pacific Post-Secondary Education Council (PPEC) student Fall to Fall persistence behaviors and Academic year standing and graduation outcomes at UH Hilo between Fall 2003 and Fall 2007. The number of students enrolled each Fall from NMC is shown, then the number and percent of the same individuals enrolled in subsequent spring and fall terms (excluding any who graduated the prior fall, spring or summer) is shown, then the overall success percentage is displayed. The latter figure represents the percentage of students who actively enrolled one Fall Term who are either actively enrolled the following fall term or who have graduated in the interim.

Though the sample is small, the aggregate data from UH Hilo suggests that former NMC students are exceeding this performance standard with average cumulative GPA’s ranging from 2.8 to 3.02. Former NMC students are persisting and earning degrees at UH-Hilo.

Source: A Progress Report on Transfers to UH Hilo From Pacific Postsecondary Institutions.1

---

<table>
<thead>
<tr>
<th>PPEC INSTITUTION</th>
<th>Term Cohort</th>
<th># Fall 03</th>
<th># Spr 04</th>
<th>% Spr 04</th>
<th># Fall 04</th>
<th>% Fall 04</th>
<th># AcYr Grads</th>
<th>% AcYr Grad</th>
<th>Overall % Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMC</td>
<td>Fall 2003</td>
<td>12</td>
<td>8</td>
<td>66.7%</td>
<td>7</td>
<td>58.3%</td>
<td>4</td>
<td>33.3%</td>
<td>91.7%</td>
</tr>
<tr>
<td>NMC</td>
<td>Fall 2004</td>
<td>8</td>
<td>6</td>
<td>75.0%</td>
<td>3</td>
<td>37.5%</td>
<td>5</td>
<td>62.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>NMC</td>
<td>Fall 2005</td>
<td>5</td>
<td>5</td>
<td>100.0%</td>
<td>4</td>
<td>80.0%</td>
<td>1</td>
<td>20.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>NMC</td>
<td>Fall 2006</td>
<td>5</td>
<td>4</td>
<td>80.0%</td>
<td>3</td>
<td>60.0%</td>
<td>2</td>
<td>40.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Pacific Postsecondary Institution Transfer Student Degrees Earned at UH Hilo

<table>
<thead>
<tr>
<th>PPEC INSTITUTION</th>
<th>UH Hilo MAJOR</th>
<th># Graduates Fall 03-Su07</th>
<th>% of PPEC Institutional Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMC</td>
<td>Business Administration</td>
<td>3</td>
<td>25.0%</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>2</td>
<td>16.7%</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>2</td>
<td>16.7%</td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td>1</td>
<td>8.3%</td>
</tr>
<tr>
<td></td>
<td>Computer Science</td>
<td>1</td>
<td>8.3%</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>1</td>
<td>8.3%</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>1</td>
<td>8.3%</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
<td>1</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

### Pacific Postsecondary Institution Transfer Student Academic Standing

<table>
<thead>
<tr>
<th>PPEC INSTITUTION</th>
<th>Term</th>
<th># Enrolled</th>
<th>Avg Cr Hrs</th>
<th>Avg Term GPA</th>
<th>Avg Cum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMC</td>
<td>Fall 2003</td>
<td>12</td>
<td>10.58</td>
<td>2.65</td>
<td>2.71</td>
</tr>
<tr>
<td></td>
<td>Spring 2004</td>
<td>8</td>
<td>14.50</td>
<td>2.34</td>
<td>2.51</td>
</tr>
<tr>
<td></td>
<td>Summer 2004</td>
<td>6</td>
<td>4.17</td>
<td>3.22</td>
<td>2.64</td>
</tr>
<tr>
<td></td>
<td>Fall 2004</td>
<td>8</td>
<td>14.75</td>
<td>2.43</td>
<td>2.61</td>
</tr>
<tr>
<td></td>
<td>Spring 2005</td>
<td>6</td>
<td>13.50</td>
<td>2.33</td>
<td>2.58</td>
</tr>
<tr>
<td></td>
<td>Summer 2005</td>
<td>2</td>
<td>3.00</td>
<td>3.20</td>
<td>2.64</td>
</tr>
<tr>
<td></td>
<td>Fall 2005</td>
<td>5</td>
<td>14.00</td>
<td>2.40</td>
<td>2.38</td>
</tr>
<tr>
<td></td>
<td>Spring 2006</td>
<td>5</td>
<td>11.80</td>
<td>2.87</td>
<td>2.51</td>
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<tr>
<td></td>
<td>Summer 2006</td>
<td>3</td>
<td>5.33</td>
<td>2.90</td>
<td>2.56</td>
</tr>
<tr>
<td></td>
<td>Fall 2006</td>
<td>5</td>
<td>14.20</td>
<td>2.99</td>
<td>2.96</td>
</tr>
<tr>
<td></td>
<td>Spring 2007</td>
<td>4</td>
<td>12.75</td>
<td>2.52</td>
<td>2.77</td>
</tr>
<tr>
<td></td>
<td>Summer 2007</td>
<td>2</td>
<td>7.50</td>
<td>3.37</td>
<td>3.02</td>
</tr>
</tbody>
</table>

*Assessment:*

This performance standard is especially difficult to measure because of the necessity to track individual performance at the course level. The standard should be revised to use GPA data only and further refined to target regional transfer “destination” colleges as a priority.

The performance standard has only been partially met because of design limitations.
Next steps:
The College will continue to work with regional and PPEC institutions to provide comparable data and to track the performance of students after transfer. Access to comparable group data for transfer GPAs will be included in all new and renewed transfer agreements.

5. Developmental Skills

KPI 12: Success in Subsequent, Related Coursework

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

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

Assessment Regularity:
Annually.

Institutional Action:
Developmental Math Program: Table 8 indicates that those students who place just below MA 132 on the NMC Math Placement Test will have a much greater likelihood of completing the program than those needing extensive remediation.

Additionally, the developmental programs examined completion of the programs based on initial placement. Completion of the developmental math program is defined as passing the developmental math courses and earning a grade of C or better in MA 132, which is the lowest college-credit math course at NMC.

<table>
<thead>
<tr>
<th>Semester Enrolled</th>
<th>MA 90 Placement</th>
<th>MA 91 Placement</th>
<th>MA 132 Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Enrolled</td>
<td># Completed</td>
<td>%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>131</td>
<td>20</td>
<td>15.27</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>71</td>
<td>9</td>
<td>12.68</td>
</tr>
<tr>
<td>Grand Total</td>
<td>202</td>
<td>29</td>
<td>14.36</td>
</tr>
</tbody>
</table>

*Earned a C or better
**Assessment:**
Utilizing course-taking patterns of students in the Fall 2006 Cohort (new or readmitted students enrolled in Spring, Summer, and Fall 2006), it was determined that 46% (249/524) of the cohort placed in developmental math courses. Of this group, 35% (87/249) completed the developmental math program.

Of those that completed the program, 68% (87/129) completed MA 132, the initial college-credit math course, with a grade of “C” or better. This falls short of the 75% completion rate set by the college.

The performance standard has not been met.

**Next Steps:**
These data are being addressed in the current cycle of Math program review.

**Institutional Action:**
*Developmental English Program:* Table 9 indicates that those students who place just below college-level English on the NMC English Placement Test will have a much greater likelihood of completing the program than those needing extensive remediation.

Additionally, the developmental programs examined completion of the programs based on initial placement. Completion of the developmental English program is defined as passing the developmental English courses and earning a grade of C or better in college-level English, EN 101 English Composition I.

**Table 9**
Completion* of EN 101 by Initial Placement as of Fall 2008

<table>
<thead>
<tr>
<th>Semester Enrolled</th>
<th>EN 84 Placement</th>
<th></th>
<th>EN 94 Placement</th>
<th></th>
<th>EN 101 Placement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Enrolled</td>
<td># Completed</td>
<td>%</td>
<td># Enrolled</td>
<td># Completed</td>
<td>%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>83</td>
<td>13</td>
<td>15.66</td>
<td>62</td>
<td>26</td>
<td>41.94</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>50</td>
<td>7</td>
<td>14.00</td>
<td>31</td>
<td>11</td>
<td>35.48</td>
</tr>
<tr>
<td>Grand Total</td>
<td>133</td>
<td>20</td>
<td>15.04</td>
<td>93</td>
<td>37</td>
<td>39.78</td>
</tr>
</tbody>
</table>

*Earned a C or better

**Assessment:**
Utilizing course-taking patterns of students in the Fall 2006 Cohort (new or readmitted students enrolled in Spring, Summer, and Fall 2006), it was determined that 59% (322/524) of the cohort placed in developmental English courses. Of this group, 57% (184/322) completed the developmental English program.
Of those that completed the program, 57% (104/184) have taken the initial college level English course, EN 101. Of those that took EN 101, 78% completed the course with a grade of “C” or better. This exceeds the 75% completion rate set by the College.

The performance standard has been met.

**Next Steps:**
These data are being addressed in the current cycle of program review.

**KPI 12 Overall Assessment:** When looking at both the developmental English and Math programs, this performance standard has been partially met.

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6. Outreach

**KPI 13: Participation Rate in Service Area** *(see Goal #2: Professional Development, Continuing Education, and Personal Enrichment goals of the Commonwealth)*

**KPI 14: Responsiveness to Community Needs** *(see Goal #2: Professional Development, Continuing Education, and Personal Enrichment goals of the Commonwealth)*

---

7. Student Satisfaction

**KPI 15: Student Satisfaction with Programs and Services**

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

**Assessment Regularity:**
Annually.

**Institutional Action:**
Table 10 reports the percentage of students responding “very much” or “much” on the Graduating Student Survey when asked about their level of satisfaction with various aspects of instructional programs and services.
Table 10
Percentage of Graduating Students Responding “Very Much” or “Much” to the Prompt: Please indicate your level of satisfaction with the following.

<table>
<thead>
<tr>
<th>KPI 15 Performance Standard I</th>
<th>2004 Graduating Students N=45</th>
<th>2005 Graduating Students N=72</th>
<th>2006 Graduating Students N=52</th>
<th>2007 Graduating Students N=84</th>
<th>2008 Graduating Students N=74</th>
<th>5 Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attainment of my educational goals</td>
<td>98%</td>
<td>89%</td>
<td>88%</td>
<td>94%</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td>Quality of instruction</td>
<td>84%</td>
<td>90%</td>
<td>87%</td>
<td>83%</td>
<td>92%</td>
<td>87%</td>
</tr>
<tr>
<td>Quality of my program of study</td>
<td>80%</td>
<td>85%</td>
<td>87%</td>
<td>87%</td>
<td>96%</td>
<td>87%</td>
</tr>
<tr>
<td>Placement Testing</td>
<td>80%</td>
<td>72%</td>
<td>79%</td>
<td>74%</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>82%</td>
<td>69%</td>
<td>75%</td>
<td>74%</td>
<td>86%</td>
<td>77%</td>
</tr>
<tr>
<td>5 year Average</td>
<td>85%</td>
<td>81%</td>
<td>83%</td>
<td>82%</td>
<td>89%</td>
<td>84%</td>
</tr>
</tbody>
</table>

**Assessment:**
For the most recent graduating class, the level of satisfaction is at or above the performance standard of 80% with the exception of placement testing.

The performance standard has been substantially met.

**Next Steps:**
These data are being addressed in the current cycle of program review. The College will be administering the Noel-Levitz Student Satisfaction Inventory to address this performance standard.

Implementation of PROAC’s recommendation to use the College Board’s ACCUPLACER placement test for the 2009 entering class.
**Performance Standard 2.** Eighty percent of students will indicate satisfaction with administrative and educational support unit programs and services.

**Assessment Regularity:**
Annually.

**Institutional Action:**
Table 11 shows the percentage of students responding “very much” or “much” when asked on the Graduating Student Survey about their level of satisfaction with various aspects of administrative and educational support unit programs and services.

**Table 11**
Percentage of Graduating Students Responding “Very Much” or “Much” to the Following Item: Please indicate your level of satisfaction with the following.

<table>
<thead>
<tr>
<th>KPI 15 Performance Standard II</th>
<th>2004 Graduating Students N=48</th>
<th>2005 Graduating Students N=72</th>
<th>2006 Graduating Students N=52</th>
<th>2007 Graduating Students N=84</th>
<th>2008 Graduating Students N=74</th>
<th>5 Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attainment of my personal goals</td>
<td>84%</td>
<td>83%</td>
<td>87%</td>
<td>93%</td>
<td>94%</td>
<td>89%</td>
</tr>
<tr>
<td>My sense of belonging on campus</td>
<td>82%</td>
<td>75%</td>
<td>81%</td>
<td>85%</td>
<td>89%</td>
<td>82%</td>
</tr>
<tr>
<td>Admissions Services</td>
<td>76%</td>
<td>79%</td>
<td>79%</td>
<td>76%</td>
<td>90%</td>
<td>80%</td>
</tr>
<tr>
<td>Registration</td>
<td>71%</td>
<td>72%</td>
<td>77%</td>
<td>70%</td>
<td>77%</td>
<td>73%</td>
</tr>
<tr>
<td>Financial Aid Services</td>
<td>49%</td>
<td>57%</td>
<td>52%</td>
<td>55%</td>
<td>78%</td>
<td>58%</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>42%</td>
<td>58%</td>
<td>63%</td>
<td>44%</td>
<td>75%</td>
<td>56%</td>
</tr>
<tr>
<td>Finance Office Services</td>
<td>56%</td>
<td>54%</td>
<td>62%</td>
<td>64%</td>
<td>77%</td>
<td>63%</td>
</tr>
<tr>
<td>Job Placement Services</td>
<td>29%</td>
<td>51%</td>
<td>38%</td>
<td>33%</td>
<td>59%</td>
<td>42%</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>69%</td>
<td>51%</td>
<td>65%</td>
<td>54%</td>
<td>71%</td>
<td>62%</td>
</tr>
<tr>
<td>Career Planning</td>
<td>56%</td>
<td>57%</td>
<td>46%</td>
<td>54%</td>
<td>64%</td>
<td>55%</td>
</tr>
<tr>
<td>Quality of Computer Resources</td>
<td>60%</td>
<td>72%</td>
<td>79%</td>
<td>70%</td>
<td>82%</td>
<td>73%</td>
</tr>
<tr>
<td>Availability of Computer Resources</td>
<td>67%</td>
<td>69%</td>
<td>77%</td>
<td>75%</td>
<td>83%</td>
<td>74%</td>
</tr>
<tr>
<td>Library Resources</td>
<td>53%</td>
<td>75%</td>
<td>83%</td>
<td>79%</td>
<td>81%</td>
<td>74%</td>
</tr>
<tr>
<td>Student Activities</td>
<td>51%</td>
<td>58%</td>
<td>69%</td>
<td>56%</td>
<td>68%</td>
<td>60%</td>
</tr>
<tr>
<td>Bookstore Services</td>
<td>47%</td>
<td>81%</td>
<td>85%</td>
<td>81%</td>
<td>78%</td>
<td>74%</td>
</tr>
<tr>
<td>Snack Bar Services</td>
<td>51%</td>
<td>40%</td>
<td>58%</td>
<td>61%</td>
<td>77%</td>
<td>57%</td>
</tr>
<tr>
<td>Parking Facilities</td>
<td>40%</td>
<td>51%</td>
<td>38%</td>
<td>50%</td>
<td>54%</td>
<td>47%</td>
</tr>
<tr>
<td>Classroom Facilities</td>
<td>62%</td>
<td>56%</td>
<td>65%</td>
<td>57%</td>
<td>73%</td>
<td>63%</td>
</tr>
<tr>
<td>Laboratory Facilities</td>
<td>44%</td>
<td>49%</td>
<td>60%</td>
<td>60%</td>
<td>69%</td>
<td>56%</td>
</tr>
<tr>
<td>This college in general</td>
<td>73%</td>
<td>68%</td>
<td>87%</td>
<td>76%</td>
<td>88%</td>
<td>78%</td>
</tr>
<tr>
<td><strong>5 Year Average</strong></td>
<td><strong>58%</strong></td>
<td><strong>63%</strong></td>
<td><strong>68%</strong></td>
<td><strong>65%</strong></td>
<td><strong>76%</strong></td>
<td><strong>66%</strong></td>
</tr>
</tbody>
</table>

**Assessment:**
This is an exhaustive list of data which produces much useful feedback. However, for many items, the level of satisfaction is below the performance standard of 80%. However, there has been a recent trend of increasing
satisfaction. Between 2007 and 2008, all items but one show a slight to dramatic increase in levels of satisfaction.

The College should consider a professionally developed testing instrument to provide a better measure of student satisfaction, but still preserve the valuable information collected through this means, even if its best use is not for KPI purposes.

The performance standard has been partially met.

**Next Steps:**
These data are addressed in program reviews to improve College performance.

The College will be administering the Noel-Levitz Student Satisfaction Inventory to address this performance standard.
PROA GOAL #2: PROFESSIONAL DEVELOPMENT, CONTINUING EDUCATION, AND PERSONAL ENRICHMENT GOALS OF THE COMMONWEALTH

KPI 4: Placement Rate in the Workforce

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

*Assessment Regularity:* Annually.

*Institutional Actions for School of Education, Nursing Department, and Business Department:* Below are tables that illustrate student achievement data on job placement rates for three major programs: Education, Nursing, and Business.

**Table 12**
**Job Placement Data**

<table>
<thead>
<tr>
<th>Year Graduated</th>
<th>No. of Graduates</th>
<th>No. Tracked</th>
<th>% Tracked</th>
<th>No. Employed</th>
<th>% Employed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>8</td>
<td>8</td>
<td>100.00</td>
<td>8</td>
<td>100.00</td>
</tr>
<tr>
<td>2004-2005</td>
<td>23</td>
<td>20</td>
<td>86.96</td>
<td>20</td>
<td>100.00</td>
</tr>
<tr>
<td>2005-2006</td>
<td>11</td>
<td>7</td>
<td>63.64</td>
<td>7</td>
<td>100.00</td>
</tr>
<tr>
<td>2006-2007</td>
<td>29</td>
<td>24</td>
<td>82.76</td>
<td>24</td>
<td>100.00</td>
</tr>
<tr>
<td>2007-2008</td>
<td>28</td>
<td>24</td>
<td>85.71</td>
<td>24</td>
<td>100.00</td>
</tr>
<tr>
<td>Grand Total</td>
<td>99</td>
<td>83</td>
<td>83.84</td>
<td>83</td>
<td>100.00</td>
</tr>
</tbody>
</table>

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

*Percent of graduates tracked that have found employment

<table>
<thead>
<tr>
<th>Year Graduated</th>
<th>No. of Graduates</th>
<th>No. Tracked</th>
<th>% Tracked</th>
<th>No. Employed</th>
<th>% Employed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>15</td>
<td>15</td>
<td>100.00</td>
<td>15</td>
<td>100.00</td>
</tr>
<tr>
<td>2004-2005</td>
<td>3</td>
<td>3</td>
<td>100.00</td>
<td>3</td>
<td>100.00</td>
</tr>
<tr>
<td>2005-2006</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>2006-2007</td>
<td>1</td>
<td>1</td>
<td>100.00</td>
<td>1</td>
<td>100.00</td>
</tr>
<tr>
<td>2007-2008</td>
<td>21</td>
<td>20</td>
<td>95.24</td>
<td>20</td>
<td>100.00</td>
</tr>
<tr>
<td>Grand Total</td>
<td>40</td>
<td>39</td>
<td>97.50</td>
<td>39</td>
<td>100.00</td>
</tr>
</tbody>
</table>

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

*Percent of graduates tracked that have found employment*
### A.S. in Nursing

<table>
<thead>
<tr>
<th>Year Graduated</th>
<th>No. of Graduates</th>
<th>No. Tracked</th>
<th>% Tracked</th>
<th>No. Employed</th>
<th>% Employed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>11</td>
<td>5</td>
<td>45.45</td>
<td>5</td>
<td>100.00</td>
</tr>
<tr>
<td>2004-2005</td>
<td>13</td>
<td>11</td>
<td>84.62</td>
<td>11</td>
<td>100.00</td>
</tr>
<tr>
<td>2005-2006</td>
<td>19</td>
<td>11</td>
<td>57.89</td>
<td>11</td>
<td>100.00</td>
</tr>
<tr>
<td>2006-2007</td>
<td>26</td>
<td>15</td>
<td>57.69</td>
<td>14</td>
<td>93.33</td>
</tr>
<tr>
<td>2007-2008</td>
<td>12</td>
<td>8</td>
<td>66.67</td>
<td>8</td>
<td>100.00</td>
</tr>
<tr>
<td>Grand Total</td>
<td>81</td>
<td>50</td>
<td>61.73</td>
<td>49</td>
<td>98.00</td>
</tr>
</tbody>
</table>

Source: Nursing Department records

*Percent of graduates tracked that have found employment

### A.A.S. in Business Administration: Accounting Emphasis

<table>
<thead>
<tr>
<th>Year Graduated</th>
<th>No. of Graduates</th>
<th>No. Tracked</th>
<th>% Tracked</th>
<th>No. Employed</th>
<th>% Employed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>5</td>
<td>4</td>
<td>80.00</td>
<td>4</td>
<td>100.00</td>
</tr>
<tr>
<td>2004-2005</td>
<td>3</td>
<td>2</td>
<td>66.67</td>
<td>2</td>
<td>100.00</td>
</tr>
<tr>
<td>2005-2006</td>
<td>4</td>
<td>1</td>
<td>25.00</td>
<td>1</td>
<td>100.00</td>
</tr>
<tr>
<td>2006-2007</td>
<td>12</td>
<td>4</td>
<td>33.33</td>
<td>4</td>
<td>100.00</td>
</tr>
<tr>
<td>2007-2008</td>
<td>8</td>
<td>5</td>
<td>62.50</td>
<td>5</td>
<td>100.00</td>
</tr>
<tr>
<td>Grand Total</td>
<td>32</td>
<td>16</td>
<td>50.00</td>
<td>16</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: Business Department records

*Percent of graduates tracked that have found employment

### A.A.S. in Business Administration: Business Management Emphasis

<table>
<thead>
<tr>
<th>Year Graduated</th>
<th>No. of Graduates</th>
<th>No. Tracked</th>
<th>% Tracked</th>
<th>No. Employed</th>
<th>% Employed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>8</td>
<td>2</td>
<td>25.00</td>
<td>1</td>
<td>50.00</td>
</tr>
<tr>
<td>2004-2005</td>
<td>8</td>
<td>1</td>
<td>12.50</td>
<td>1</td>
<td>100.00</td>
</tr>
<tr>
<td>2005-2006</td>
<td>17</td>
<td>2</td>
<td>11.76</td>
<td>2</td>
<td>100.00</td>
</tr>
<tr>
<td>2006-2007</td>
<td>12</td>
<td>4</td>
<td>33.33</td>
<td>4</td>
<td>100.00</td>
</tr>
<tr>
<td>2007-2008</td>
<td>8</td>
<td>2</td>
<td>25.00</td>
<td>2</td>
<td>100.00</td>
</tr>
<tr>
<td>Grand Total</td>
<td>53</td>
<td>11</td>
<td>20.75</td>
<td>10</td>
<td>90.91</td>
</tr>
</tbody>
</table>

Source: Business Department records

*Percent of graduates tracked that have found employment

### A.A.S. in Business Administration: Computer Applications Emphasis

<table>
<thead>
<tr>
<th>Year Graduated</th>
<th>No. of Graduates</th>
<th>No. Tracked</th>
<th>% Tracked</th>
<th>No. Employed</th>
<th>% Employed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>1</td>
<td>1</td>
<td>100.00</td>
<td>1</td>
<td>100.00</td>
</tr>
<tr>
<td>2004-2005</td>
<td>3</td>
<td>1</td>
<td>33.33</td>
<td>1</td>
<td>100.00</td>
</tr>
<tr>
<td>2005-2006</td>
<td>3</td>
<td>2</td>
<td>66.67</td>
<td>2</td>
<td>100.00</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>2007-2008</td>
<td>6</td>
<td>2</td>
<td>33.33</td>
<td>2</td>
<td>100.00</td>
</tr>
<tr>
<td>Grand Total</td>
<td>15</td>
<td>6</td>
<td>40.00</td>
<td>6</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: Business Department records

*Percent of graduates tracked that have found employment
Assessment:
Based on the students tracked, all programs have exceeded the 80% placement rate, with 5-year averages ranging from 91-100%. However, data pertaining to “field directly related to...certificate or degree” was not collected, only whether the graduate was employed.

This performance standard has been exceeded.

Next Steps:
Beginning with AY 2008-2009, the college will strive to track 100% of its graduates and will collect field-related employment data.

KPI 5: Alumni/Employer Assessment

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

Assessment Regularity:
Annually.

School of Education Response: In May 2008, an employer satisfaction survey (53) was distributed to principals of schools that had employed 2004-2007 Bachelor of Science in Elementary Education (BSEE) Graduates of the NMC School of Education.

Another indicator of employer satisfaction with BSEE graduates was that all NMC SOE graduates from 2006 through 2009 were employed either before their completion of the program or immediately after graduation. Several principals communicate regularly with the NMC SOE Student Teacher Coordinator to ensure placement of students in their respective schools as well as to begin dialogue on the hiring of these student teachers.

Assessment:
With a survey return rate of 50% (27/53), the results indicated that 93% of graduates (25/27) were performing at the satisfactory and/or above satisfactory level for all elements of the survey.

The performance standard has been exceeded.

Nursing Program Actions: In May 2008, an employer satisfaction survey was distributed to supervisors at both public and private health care facilities to assess the job performance of graduates of the A.S. in Nursing (ASN) Program.
**Assessment:**
The results, while of concern, provided the program with valuable feedback with which to focus program improvement efforts. The performance standard has not been met.

**Next Steps:**
These data have been addressed in program review.

**KPI 5 Institutional Response:** Both the School of Education and the Nursing Department have assessed the job performance of their graduates through an employer survey and are in the process of revising their instruments for use in the next assessment cycle. These data have been addressed in program review. All programs will assess the skills and job performance of their graduates through the use of an employer survey. In addition to specific program-related items, all surveys will include several standard items, including one that asks employers to rate the skills and job performance of our graduates compared with their other employees. All major employers will be surveyed beginning 2009-2010.

**KPI 6: Licensure/Certification Pass Rates**

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

**Assessment Regularity:**
Annually.

**Institutional Action for School of Education and the Nursing Department:** Below are tables that illustrate student achievement data on licensure and certification pass rates for the Bachelor of Science in Elementary Education (BSEE) and the Associate in Science in Nursing (ASN) graduates.

<table>
<thead>
<tr>
<th>Year Graduated</th>
<th>No. of Graduates</th>
<th>No. Tracked</th>
<th>% Tracked</th>
<th>No. Passed NCLEX</th>
<th>% Passed NCLEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>11</td>
<td>9</td>
<td>81.82</td>
<td>8</td>
<td>88.89</td>
</tr>
<tr>
<td>2004-2005</td>
<td>13</td>
<td>12</td>
<td>92.31</td>
<td>10</td>
<td>83.33</td>
</tr>
<tr>
<td>2005-2006</td>
<td>19</td>
<td>14</td>
<td>73.68</td>
<td>13</td>
<td>92.86</td>
</tr>
<tr>
<td>2006-2007</td>
<td>26</td>
<td>17</td>
<td>65.38</td>
<td>15</td>
<td>88.24</td>
</tr>
<tr>
<td>2007-2008</td>
<td>26</td>
<td>17</td>
<td>65.38</td>
<td>15</td>
<td>88.24</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>81</strong></td>
<td><strong>62</strong></td>
<td><strong>76.54</strong></td>
<td><strong>55</strong></td>
<td><strong>88.71</strong></td>
</tr>
</tbody>
</table>

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

*Percent of graduates tracked that have passed the NCLEX*
<table>
<thead>
<tr>
<th>Year Graduated</th>
<th>No. of Graduates</th>
<th>No. Tracked</th>
<th>% Tracked</th>
<th>No. Passed PRAXIS II</th>
<th>% Passed PRAXIS II*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>8</td>
<td>5</td>
<td>62.50</td>
<td>4</td>
<td>80.00</td>
</tr>
<tr>
<td>2004-2005</td>
<td>23</td>
<td>10</td>
<td>43.48</td>
<td>8</td>
<td>80.00</td>
</tr>
<tr>
<td>2005-2006</td>
<td>11</td>
<td>4</td>
<td>36.36</td>
<td>4</td>
<td>100.00</td>
</tr>
<tr>
<td>2006-2007</td>
<td>29</td>
<td>15</td>
<td>51.72</td>
<td>9</td>
<td>60.00</td>
</tr>
<tr>
<td>2007-2008</td>
<td>28</td>
<td>8</td>
<td>28.57</td>
<td>5</td>
<td>62.50</td>
</tr>
<tr>
<td>Grand Total</td>
<td>99</td>
<td>42</td>
<td>42.42</td>
<td>30</td>
<td>71.43</td>
</tr>
</tbody>
</table>

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

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

**Assessment:**

Based on the number of graduates’ tracked, the 5-year average of 89% of Nursing graduates having passed the NCLEX is well above the standard set of 80%. The 5-year average for BSEE graduates having passed the PRAXIS was 71%, somewhat below the standard set by the College. However, this may be more a reflection of data collection methods than student performance.

The performance standard has been partially met.

**Next Steps:**

Both programs will continue to improve the collection of these data. Both programs are refining their procedures for regularly obtaining and tracking these data, including networking with employers and licensure and certification agencies. Nursing will also be tracking graduates’ performance on the first attempt at taking the NCLEX. The goal is to have at least 80% of graduates passing the NCLEX on the first attempt.

**KPI 7: Client Assessment of Programs and Services**

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

**Assessment Regularity:**

Annually.
**Adult Basic Education (ABE) Program Action:** ABE course evaluations had an overall 46.11% (83 out of 180 students) satisfaction rate in Fall 2008 and 76.19% (192 out of 252 students) in Spring 2009.

**Assessment:**
While the satisfaction rates for Spring 2009 were close to reaching the performance standard, those for Fall 2008 were well below.

**Next Steps:**
These data are being addressed in the current cycle of program review.

**Cooperative Research and Extension Education Services (CREES) Program Action:** Workshop questionnaires were given to clients to evaluate the quality of the workshop and the level of client satisfaction.

**Assessment:**
Of the workshops sampled, 84% of the total respondents ranked their overall satisfaction as being very satisfied. An additional 16% also ranked the workshops as being to their satisfaction. CREES workshops met or exceeded the standard.

**Next Steps:**
These data are being addressed in the current cycle of program review.

**Community Development Institute (CDI) Program Action:** Course and workshop evaluations were given to clients to evaluate the quality of the course or workshop and the level of client satisfaction.

**Assessment:**
Eighty-five percent of the courses sampled met or exceeded the standard.

**Next Steps:**
These data are being addressed in the current cycle of program review.

**Performance Standard 2.** Eighty percent of COMPASS clients will rate program services as satisfactory or better. Clients include such individuals and groups as students/participants, employers, contractors, organizations, etc.

**Assessment Regularity:**
Annually.

**ABE Program Action:** Eighty-four percent (84%) of ABE students surveyed at the completion of the 2009 ABE Student registration rated ABE program services as satisfactory or better. This meets the standard.
CREES Program Action: An assessment of clients receiving service (Extension Visits) from CREES was performed via telephone survey. Ninety percent (90%) surveyed were very satisfied with program services; the remaining ten percent were satisfied. This is well above the performance standard.

CDI Program Action: Ninety-three percent (93%) of clients surveyed rated program services as satisfactory or better, well above the performance standard.

Assessment:
All three areas meet or exceed the standard.

Next Steps:
These data are being addressed in the current cycle of program review.

KPI 13: Participation Rate in Service Area

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

Assessment Regularity:
Annually.

Institutional Action:
Table 14 (see next page) indicates that the number of CNMI high school graduates enrolling at NMC has fluctuated over the last several years, peaking in AY 2007-2008 with 24% of recent public high school graduates enrolling at NMC.

Assessment:
The college has not met the standard as the percentage of graduates enrolling at NMC decreased 29% from 2007-2008 to 2008-2009. The performance standard has not been met.

Next Steps:
There are many factors influencing graduates’ decision to attend NMC, including aggressive military recruiting on high school campuses and the need to find immediate employment. The College continues to expand and refine its recruiting efforts and is working closely with junior high and high school administrators, counselors, and teachers to increase awareness of NMC programs and services.
# Table 14

Public High School Graduate Enrollment at NMC

All CNMI Public High Schools

<table>
<thead>
<tr>
<th>High School Graduation Year</th>
<th>Total Grads</th>
<th>Enrolled in Fall Following Graduation</th>
<th>Enrolled in Spring Following Graduation</th>
<th>Total Students Enrolled</th>
<th>Percentage of Change from Prior Year</th>
<th>Percentage of Total Grads Enrolled</th>
<th>Percentage of Change from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>June-06</td>
<td>671</td>
<td>92</td>
<td>28</td>
<td>120</td>
<td>***</td>
<td>17.88</td>
<td>***</td>
</tr>
<tr>
<td>June-07</td>
<td>757</td>
<td>110</td>
<td>71</td>
<td>181</td>
<td>50.83</td>
<td>23.91</td>
<td>33.70</td>
</tr>
<tr>
<td>June-08</td>
<td>543</td>
<td>49</td>
<td>43</td>
<td>92</td>
<td>-49.17</td>
<td>16.94</td>
<td>-29.14</td>
</tr>
</tbody>
</table>

Kagman High School

<table>
<thead>
<tr>
<th>High School Graduation Year</th>
<th>Total Grads</th>
<th>Enrolled in Fall Following Graduation</th>
<th>Enrolled in Spring Following Graduation</th>
<th>Total Students Enrolled</th>
<th>Percentage of Change from Prior Year</th>
<th>Percentage of Total Grads Enrolled</th>
<th>Percentage of Change from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>June-06</td>
<td>187</td>
<td>35</td>
<td>13</td>
<td>48</td>
<td>***</td>
<td>25.67</td>
<td>***</td>
</tr>
<tr>
<td>June-07</td>
<td>224</td>
<td>57</td>
<td>19</td>
<td>76</td>
<td>58.33</td>
<td>33.93</td>
<td>32.18</td>
</tr>
<tr>
<td>June-08</td>
<td>86</td>
<td>12</td>
<td>6</td>
<td>18</td>
<td>-76.32</td>
<td>20.93</td>
<td>-38.31</td>
</tr>
</tbody>
</table>

Marianas High School

<table>
<thead>
<tr>
<th>High School Graduation Year</th>
<th>Total Grads</th>
<th>Enrolled in Fall Following Graduation</th>
<th>Enrolled in Spring Following Graduation</th>
<th>Total Students Enrolled</th>
<th>Percentage of Change from Prior Year</th>
<th>Percentage of Total Grads Enrolled</th>
<th>Percentage of Change from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>June-05</td>
<td>247</td>
<td>53</td>
<td>16</td>
<td>69</td>
<td>***</td>
<td>27.94</td>
<td>***</td>
</tr>
<tr>
<td>June-06</td>
<td>243</td>
<td>9</td>
<td>12</td>
<td>21</td>
<td>-69.57</td>
<td>8.64</td>
<td>-69.06</td>
</tr>
<tr>
<td>June-07</td>
<td>264</td>
<td>17</td>
<td>28</td>
<td>45</td>
<td>114.29</td>
<td>17.05</td>
<td>97.24</td>
</tr>
<tr>
<td>June-08</td>
<td>221</td>
<td>10</td>
<td>24</td>
<td>34</td>
<td>-24.44</td>
<td>15.38</td>
<td>-9.74</td>
</tr>
</tbody>
</table>

Saipan Southern High School

<table>
<thead>
<tr>
<th>High School Graduation Year</th>
<th>Total Grads</th>
<th>Enrolled in Fall Following Graduation</th>
<th>Enrolled in Spring Following Graduation</th>
<th>Total Students Enrolled</th>
<th>Percentage of Change from Prior Year</th>
<th>Percentage of Total Grads Enrolled</th>
<th>Percentage of Change from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>June-05</td>
<td>128</td>
<td>37</td>
<td>14</td>
<td>51</td>
<td>***</td>
<td>39.84</td>
<td>***</td>
</tr>
<tr>
<td>June-06</td>
<td>152</td>
<td>27</td>
<td>1</td>
<td>28</td>
<td>-45.10</td>
<td>18.42</td>
<td>-53.77</td>
</tr>
<tr>
<td>June-07</td>
<td>168</td>
<td>23</td>
<td>20</td>
<td>43</td>
<td>53.57</td>
<td>25.60</td>
<td>38.95</td>
</tr>
<tr>
<td>June-08</td>
<td>164</td>
<td>23</td>
<td>13</td>
<td>36</td>
<td>-16.28</td>
<td>21.95</td>
<td>-14.24</td>
</tr>
</tbody>
</table>

Tinian Jr. Sr. High School

<table>
<thead>
<tr>
<th>High School Graduation Year</th>
<th>Total Grads</th>
<th>Enrolled in Fall Following Graduation</th>
<th>Enrolled in Spring Following Graduation</th>
<th>Total Students Enrolled</th>
<th>Percentage of Change from Prior Year</th>
<th>Percentage of Total Grads Enrolled</th>
<th>Percentage of Change from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>June-05</td>
<td>40</td>
<td>10</td>
<td>2</td>
<td>12</td>
<td>***</td>
<td>30.00</td>
<td>***</td>
</tr>
<tr>
<td>June-06</td>
<td>45</td>
<td>14</td>
<td>2</td>
<td>16</td>
<td>33.33</td>
<td>35.56</td>
<td>18.52</td>
</tr>
<tr>
<td>June-07</td>
<td>48</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>-68.75</td>
<td>10.42</td>
<td>-70.70</td>
</tr>
<tr>
<td>June-08</td>
<td>38</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>-60.00</td>
<td>5.26</td>
<td>-49.47</td>
</tr>
</tbody>
</table>
Rota High School

<table>
<thead>
<tr>
<th>High School Graduation Year</th>
<th>Total Grads</th>
<th>Enrolled in Fall Following Graduation</th>
<th>Enrolled in Spring Following Graduation</th>
<th>Total Students Enrolled</th>
<th>Percentage of Change from Prior Year</th>
<th>Percentage of Total Grads Enrolled</th>
<th>Percentage of Change from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>June-05</td>
<td>40</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>***</td>
<td>12.50</td>
<td>***</td>
</tr>
<tr>
<td>June-06</td>
<td>44</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>40.00</td>
<td>15.91</td>
<td>27.27</td>
</tr>
<tr>
<td>June-07</td>
<td>53</td>
<td>10</td>
<td>2</td>
<td>12</td>
<td>71.43</td>
<td>22.64</td>
<td>42.32</td>
</tr>
<tr>
<td>June-08</td>
<td>34</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>-83.33</td>
<td>5.88</td>
<td>-74.02</td>
</tr>
</tbody>
</table>

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

Assessment Regularity:
Annually.

ABE Program Actions: ABE recorded a record-breaking 27% increase in ABE Student Orientation attendance. This high increase in attendance most likely resulted from ABE imposing a “required attendance” at student orientation. Other factors included the closing of the CNMI Public School System’s adult high school, and the impending changes in control of immigration in the CNMI and possible changes to non-resident aliens access to the ABE ESL program.

Table 15
Adult Basic Education Program Activity

<table>
<thead>
<tr>
<th>Student Orientation</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 08 attendance for orientation</td>
<td>106</td>
</tr>
<tr>
<td>Spring 09 attendance for orientation</td>
<td>146</td>
</tr>
</tbody>
</table>

CREES Program Action: CREES hosts an array of workshops; however, none have been held in consecutive years. In response to this performance standard, we will be using data from extension visitation forms and annual sponsored events (ADAP Internship, CREES Open House). CREES has dramatically exceeded this performance standard.

Table 16
CREES Program Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Attendance 2007</th>
<th>Attendance 2008</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADAP Internship</td>
<td>18</td>
<td>33</td>
<td>45.45</td>
</tr>
<tr>
<td>CREES Open House</td>
<td>65</td>
<td>125</td>
<td>48.00</td>
</tr>
<tr>
<td>Extension Visits</td>
<td>353</td>
<td>427</td>
<td>17.33</td>
</tr>
</tbody>
</table>
**CDI Program Action:** Participant enrollment in courses or workshops conducted by CDI went from 215 in 2007 to 580 in 2008, an increase of 58%.

**Performance Standard 2 Assessment:** The performance standard has been exceeded.

**Next Steps:**
The current program review needs to recommend future responses to the impending changes in the control of immigration and possible changes to non-resident aliens access to the ABE ESL program.

**KPI 14: Responsiveness to Community Needs**

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

**ABE Program Action:** ABE staff continue to build collaborative partnerships with related workforce development partners by joining advisory committees and participating in community outreach activities. Assessments of community needs and expectations are made through this participation. In Summer 2009, ABE will be conducting an extensive community and agency needs assessment on Saipan, Tinian, and Rota, through the use of focus groups and the use of already developed surveys.

**CREES Program Action:** CREES has long had Advisory Councils on Saipan, Tinian, and Rota. The input on needs and expectations is reflected in CREES Advisory Council Minutes. The councils meet on a quarterly basis.

**CDI Program Action:** CDI’s Service and Course Proposal/Request system is used to address this standard. Service and/or Course Proposals/Requests are designed to document the exact needs and expectations of participants. Other means of documenting needs and expectations include Community Needs Assessments on the islands of Rota and Tinian which have been conducted, with planned assessments on Saipan forthcoming. Consumer Advisory Committees for the University Centers for Excellence in Developmental Disabilities (UCEDD) and the Area Health Education Center (AHEC) programs meets four times a year or on an as needed basis. The CDI staff and Director serve on various community and national councils.

**SOE Program Action:** The program continues to dialogue with the PSS through meetings with its leadership team, and through membership on the PSS Comprehensive Systems for Building Local Capacity (CSBLC) committee. The SOE is also re-establishing its Program Advisory Council with members from the community at-large, PSS representatives from early childhood, elementary, secondary, and special education, and representatives from the private schools.
sector. This will allow for continuous dialogue in all aspects of community needs and expectations for the program. In the Fall of 2009, the SOE will administer a graduate’s survey that incorporates an employer’s satisfaction segment.

**Institutional Action:**

The College sponsored a community-wide assessment of community workforce needs through the Workforce Development Summit held in Fall 2006. Official attendance was 114, with participants coming from both the public and private sectors. The mission of the summit was to “bring together business and government leaders to discuss the CNMI’s critical employment needs so that government counseling, training, education, financial assistance, internship, and placement programs can unify their efforts and maximize resources to develop the necessary resident labor talent to fill said positions. The Summit will engage audience discussion and incorporate feedback to create a demand-driven action plan that will result in a higher percentage of resident workers employed in the private sector within one year from the date of the summit.” While a formal action plan was never drafted, the results of the summit have been valuable to many programs at the College seeking input on community workforce needs.

**Assessment:**

This performance standard has been partially met.

**Next Steps:**

These data are being addressed in the current cycle of program review. Another summit is being planned for 2009-2010.

---

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

**ABE Program Action:** ABE utilizes feedback on community needs and expectations to improve programs and services. Most recently, input from community partners led to an outreach and awareness campaign to increase the number of participants from various segments of the community including the Division of Youth Services (DYS) and Nutrition Assistance Program (NAP) clients and Head Start parents.

**CREES Program Action:** CREES regularly responds to community needs and expectations to improve programs and services. This is reflected in the AREERA 5 Year Plan of Work.

**CDI Program Action:** CDI’s Service and Course Proposal system as well as course and/or service evaluations are used to address this standard. Of the
participants who took evaluations, over 80% agreed or highly agreed that CDI courses and/or services responded to their needs and/or expectations.

**SOE Program Action:** Information gathered from community needs assessment activities indicates a strong market demand for Bachelor level programs in the areas of early childhood education, secondary education, and special education. The SOE is currently working on a program development plan to address these needs.

**Institutional Action:**
Programs throughout the college have utilized the results of the Fall 2006 Workforce Development Summit in program review to better meet community needs and expectations.

**Assessment:**
This performance standard has been partially met.

**Next Steps:**
These data are being addressed in the current cycle of program review.

---

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

**ABE Program Action:** ABE conducts a student survey during registration. See percentage rate above KPI 7- Performance Standard 2; 84%. Further, ABE compiles a federal required report, OVAE National Reporting Statistics, that provides data on achievement of student personal goals to enter Employment or Higher Education.

**CREES Program Action:** This is reflected in KPI sections 7 and 13.

**CDI Program Action:** Of the participants who took evaluations, over 80% agreed or highly agreed that they were satisfied with CDI courses and/or services.

**SOE Action:** In 2008, the SOE conducted an Employer Satisfaction Survey of all employers/supervisors of graduates currently employed with the PSS. The results of this survey indicated employers/supervisors were satisfied with graduates’ strengths in their knowledge of students’ skills and knowledge, demonstrating knowledge of content and pedagogy, establishing a culture for learning, and selecting instructional goals in the context of key concepts.
The results of the survey also indicated that a majority of the NMC SOE graduates were ranked at level *three* (developing skills) for all other elements of the survey. This is a strong indicator that employers in the field rate the skills and job performance of the 2004-2007 SOE program graduates as being satisfactory and/or above satisfactory.

It is also important to note that all NMC SOE graduates from the past two years, 2006 through 2008, were employed by the CNMI Public School System either before their completion of the program or immediately after graduation. School principals continue to communicate regularly with the NMC SOE Student Teacher Coordinator to ensure placement of students in their respective schools as well as to begin dialogue on the hiring of current student teachers. Commendation letters of SOE graduates as well as requests for Student Teachers from school principals are available for review.

*Assessment:*
This performance standard has been partially met.

*Next Steps:*
These data are being addressed in the current cycle of program review.

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

*Assessment Regularity:*
Annually.

*Institutional Action:* The College reports on the number and kind of partnerships in individual department or unit reports, but not in a comprehensive College document. Tables 17 and 18 show the number and type of partnerships from COMPASS departments, together with the numbers served.

**Table 17**
**ABE Program Partnerships**

<table>
<thead>
<tr>
<th>Program Partnership</th>
<th>Mechanism for Establishment</th>
<th>Purpose: Programs and Services Provided</th>
<th># of Clients Served AY 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. WIA</td>
<td>MOU</td>
<td>Refer WIA clients to ABE to complete education before job placement.</td>
<td>FA 08: 11 SP 09: 20</td>
</tr>
<tr>
<td>2. OVR</td>
<td>MOU</td>
<td>Refer clients to finish education.</td>
<td>1</td>
</tr>
<tr>
<td>Program Partnership</td>
<td>Mechanism for Establishment</td>
<td>Purpose: Programs and Services Provided</td>
<td># of Clients Served 2004 - 09</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>1. Workforce Investment Agency</td>
<td>Proposals</td>
<td>Computer Literacy, Admin Assistant Certificate Training</td>
<td>863</td>
</tr>
<tr>
<td>2. Interagency Coordinating Council</td>
<td>Governor Appointment</td>
<td>Council Membership &amp; Technical Assistance</td>
<td>17</td>
</tr>
<tr>
<td>3. DPH – Maternal Child Health Bureau</td>
<td>Committee</td>
<td>Technical Assistance</td>
<td>2</td>
</tr>
<tr>
<td>4. CNMI Head Start</td>
<td>MOA</td>
<td>Early Childhood Certificate</td>
<td>18</td>
</tr>
<tr>
<td>7. CNMI Assistive Technology Program</td>
<td>Committee</td>
<td>Committee Member &amp; Technical Assistance</td>
<td>15</td>
</tr>
<tr>
<td>8. DCCA Aging Program</td>
<td>Proposals</td>
<td>Computer Literacy</td>
<td>23</td>
</tr>
<tr>
<td>9. DCCA NAP Program</td>
<td>Proposals</td>
<td>Computer Literacy</td>
<td>7</td>
</tr>
<tr>
<td>10. CREES – CARIPAC</td>
<td>Proposals</td>
<td>Technical Assistance and Courses</td>
<td>9</td>
</tr>
<tr>
<td>11. CREES – Farmer Advisory Group</td>
<td>Proposals</td>
<td>2009 Ag Summit and Technical Assistance</td>
<td>97</td>
</tr>
<tr>
<td>12. Commonwealth Ports Authority Aircraft Rescue and Firefighting</td>
<td>MOA</td>
<td>Fire Academies, Courses, Technical Assistance, and Continuing Education</td>
<td>New</td>
</tr>
<tr>
<td>14. World Resort</td>
<td>Internship Agreement</td>
<td>International Internship Service and Language Courses</td>
<td>48</td>
</tr>
<tr>
<td>15. Hyatt Regency Saipan</td>
<td>Internship Agreement</td>
<td>International Internship Service and Language Courses</td>
<td>126</td>
</tr>
<tr>
<td>16. Pacific Islands Club</td>
<td>Internship Agreement</td>
<td>International Internship Service and Language Courses</td>
<td>12</td>
</tr>
<tr>
<td>17. Marianas Resort</td>
<td>Internship Agreement</td>
<td>International Internship Service and Language Courses</td>
<td>4</td>
</tr>
<tr>
<td>18. Lao Lao Bay Golf Resort</td>
<td>Internship Agreement</td>
<td>International Internship Service and Language Courses</td>
<td>9</td>
</tr>
<tr>
<td>19. Aqua Resort</td>
<td>Internship Agreement</td>
<td>International Internship Service and Language Courses</td>
<td>12</td>
</tr>
<tr>
<td>20. Fiesta Resort and Spa</td>
<td>Internship Agreement</td>
<td>International Internship Service and Language Courses</td>
<td>90</td>
</tr>
<tr>
<td>21. Saipan Grand Hotel</td>
<td>Internship Agreement</td>
<td>International Internship Service and Language Courses</td>
<td>3</td>
</tr>
<tr>
<td>22. University of Guam - SROTC</td>
<td>Tri-lateral Agreement</td>
<td>Senior Reserve Officer Training Corps Facilitation Services/Courses</td>
<td>81</td>
</tr>
<tr>
<td>23. U.S. Department of Army</td>
<td>Tri-lateral Agreement</td>
<td>Senior Reserve Officer Training Corps Facilitation Services/Courses</td>
<td>81</td>
</tr>
<tr>
<td>24. University of Hawaii</td>
<td>Sub-Grant</td>
<td>Area Health Education Center</td>
<td>183</td>
</tr>
<tr>
<td>25. University of Hawaii</td>
<td>Sub-Grant</td>
<td>Pacific Basin University Centers for Excellence - PBUCE</td>
<td>300</td>
</tr>
<tr>
<td>26. America Samoa</td>
<td>Co-Recipient of PBUCE Partner</td>
<td>PBUCE Partner</td>
<td>3</td>
</tr>
<tr>
<td>Community College</td>
<td>Sub-Grant</td>
<td>Committee Member and Technical Assistance</td>
<td>333</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------</td>
<td>------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>27. Pacific Basin Interagency Leadership</td>
<td>Committee</td>
<td>Committee Member and Technical Assistance</td>
<td>333</td>
</tr>
<tr>
<td>Council</td>
<td></td>
<td>Committee Member and Technical Assistance</td>
<td>333</td>
</tr>
<tr>
<td>28. Association of University Members</td>
<td>Membership</td>
<td>Member</td>
<td>1</td>
</tr>
<tr>
<td>29. Centers on Disabilities</td>
<td>Membership Fee/Dues</td>
<td>Member</td>
<td>1</td>
</tr>
<tr>
<td>30. Framingham State College</td>
<td>MOA</td>
<td>Masters Degree in Education</td>
<td>170</td>
</tr>
</tbody>
</table>

**Assessment:**
This performance standard has been partially met.

**Next Steps:**
Beginning 2009-2010, the College will include such information in the Annual Report.

These data are being addressed in the current cycle of program review.
III. Summary & Recommendations for Improvement

The College has used information from the KPI Update 2009 to engage in dialog about institutional effectiveness related to the College’s strategic goals, priority initiatives, institutional level general education outcomes, and the results of program review.

This review has suggested that several Key Performance Indicators need to be refined or reviewed further. In many instances the review of current performance standards has suggested raising performance standards for those KPI’s not linked to a national benchmark to 100%. This review also notes that the PROA Strategic Plan has developed two additional goals: Goal 3: Optimize Financial and Human Resources and Goal 4: Accelerate the Upgrade of Physical and Technology Infrastructure, which will need to have new KPIs developed to measure their effectiveness.

Based on a review of the Key Performance Indicators, some of the major recommendations for improvement include:

- The College will review and incorporate the 3rd edition of the Core Indicators of Effectiveness for Community Colleges (2007).
- The College will develop and implement of a multi-year retention plan in 2009. PROAC recommends that the foundation of that effort be a first-year experience / learning community program.
- The College will also expand its use of the National Student Clearinghouse to include students that leave before completing a degree.
- The College will review the need for additional transfer counseling support services beginning with first year experience programming.
- The College will continue to work with regional and PPEC institutions to provide comparable data and to track the performance of students after transfer. Access to comparable group data for transfer GPAs will be included in all new and renewed transfer agreements.
- The College will be administering the Noel-Levitz Student Satisfaction Inventory to address this performance standard.
- Implementation of PROAC’s recommendation to use the College Board’s ACCUPLACER placement test for the 2009 entering class.