NORTHERN MARIANAS COLLEGE
SHOW CAUSE REPORT

MAY 29, 2009
SUPPLEMENTAL REPORT

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

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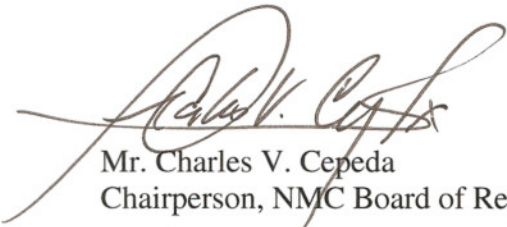
I. Statement on Show Cause Report Preparation

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

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

The ACCJC accepted the *October 15, 2008 Show Cause Report* and, in its February 3, 2009 letter, decided to continue the College on Show Cause and require another report due on April 1, 2009. The submission of the *April 1, 2009 Show Cause Report* was followed by a team visit on April 20-22, 2009.

This *May 29, 2009 Supplemental Report* presents further evidence that firmly demonstrates the College's compliance with accreditation requirements, particularly Team Recommendations 1 and 2, which involve the integration of planning, program review, and budgeting, and the institutionalization of program review, respectively.

We certify that the contents of this *May 29, 2009 Supplemental Report* were prepared with considerable input and participation from the College community, including students, faculty and staff members, including representatives of the Associated Students of Northern Marianas College, the Faculty Senate, and the Staff Senate. The report was adopted by the College Council and subsequently accepted by the Board of Regents on May 28, 2009.

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

Dr. Carmen Fernandez
President, NMC

II. Responses to Team Recommendations and Commission Action Letter

    A. Team Recommendation 1

    The college should review existing planning processes in order to establish and implement a shared vision for the future of the college with agreed upon priorities that:
        a. Develops and implements budgeting and resource allocations guided by institution needs for human resources and services;
        b. Includes the two centers on Tinian and Rota in the planning;
        c. Integrates all aspects of planning, evaluation and resources allocation;
        d. Is driven by college mission and goals;
        e. Relies on faculty and staff participation;
        f. Is well documented and widely distributed.

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

A. SUSTAINING AN OPEN, INCLUSIVE, AND EFFECTIVE PLANNING, AND PROGRAM REVIEW MODEL

The College established a simplified and sustainable process and structure for integrated planning to occur.[1] Through this process and structure, the Planning, Program Review and Outcomes Assessment Committee (PROAC) has remained active in monitoring, dialoguing, and reporting upon the progress of program review and planning at the Northern Marianas College (NMC). More so, the institutionalized process and structure have been fully embraced by the faculty, staff, and student members who freely participate in critical inquiry and active contribution to the improvement of the College's program review and planning processes. This is abundantly evidenced in minutes of committee meetings, and in the improvements of the process, structure, and tools associated with planning, program review, and budgeting as published in the newly adopted *Planning, Program Review, and Budgeting Manual.*

Sustained monitoring, dialogue, and reporting of program review and planning at NMC.
PROAC established in the second cycle a system of evaluation that takes into consideration success criteria, an empirical reporting of implemented actions, and qualitative reporting of program review outcomes and impact.

Similarly, PROAC also applied the same multi-faceted approach to assessing the College's planning outcomes and processes. PROAC reviewed the quarterly updates and actively dialogued about the results to the *Operational Plan: An Implementation Action Plan for Year 1(Ops-Plan).*[2] These discussions were healthy exchanges of critical inquiry between members of the Management Team, who were the primary authors of the *Ops-Plan* (Year 1), and faculty as well as staff. It is apparent that the regular and systematic reporting of results has shifted the discussions from simply tracking the progress as reported on a quarterly basis to discussions focused around the perceived impact and relative importance of the objective and action in

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[1] The College adopted the *Institutional Excellence Guide* in December 2008. The Guide establishes the structure and process for integrating planning, program review, and budgeting at NMC.
[2] This is evidenced in PROAC *Records of Dialogue for Goal 3 and Goal 4, Ops-Plan updates for Third Quarter.*

fulfillment of the stated goals and initiatives. Such a change suggests a fundamental shift from form to substance thereby reflecting a progressive maturation of the system in place. Further, improvements that simplified both the process and structure for planning at the College was implemented in the second cycle. In a joint meeting of the College Council and PROAC, the *Operational Plan: An Implementation Action Plan for Year 2* was deliberated and adopted on May 28, 2009. The culmination of progress reported, discussions, and resulting recommendations are to be published annually in August, at the end of the academic year, in what is known as the *Performance Report.* NMC's *Performance Report* will be published in August 2009 (upon Fourth Quarter update submissions in July) and will reflect the degree to which the Plan is actually being followed and the extent to which its priority initiatives have been achieved by adhering to activities and timelines within the *Ops-Plan.*

Linking program mission statements and the College mission statement.
The College's well-established program review process and structure have also allowed for programs to document and better understand how their programs serve to support the fulfillment of the College's mission statement. A specific recommendation from the first cycle of program review that went into effect for the second cycle is for programs to include their program mission statement and clearly demonstrate that it a) is linked to the College mission statement, b) provides clear sense of purpose or direction for the unit/program, and c) is able to be measured by the specific Student Learning Outcomes or Administrative Unit Outcomes of the unit/program. See Exhibit A.[3] This is another example evidencing the College's enhanced steps towards the integration of planning and program review.

Refining the process, structure, and tools for planning, program review, and budgeting.
Throughout each of the cycles for planning, program review, and budgeting, the College has demonstrated its commitment to continuous improvement by improving upon the structure and processes associated with each activity. Such improvements were based on an evaluation of both the process and outcomes of planning, program review, and budgeting in a manner that was open, inclusive, and regularly discussed. The current model is suitable and effective for the Northern Marianas College. See Table 1: Summary of Planning, Program Review, and Budgeting Activities.

The College also embarked on an ambitious plan to draft and complete a *Planning, Program Review, and Budgeting Manual (Manual)* that is to serve as a procedural guide for the three major institutional-level activities, planning, program review, and budgeting, at NMC. The *Manual* is a further articulation of the *Institutional Excellence Guide* that documents the timeframes, responsible parties, deliverables, and the management as well as shared governance committees involved in each step of the planning, program review, and budgeting processes at NMC. It is a culmination of the feedback and evaluation of all three processes that is reflected in a single document. When used properly, the *Manual* is a tool that effectively supports the integration of the College's strategic plan (goals and priority initiatives) and annual implementation plan (objectives and actions) with the results of program review and resource allocation, in order to establish and sustain an environment of continuous improvement based on data and evidence for the ultimate goal of improving student learning and goal attainment at the Northern Marianas College. This *Manual* will be used at all levels of the institution for training and development. A team made up of three faculty and three Management Team members led revisions to the *Manual*, which was approved by PROAC and the College Council on May 27, 2009.

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[3] *Form 1 Rubric.*

Table 1: Summary of Planning, Program Review, and Budgeting Activities.

Activity	Timeframe	Improvements	Evidence
Planning			
Strategic Plan	SP 2008	Built upon prior plans.	1. *PROA-SP*
Annual Plan (Yr 1)	FA 2008	1. Annual Plan is derived from strategic plan. 2. Drafted by Management Team and reviewed by PROAC.	1. *PROA-SP* 2. *Operational Plan (Yr 1)*
Annual Plan (Yr 2)	SP 2009	1. Improved monitoring system. 2. Greater depth in dialogue (assessing impact and relative importance). 3. Involvement of PROAC on the ground level to develop the *Operational Plan (Yr 2).*	1. *Operational Plan (Yr 2).* 2. *Minutes of PROAC and College Council meetings.*
Program Review			
Cycle 1	FA 2007- SP 2009	1. Adopted and institutionalized a coordinated and systematic program review process and structure (*SLOCIP*). 2. Training. 3. Linked to resource allocations.	1. *Student Learning Outcomes Comprehensive Implementation Program (SLOCIP).* 2. *Composite Report.* 3. *Budget documents.*
Cycle 2	SP 2009- SU 2009	1. Increased faculty, staff, and students representation in shared governance committees. 2. Clear roles and responsibilities for planning and program review. 3. Additional training to increase research capacity.	1. *Revised College Council Articles and Bylaws.* 2. *Institutional Excellence Guide* 3. *Evaluation of First Cycle Report .* 4. *Assessment Design.* 5. *Planning, Program Review, and Budgeting Manual.*
Budgeting			
Operations Budget FY 2009	August 2008	1. Results of program review incorporated.	1. *FY 2009 Ops Budget* 2. *Minutes of Budget and Finance Committee, and College Council meetings.*
Appropriations Budget FY 2010	January 2009	1. Results of program review incorporated.	1. *FY 2010 Appropriations Budget* 2. *Budget Justification Sheets.*
Operations Budget FY 2010	June 2009	1. Incorporated the *Operational Plan* and results from program review. 2. PROAC establishes institutional priorities.	1. *FY 2010 Ops Budget* 2. *Planning, Program Review, and Budgeting Manual*
Consolidated Budget FY 2011	November 2009	1. Consolidates Operations and Appropriations Budget. 2. Prepared 8months in advance to allow for ample discussions and further refinement. 3. Driven by program review results, and annual plans. 4. Prior year expenditure report considered.	1. *FY 2011 Consolidated Budget* 2. *Planning, Program Review, and Budgeting Manual*

B. LINKING RESOURCE ALLOCATION TO RESULTS OF PROGRAM REVIEW AND INSTITUTIONAL PLANNING

The *October 15, 2008 Show Cause Report* provided examples of how the College allocated resources through the *Operations Budget* based on program review recommendations and clear linkages to the *PROA-Strategic Plan 2008-2012 (PROA-SP)* as well as the *Operational Plan: An Implementation Action Plan for Year 1(Ops-Plan)*. The same process of justifying budget requests for the *Appropriations Budget* was utilized in January 2009. The *Operations Budget* for FY2010 is scheduled to be finalized in June 2009, with resources allocated based on program review results, the *PROA-SP* and the *OPS-Plan.* See Table 2: Summary of Resource Allocation Linkages to Program Review, and Planning.

Table 2: Summary of Resource Allocation Linkages to Program Review, and Planning

Budget Activity	Timeframe	Linked to Program Review results	Linked to Planning Document(s)
Operations Budget FY 2009	August 2008	✓	✓ *PROA-SP/Ops-Plan (Yr 1)*
Appropriations Budget FY 2010	January 2009	✓	✓ *PROA-SP/Ops-Plan (Yr 1)*
Operations Budget FY 2010	June 2009	✓	✓ *PROA-SP/Ops-Plan (Yr 2)*
Consolidated Budget FY 2011	November 2009	[cycle 1 and 2 results]	*PROA-SP/Ops-Plan (Yr 3)*

Establishing Institutional Priorities.
The simplified process and structure of establishing Institutional Priorities (IPs) based on program review results, the *PROA-SP*, and *Ops-Plan*, as well as departmental plans and recommendations based on data and evidence, as approved in December, is being implemented in the development of the *Operations Budget* for FY2010. The responsibility for establishing the IPs resides with PROAC and is being used to drive the *Operations Budget* for FY2010, which will be finalized in June 2009.

Improved data and assessment measures to inform decision-making.
In a joint meeting of the College Council and PROAC, the *Assessing Student Success Design* and *Key Performance Indicators Benchmarks 2005: A Status Report (May 2009)* (Exhibit B) was adopted on May 27 and 28, 2009, respectively. Both documents will significantly enhance the College's ability to measure institutional effectiveness.

The approved *Assessing Student Success Design* will support academic decision-making processes, inform program reviews, and enhance that most important measure of institutional effectiveness – student success. As part of approving the *Assessing Student Success Design,* the College adopted the use of instruments that will provide a comprehensive, nationally normed, benchmarkable set of data to enhance planning and program review at all levels. The *Assessing Student Success Design* is discussed in greater detail in Team Recommendation #2 in this supplemental report.

The *Key Performance Indicators Benchmarks 2005: A Status Report (May 2009)* are institutional and program level outputs that will enable programs to establish a more informed planning context from which their program plans and program reviews may be based. The report is a major tool that allows the College to uniformly address a range of issues adopted from the

American Association of Community College's publication, *Core Indicators of Effectiveness for Community Colleges* (2nd Edition). The May 2009 update was assuring in that the College was able to establish a scorecard as to how well the institution performed in each of the adopted Key Performance Indicators (KPI). For each KPI, the College states a Performance Standard, Assessment Regularity, Institutional Action, Assessment, and Next Steps. The report concludes with a Summary & Recommendations for Improvement. The report was approved through the shared governance process that includes, but is not limited to, the following concrete recommendations for improvement:

- 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 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 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.

C. CONCLUSION

Within the last two years the College has identified, implemented, and further refined a fiscally sound, academically rigorous, and institutionally appropriate program review, planning, and budgeting process throughout the campus. By June 5, 2009, with the Board's approval of the FY2010 Operations (Tuition and Other revenues) Budget, NMC would have completed the second cycle of linking planning, program review, and budgeting. This integrated process is also incorporated into an improved shared governance system with a simplified structure, clearly defined roles, responsibilities, processes, and timeframes.

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

Moreover, the College has adopted and implemented a regularized and structured system for reporting on key performance indicators, benchmarks, and other longitudinal data, at all levels, that better informs the planning, program review, and budgeting processes at NMC. This is a pivotal and necessary step in complementing the College's ongoing efforts to establish a culture of evidence and set of processes to inform decision-making for continuous quality improvement.

B. Team Recommendation 2

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

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

A. PROGRAM REVIEW, OVERVIEW OF FIRST CYCLE

The Northern Marianas College has developed, implemented, and refined a highly participative process of evaluating program effectiveness. With the guidance and oversight of PROAC, programs completed the first cycle of this process using the Nichols and Nichols Five Column Model and a Program Review document based on templates. The first cycle assessment and program review process resulted in recommendations for actions to improve the program.

In the first cycle's final steps, PROAC evaluated the effectiveness of program review. This evaluation included a review of the *Composite Report's* recommendations for the second cycle, which revealed that 43% of the recommendations were implemented by April 1, 2009. The evaluation of the effectiveness of program review in the first cycle also included an evaluation of the process of program review and assessment. One of the findings showed that 88.8% of the assessed faculty and staff believe that the purpose of program review at the College is widely communicated and clearly understood. PROAC also conducted an evaluation of the outcomes of assessment and program review. As of April 1, 2009, 67% of academic programs and 89% of academic support and administrative programs have evaluated at least one action taken on recommendations based on program review.

B. PROGRAM REVIEW, SECOND CYCLE

As reported in the College's *April 1, 2009 Show Cause Report*, programs were required to submit the first three columns of the Nichols and Nichols Five Column Model (Memo 1) on February 27, 2009 to PROAC. As in the first cycle of program review and assessment, PROAC members gave the programs feedback to improve the quality of submissions. The feedback process in the second cycle has been strengthened by PROAC's use of the Form 1 Rubric for the complete Five Column Model. This emphasizes the shift from the first cycle's focus on compliance of submissions to quality of submissions in the second cycle.

The second cycle is strengthened by the availability and dissemination of longitudinal student achievement data to academic programs for analysis. The following is a list of the data items:

1. course completion data (all courses)
2. retention term-to-term
3. progression to the next course / level (as defined by academic programs)
4. program completion (Developmental English and Math Programs)
5. degree/certificate completion
6. transfer rates to four-year institutions (A.A. in Liberal Arts graduates)

7. scores on licensure exams (PRAXIS and NCLEX)
8. job placement (Business, Elementary Education, and Nursing)

The list of data items also responds to NMC's Key Performance Indicators Benchmarks for institutional effectiveness.

One of the important new components of the second cycle of program review and assessment is the participation of additional programs. The Rota and Tinian instructional sites administrative offices are involved in the process, with attention given to their important and unique role in supporting the mission of the College. The governance and working committees are also required to participate in the second cycle. The College Council, Budget and Finance Committee, Academic Council, Faculty Senate, Staff Senate, and the Associated Students of the Northern Marianas College are all engaged in the second cycle.

Because of the need to have the appropriate amount of time necessary for quality submissions, PROAC moved the due date of the second, third, and fourth columns in the Five Column Model (Memo 2) to May 25, 2009 and the complete Five Column Model (Form 1) to May 29, 2009. PROAC is currently reviewing the quality of submissions and the compliance of the submissions. As PROAC did for Memo 1, feedback for inclusive dialogue will be shared with all programs.

C. STRENGTHENED RESEARCH CAPACITY

Improved access to data and assessment measures to inform program review and continuous improvement.
The College's approval of the *Key Performance Indicators Benchmarks 2005: A Status Report (May 2009)* serves as a template for use by programs and the institution in informing program reviews. The annual updates to the *Key Performance Indicators Benchmarks 2005: A Status Report (May 2009)* provides a basis for further discussion and analysis, most especially in the context of program review and planning. The report serves as a stimulus to for the College community in formulating questions and framing the dialogue about the findings (to include presenting findings, establishing relevant connections, and drawing conclusions) in order to note trends, successes, challenges, and make recommendations for action based on the analysis. The data set from the report complements the College's ongoing professional development activities designed to inform new employees and retool existing employees on how to generate and use data to inform decision-making at NMC.

Professional Development.
On May 1-2, 2009, Drs. Mary Allen and Amy Driscoll facilitated a workshop on *Student Learning and Assessment* for all NMC employees at an off-campus site for a more focused and conducive environment. The workshop focused on the following topics:

1. Assessment of Academic Programs
    a. Open Plenary on Learning-Centered Institutions
    b. From Course-based Assessment to Program-based Assessment
    c. Workshop on Program Learning Outcomes and Course Learning Outcomes
    d. Rubrics
2. Analyzing Student Work
3. Assessment for Student Affairs

4. Closing the Loop
5. Student Achievement Data and Other Data Analysis

The workshop also included an opportunity for the College to speak with the facilitators about improving its General Education program. The College completed its first cycle assessment of the General Education program and is looking to further build the quality of the program. Using guidance and feedback from Drs. Allen and Driscoll, the College is reviewing its General Education program mission, learning outcomes, means of assessment, and overall assessment plan to strengthen the program in order to better meet students' learning needs. A follow-up training will be conducted by Drs. Mary Allen and Fred Trapp during the Fall 2009 Professional Development Days (PDD) on the General Education program. The PDD will also include further training on developing and assessing student learning outcomes at all levels, development and use of rubrics, and improving student services and administrative support programs assessment.

PROAC work sessions were held and facilitated by the PROAC Chair specifically for the Tinian and Rota instructional sites administrative offices to assist in their program review and assessment work. The initial meeting was a brainstorming session around the uniqueness of Tinian and Rota's service offerings. A list of values, services, clients, duties, and responsibilities was generated. A follow-up session was held to further articulate those values, roles, and understanding of the administrative nature of the two sites. Problem areas at the sites were identified and recommendations generated.

As planned, the Institutional Researcher and the President attended the Pacific Postsecondary Education Council (PPEC) meeting in Honolulu, Hawaii in April 2009. Institutional Researchers (IR) from throughout the region, in collaboration with presidents/chief executive officers, worked on developing a format for an institutional and regional fact book. NMC's significant contribution to this IR meeting is the introduction of ACCJC's eight minimum data requirements (see page 9 "B. PROGRAM REVIEW, SECOND CYCLE"). This list of data has been adopted by the PPEC IR's and coined the "Beno-8." They also discussed and recommended Key Performance Indicators for institutional benchmarking and comparison. In May 2009, the President and the Institutional Researcher participated in follow-up working sessions at the University of Guam and the Guam Community College.

Dr. Wilson Hess and Sandy Pond consultants facilitated a College-wide presentation on the First Year College Experience Program and a workshop on the *Assessing Student Success Design* on May 27, 2009. They conducted more focused discussions with College faculty and staff on these two topics on May 28, 2009.

The College has further strengthened its research capacity through continuous training. Information Technology (IT) staff participated in training on Microsoft Windows 2008 Server platform to better support teaching and learning in May 2009. The IT staff acquired the knowledge and skills to deploy, implement, and maintain the Microsoft Windows 2008 Server platform. This is in line with the implementation of the Operational Plan to support Goal 4 of the PROA-SP.

The College is scheduled to conduct more training opportunities to continue strengthening its research capacity. The following training and development are planned:

a. TracDat software training scheduled for June 1-2, 2009 on situational analysis, system setup and configuration on the first day and on assessment/strategic plan dry run on the second day.
b. PowerCAMPUS Refresher Training on admissions, student records, student billing, and PowerFAIDS during July 2009.
c. English as a Second Language (ESL) training sponsored by PPEC during July 2009.
d. Community College Leadership Development Institute's (CCLDI) training component on The Leadership Circle sponsored by PPEC during July 2009. A session on ESL strategic planning will also be conducted as part of the CCLDI training.
e. PowerCAMPUS Boot Camp training for the College's new Database Administrator during July 2009.

Assessing Student Success Design.

In addition to professional development training, the College is strengthening its research capacity by committing to the use of national assessment instruments that have proven as effective measures of student success in national applications and studies. With its adoption of the *Assessing Student Success Design*, the College has adopted the following instruments that will assist in the analysis of elements that impact student success at the course, program, and institutional levels:

1. Baseline Assessment
   a. ACCUPACER®
   b. ACCUPLACER® ESL
   c. Survey of Entering Student Engagement (SENSE)
   d. The Community College Learning Assessment (CCLA)
2. Indirect Institutional Measures of Student Learning Outcomes
   a. Survey of Entering Student Engagement (SENSE)
   b. Community College Survey of Student Engagement (CCSSE)
   c. Community College Faculty Survey of Student Engagement (CCFSSE)
3. Direct Institutional Measures of Student Learning
   a. The Community College Learning Assessment (CCLA)

These instruments will assist the College to:

a. effectively assess students for placement into appropriate courses at entry.
b. assess student attributes associated with college persistence and engagement,
c. assess student performance at entry and exit to measure "value added" by the students' college experience at NMC, and
d. provide nationally normed, benchmarkable evidence to document student learning outcomes achieved at the course, program, and institutional levels.

The use of these assessment instruments will provide a comprehensive, nationally normed, benchmarkable set of data to enhance the efforts already underway to assure that student learning outcomes and authentic assessment are in place at all levels.

D. CONCLUSION

The Northern Marianas College has developed and implemented a comprehensive, coordinated and systematic process for evaluating and improving program effectiveness using quantitative and qualitative data. It has completed the first cycle of program review with reflection and dialogue that evaluate the process and outcomes of program review. With the continued implementation of recommendations to improve the process generated by the first cycle review, the College is well underway in its second cycle.

The second cycle of program review is strengthened by the availability and use of ACCJC's student achievement data ("Beno-8"). Not only does the data inform program level decisions, it also responds to the data required by NMC's KPIs and benchmarks for institutional effectiveness.

Assessment and program review have had far-reaching effects, originating with the operations and intended outcomes of each program (academic and support) from around campus and culminating with the funding and implementation of many recommendations for positive change at the course, program, and institutional levels. The College continues to refine and enhance its work to ensure that all constituencies on campus have a voice and to ensure that recommendations for change do, in fact, produce positive results that support and improve student achievement and student learning outcomes through linkages to planning and resource allocation. The process is ongoing, systematic, and used to improve student learning, achievement, and services.
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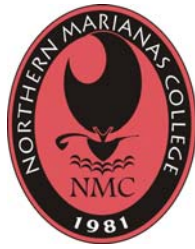
III. Exhibits

Exhibit A: *Form 1 Rubric*

PROAC FORM 1 RUBRIC

Group: _____ (A, B, C, or D)

Reviewed by: _____

Program Name: _____

Date reviewed: _____

Name of Author: _____

	MISSION STATEMENT (Column 1)	INTENDED PROGRAM/SERVICE OUTCOMES (Column 2)	MEANS OF ASSESSMENT AND SUCCESS CRITERIA (Column 3)	SUMMARY OF DATA (Column 4)	USE OF RESULTS (Column 5)
CRITERIA	☐ unit/program mission statement is linked to the college mission statement. ☐ provides clear sense of purpose or direction for the unit/program. ☐ is able to be measured by the specific Student Learning Outcome (**SLO**) or Administrative Unit Outcome (**AUO**) of the unit/program.	☐ indicates course or program level assessment. ☐ aligns with your unit/program mission. ☐ **(for SLOs)** states what students will know, do, think, or feel. ☐ **(for AUOs)** states what the unit/program is currently providing that may improve what clients will understand, be satisfied with, **or** receive. ☐ is measurable (can be observed or tested). ☐ is central to the course / program.	**Means of Assessment:** ☐ identifies specific assessment method category (course embedded assessment, test, portfolio, standardized test, survey , etc.) for each SLO. ☐ details at least two (2) assessment methods/tools to be used to measure each **SLO.** ☐ identifies specific assessment method category (focus group, survey, etc..) for each **AUO.** ☐ details the assessment method used to measure each **AUO.** **Criteria for Success:** ☐ **(for SLOs)** establishes minimum expected score for success at achieving outcome. ☐ **(for SLOs)** quantifies (% or fraction) of students who are expected to meet minimum score. ☐ **(for AUOs)** establishes minimum expected score for success at achieving outcome. ☐ **(for AUOs)** quantifies (% or fraction) of clients (or items measures) expected to meet minimum score.	☐ addresses the means of assessment and criteria for success statement in the Means of Assessment/Criteria for Success section (Column 3 of the Five Column Model). ☐ reports the actual results and compares with the number (%, fraction, actual number) originally expected to meet the minimum score. ☐ highlights key findings from the data.	☐ aligns with the summary of data in the Summary of Data section (Column 4 of the Five Column Model). ☐ uses present-continuous or past tense. ☐ reports what the unit/program members have done or are doing as a result of the findings. ☐ identifies who has made or is making the changes. ☐ indicates when the recommendation is to be implemented. ☐ indicates when the unit/program may expect to see an impact as a result of the actions taken.
Group Action	☐ **Acceptable** (defined as having met all items listed above). ☐ **Requires improvement.**	☐ **Acceptable** (defined as having met all items listed above). ☐ **Requires improvement.**	☐ **Acceptable** (defined as having met all items listed above). ☐ **Requires improvement.**	☐ **Acceptable** (defined as having met all items listed above). ☐ **Requires improvement.**	☐ **Acceptable** (defined as having met all items listed above). ☐ **Requires improvement.**

Please see reverse side for additional commentary and PROAC action.

Turn page ⟹

Form 1 Commentary.	
This section of the Form 1 Rubric is for PROAC Members to provide commentary about the program's submission. The intent of this section is to provide feedback on the overall quality of the submission based on the rubric in order that programs may make the necessary improvements for final acceptance by PROAC.	
MISSION STATEMENT (Column 1)	
INTENDED PROGRAM/SERVICE OUTCOMES (Column 2)	
MEANS OF ASSESSMENT AND SUCCESS CRITERIA (Column 3)	
SUMMARY OF DATA (Column 4)	
USE OF RESULTS (Column 5)	
Other	

FINAL ACTION

☐ **Your program's submission is satisfactory.**

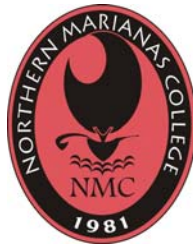☐ **Kindly resubmit with changes by the following date: _____**

Exhibit B: *Key Performance Indicators Benchmarks 2005: A Status Report (May 2005)*

"Students First"

KEY PERFORMANCE INDICATORS & BENCHMARKS (2005)

A Status Report
May 2009

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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

2008 PROA Strategic Goal	2005 Key Performance Indicator				
Goal #1: **Promote student learning and success.**	KPI 1: Student Goal Attainment **Exceeded**	KPI 2: Retention* (Fall to Fall) **Below**	KPI 3: Degree Completion Rates **Met**	KPI 4: Placement Rate in the Workforce **Exceeded**	KPI 5: Alumni / Employer Assessment **Exceeded**
	KPI 6: Licensure / Certification Pass Rates **Partially Met**	KPI 8: Demonstration of Critical Literacy Skills **Exceeded**	KPI 9: Demonstration of Citizenship Skills **Substantially Met**	KPI 10: Number and Rate of Transfer Students **Below**	KPI 11: Performance after Transfer **Partially Met**
	KPI 12: Success in Subsequent, Related Coursework **Partially Met**	KPI 15: Student Satisfaction with Programs and Services **Partially Met**			
Goal # 2: **Respond to professional development, continuing education, and personal enrichment needs of the Commonwealth.**	KPI 4: Placement Rate in the Workforce **Exceeded**	KPI 5: Alumni / Employer Assessment **Exceeded**	KPI 6: Licensure / Certification Pass Rates **Partially Met**	KPI 7: Client Assessment of Programs and Services **Partially Met**	KPI 13: Participation Rate in Service Area **Partially Met**
	KPI 14: Responsiveness to Community Needs **Partially Met**				

*Original term used was "persistence".

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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
Retention Term to Term: Institution Level

Fall Cohort	2004FA	2005SP	2005FA	2006SP	2006FA	2007SP	2007FA	2008SP	2008FA	2009SP
2004FALL	795	504	287	214	140	115	62	47	27	24
Retention Rates		*63.4%*	*36.1%*	*26.9%*	*17.6%*	*14.5%*	*7.8%*	*5.9%*	*3.4%*	*3.0%*
2005FALL			667	386	241	161	108	87	49	42
Retention Rates				*57.9%*	*36.1%*	*24.1%*	*16.2%*	*13.0%*	*7.3%*	*6.3%*
2006FALL					542	307	183	122	71	47
Retention Rates						*56.6%*	*33.8%*	*22.5%*	*13.1%*	*8.7%*
2007FALL							584	353	201	159
Retention Rates								*60.4%*	*34.4%*	*27.2%*
2008FALL									478	299
Retention Rates										*62.6%*

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

Fall Cohort	# in Cohort	Year 2	%	Year 3	%	Year 4	%	Year 5	%	Year 6	%
2004FALL	795	114	14.34	64	22.39	9	23.52				
2005FALL	667	95	14.24	31	18.89						
2006FALL	542	66	12.18								
2007FALL	584										
2008FALL	478										

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

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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?

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

❖ *Status Update as of Spring 2009*
<u>*General Education Assessment Committee Response:*</u> 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.

KPI 9: Demonstration of Citizenship Skills Performance Standard I	2004 Graduating Students N=45	2005 Graduating Students N=72	2006 Graduating Students N=52	2007 Graduating Students N=84	2008 Graduating Students N=74	5 Year Average
Becoming a more effective member of a multicultural society	53%	57%	63%	69%	68%	62%

Becoming more aware of local and national political and social issues	71%	56%	71%	68%	73%	68%
Recognizing my rights, responsibilities, and privileges as a citizen or member of this community	67%	63%	73%	70%	76%	70%
Taking responsibility for my own behavior	80%	81%	83%	80%	81%	81%
Working cooperatively with others	69%	79%	81%	85%	82%	79%
5 Year Average	68%	67%	74%	74%	76%	72%

❖ *Status as of Spring 2009*

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 6
Transfer Data

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

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

*Number of students known to have transferred to another institution

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

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 7
Performance after Transfer to UH Hilo and PPEC Colleges

Pacific Postsecondary Institution Transfer Student Persistence at UH Hilo									
PPEC INSTITUTION	Term Cohort	# Fall 03	# Spr 04	% Spr 04	# Fall 04	% Fall 04	# AcYr Grads	% AcYr Grad	Overall % Success
NMC	Fall 2003	12	8	66.7%	7	58.3%	4	33.3%	91.7%
NMC	Fall 2004	8	6	75.0%	3	37.5%	5	62.5%	100.0%
NMC	Fall 2005	5	5	100.0%	4	80.0%	1	20.0%	100.0%
NMC	Fall 2006	5	4	80.0%	3	60.0%	2	40.0%	100.0%

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[1] A Progress Report on Transfers to UH Hilo From Pacific Postsecondary Institutions. Prepared for the Pacific Postsecondary Education Council (PPEC). October, 2007. UH Hilo Office of Institutional Research

Pacific Postsecondary Institution Transfer Student Degrees Earned at UH Hilo			
PPEC INSTITUTION	UH Hilo MAJOR	# Graduates Fall 03-Su07	% of PPEC Institutional Graduates
NMC	Business Administration	3	25.0%
	English	2	16.7%
	Psychology	2	16.7%
	Art	1	8.3%
	Computer Science	1	8.3%
	Economics	1	8.3%
	History	1	8.3%
	Political Science	1	8.3%

Pacific Postsecondary Institution Transfer Student Academic Standing					
PPEC INSTITUTION	Term	# Enrolled	Avg Cr Hrs	Avg Term GPA	Avg Cum GPA
NMC	Fall 2003	12	10.58	2.65	2.71
	Spring 2004	8	14.50	2.34	2.51
	Summer 2004	6	4.17	3.22	2.64
	Fall 2004	8	14.75	2.43	2.61
	Spring 2005	6	13.50	2.33	2.58
	Summer 2005	2	3.00	3.20	2.64
	Fall 2005	5	14.00	2.40	2.38
	Spring 2006	5	11.80	2.87	2.51
	Summer 2006	3	5.33	2.90	2.56
	Fall 2006	5	14.20	2.99	2.96
	Spring 2007	4	12.75	2.52	2.77
	Summer 2007	2	7.50	3.37	3.02

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 8
Completion* of MA 132 by Initial Placement as of Fall 2008

Semester Enrolled	MA 90 Placement			MA 91 Placement			MA 132 Placement		
	# Enrolled	# Completed	%	# Enrolled	# Completed	%	# Enrolled	# Completed	%
Fall 2006	131	20	15.27	27	16	59.26	24	19	79.17
Spring 2007	71	9	12.68	9	6	66.67	17	16	94.12
Grand Total	202	29	14.36	36	22	61.11	41	35	85.37

*Earned a C or better

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% (59/87) 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

Semester Enrolled	EN 84 Placement			EN 94 Placement			EN 101 Placement		
	# Enrolled	# Completed	%	# Enrolled	# Completed	%	# Enrolled	# Completed	%
Fall 2006	83	13	15.66	62	26	41.94	70	52	74.29
Spring 2007	50	7	14.00	31	11	35.48	26	20	76.92
Grand Total	133	20	15.04	93	37	39.78	96	72	75.00

*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)*

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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.

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

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.

<u>Assessment Regularity:</u>

Annually.

<u>Institutional Action:</u>

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.

KPI 15 Performance Standard II	2004 Graduating Students N=45	2005 Graduating Students N=72	2006 Graduating Students N=52	2007 Graduating Students N=84	2008 Graduating Students N=74	5 Year Average
Attainment of my personal goals	84%	83%	87%	93%	94%	89%
My sense of belonging on campus	82%	75%	81%	85%	89%	82%
Admissions Services	76%	79%	79%	76%	90%	80%
Registration	71%	72%	77%	70%	77%	73%
Financial Aid Services	49%	57%	52%	55%	78%	58%
New Student Orientation	42%	58%	63%	44%	75%	56%
Finance Office Services	56%	54%	62%	64%	77%	63%
Job Placement Services	29%	51%	38%	33%	59%	42%
Counseling Services	69%	51%	65%	54%	71%	62%
Career Planning	56%	57%	46%	54%	64%	55%
Quality of Computer Resources	60%	72%	79%	70%	82%	73%
Availability of Computer Resources	67%	69%	77%	75%	83%	74%
Library Resources	53%	75%	83%	79%	81%	74%
Student Activities	51%	58%	69%	56%	68%	60%
Bookstore Services	47%	81%	85%	81%	78%	74%
Snack Bar Services	51%	40%	58%	61%	77%	57%
Parking Facilities	40%	51%	38%	50%	54%	47%
Classroom Facilities	62%	56%	65%	57%	73%	63%
Laboratory Facilities	44%	49%	60%	60%	69%	56%
This college in general	73%	68%	87%	76%	88%	78%
5 Year Average	58%	63%	68%	65%	76%	66%

<u>Assessment:</u>

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

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

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

*Percent of graduates tracked that have found employment

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

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

*Percent of graduates tracked that have found employment

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

Source: Nursing Department records

*Percent of graduates tracked that have found employment

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

Source: Business Department records

*Percent of graduates tracked that have found employment

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

Source: Business Department records

*Percent of graduates tracked that have found employment

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

Source: Business Department records

*Percent of graduates tracked that have found employment

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 13
Licensure Exam Data

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

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

*Percent of graduates tracked that have passed the NCLEX

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

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

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

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

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

Kagman High School

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

Marianas High School

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

Saipan Southern High School

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

Tinian Jr. Sr. High School

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

Rota High School

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

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

Student Orientation	Attendance
Fall 08 attendance for orientation	106
Spring 09 attendance for orientation	146

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

Activity	Attendance 2007	Attendance 2008	% Change
ADAP Internship	18	33	45.45
CREES Open House	65	125	48.00
Extension Visits	353	427	17.33

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.

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

Program Partnership	*Mechanism for Establishment*	*Purpose: Programs and Services Provided*	*# of Cients Served AY 2008-09*
1. WIA	MOU	Refer WIA clients to ABE to complete education before job placement.	FA 08: 11 SP 09: 20
2. OVR	MOU	Refer clients to finish education.	1

Table 18
CDI Program Partnerships

Program Partnership	_Mechanism for Establishment_	_Purpose: Programs and Services Provided_	_# of Cients Served 2004 - 09_
1. Workforce Investment Agency	Proposals	Computer Literacy, Admin Assistant Certificate Training	863
2. Interagency Coordinating Council	Governor Appointment	Council Membership & Technical Assistance	_17_
3. DPH – Maternal Child Health Bureau	Committee	Technical Assistance	2
4. CNMI Head Start	MOA	Early Childhood Certificate	18
5. Council on Developmental Disabilities	Federal Law/Governor Appointment	Council Membership & Technical Assistance	315
6. Northern Mariana Islands Protection and Advocacy Systems Inc.	Federal Law	Consumer Advisory Committee & Technical Assistance	25
7. CNMI Assistive Technology Program	Committee	Committee Member & Technical Assistance	15
_8_. DCCA Aging Program	Proposals	_Computer Literacy_	23
9. DCCA NAP Program	Proposals	Computer Literacy	7
10. CREES – CARIPAC	Proposals	Technical Assistance and Courses	9
11. CREES – Farmer Advisory Group	Proposals	2009 Ag Summit and Technical Assistance	97
12. Commonwealth Ports Authority Aircraft Rescue and Firefighting	MOA	Fire Academies, Courses, Technical Assistance, and Continuing Education	New
13. Bank of Saipan	Proposals	Computer Literacy and Customer Service Courses	13
14. World Resort	Internship Agreement	International Internship Service and Language Courses	48
15. Hyatt Regency Saipan	Internship Agreement	International Internship Service and Language Courses	126
_16_. Pacific Islands Club	Internship Agreement	International Internship Service and Language Courses	12
17. Marianas Resort	Internship Agreement	International Internship Service and Language Courses	4
18. Lao Lao Bay Golf Resort	Internship Agreement	International Internship Service and Language Courses	9
19. Aqua Resort	Internship Agreement	International Internship Service and Language Courses	12
20. Fiesta Resort and Spa	Internship Agreement	International Internship Service and Language Courses	90
21. Saipan Grand Hotel	Internship Agreement	International Internship Service and Language Courses	3
22. University of Guam - SROTC	Tri-lateral Agreement	Senior Reserve Officer Training Corps Facilitation Services/Courses	81
23. U.S. Department of Army	Tri-lateral Agreement	Senior Reserve Officer Training Corps Facilitation Services/Courses	81
24. University of Hawaii	Sub-Grant	Area Health Education Center	183
25. University of Hawaii	Sub-Grant	Pacific Basin University Centers for Excellence - PBUCE	300
26. America Samoa	Co-Recipient of	PBUCE Partner	3

Community College	Sub-Grant		
27. Pacific Basin Interagency Leadership Council	Committee	Committee Member and Technical Assistance	333
28. Association of University 29. Centers on Disabilities	Membership Fee/Dues	Member	1
30. Framingham State College	MOA	Masters Degree in Education	170

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.