

2002 Annual Report



NORTHERN MARIANAS COLLEGE

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MESSAGE FROM THE NMC PRESIDENT

Dear Reader:

We are pleased to provide our community members and others with a summary report on the activities and accomplishments of Northern Marianas College during Academic Year 2001-2002. Each of our numerous programs is represented in this report, and a glance through it shows the diversity of these programs. You will notice also that NMC offers educational services that provide our entire adult community the opportunity to engage in lifelong learning.

The general purpose of the NMC Annual Report is to communicate the value of NMC's educational programs and services to our institutional stakeholders, which includes our students, our college community personnel, the general public, and the CNMI government. The report also serves as a historical record for a given school year.

In a sense, the Annual Report is a collection of reports from individual programs and offices, with each individual report being a summary that contains two parts: a brief **overview** that describes the purpose of the program or the services that the office provides and a description of the **major accomplishments** made by the program/office/ department during the past school year and prior to registration for Fall 2002.

After reviewing the report, we hope you will agree with us that Northern Marianas College is playing a prominent and multi-faceted role in bringing about improvement in the quality of life in our island nation.

Hafa Adai,

Kenneth E. Wright, Ph.D.
President

BRIEF HISTORY, MISSION, AND SCOPE OF PROGRAMS

Northern Marianas College was established in 1981 when then-Governor Carlos S. Camacho created the College as an official governmental entity through executive order. The executive order established the College as one of the divisions within the Commonwealth Department of Education, and made it responsible for all training programs offered for government employees.

In 1983, P.L. 3-43 established the College as a public, nonprofit corporation with the Board of Education as its governing board. Then in 1985, P.L. 4-34 created a separate Board of Regents and granted the College autonomy in its fiscal and personnel affairs.

The College received its initial accreditation in 1985 from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, or WASC. That accreditation was reaffirmed in 1990, 1996, and 2001. Also in 2001, NMC received initial accreditation from WASC's Senior Commission to offer a baccalaureate degree program in elementary education. To date, NMC's dual accreditation status is unique in the western accreditation region, with the College being one of only a few two-year colleges in the nation to have been awarded this status. NMC was designated a Land Grant institution by the US Congress in 1986.

Since its beginning, NMC has focused on meeting the higher education and vocational training needs of the CNMI. From the time of its first program in teacher education, NMC has strived to develop a comprehensive set of programs and services to meet the social, cultural, occupational, and economic development needs of its island communities on Saipan, Tinian, and Rota.

The mission of Northern Marianas College is to provide the best quality and most meaningful postsecondary and adult educational opportunities, for the purpose of improving the quality of life for the individual and for the Commonwealth as a whole.

The College carries out its mission through the following programs and services:

- associate degrees and postsecondary certificates of completion and achievement in a variety of fields;
- a baccalaureate degree in elementary education;
- pre-baccalaureate programs that enable students to transfer to four-year colleges and universities;
- basic adult education, including life skills education and courses leading to the GED;
- noncredit developmental programs in English and math;
- noncredit courses for the public in areas of personal and professional interest;
- a workforce development program that enables CNMI residents and businesses to develop and upgrade career skills;
- workshops and seminars offered by the Small Business Development Center to aid new and prospective business owners, entrepreneurs, and private and public sector employees;
- workshops and educational programs for farmers, homemakers, students, families with children, and other community members, provided by the various programs within Cooperative Research, Extension, and Education Services, or CREES;
- facilitation of baccalaureate and graduate level degree programs from other colleges and universities, so that such opportunities are made available to Commonwealth residents who do not wish to leave home in pursuit of higher education; and
- student support activities, including admissions and financial aid services, counseling and academic advising, testing, tutoring, placement, and special assistance to disadvantaged students and other community members

THE BOARD OF REGENTS

OVERVIEW

Northern Marianas College is governed by a Board of Regents appointed by the CNMI Governor, with the advice and consent of the Senate. The authority of the Board is derived from the Commonwealth Constitution and statutes. The Board is responsible for ensuring that the College accomplishes its mission of providing quality educational programs and services to the community. As such, the successes of individual members of the community are developed as well as the future of the Commonwealth. Regents are guided by the highest standards of personal and professional integrity and ethical values. They are focused on the needs of the community and the best interests of each and every student. This focus is the basis of their decisions and the goals and objectives they establish for the College.

MAJOR ACCOMPLISHMENTS

During Academic Year 2001-2002, the Board of Regents met 9 times as a complete board. In addition, the Board's standing committees (the Program Committee, the Fiscal and Legislative Committee, and the Personnel Committee) met 35 times.

Highlights of the BOR meetings and activities included the approval of the FY 2003 budget, election of officers, and approval of austerity measures. In addition, the Board also issued the first three-year postsecondary license to International Business and Professional College (IBPC) and a provisional license to Eucon International College. The two licenses are the first licenses ever granted to post-secondary institutions, other than NMC, within the CNMI.

It was also a time of change in the membership of the Board as the Regents bid farewell to Chairman Fermin Atalig and Regent Kimberlyn K. Hinds, and welcomed Regent Joaquin S. Manglona to the Board of Regents.

The Regents closed out the year by selecting Dr. Kenneth E. Wright as the new President of the Northern Marianas College in August 2002. Together the members of the Board and the new President focused on making improvements in policy and the organization of NMC to ensure that NMC operates more effectively and efficiently. The Board ended 2002 by approving the reorganization of NMC through changes in personnel and structure to meet this goal of efficiency and effectiveness.

BOR officers:

Vincent J. Seman - Chairman

Kimberlyn Hinds - Vice Chair and Chair, Personnel Committee

Galvin DL Guerrero - Secretary and Chair, Fiscal and Legislative Committee

Eloise Furey - Chair, Program Committee

Other members:

Abelina Cing-Cabrera

Margarita R. Olopai-Taitano

Joaquin S. Manglona

DIVISION OF INSTRUCTION

BUSINESS, HOSPITALITY, AND COMPUTER TECHNOLOGY DEPARTMENT

OVERVIEW

The Business, Hospitality, and Computer Technology Department provides quality education and training that prepares the people of the CNMI for leadership and management careers in the private sector and public sector. Students are offered the option of pursuing an Associate of Applied Science degree, a Certificate of Completion, or a Certificate of Achievement in various business, hospitality, or computer applications areas. There are currently degree programs offering career ladder tracks in accounting, business management, hospitality management, computer applications, and office technology. These degree and certificate programs are designed to provide marketable job skills for students to qualify for promotions and career changes in banks, hotels, communications companies, various government agencies, and in other business sectors.

In addition, instructional services are provided for continuing education programs and workshops conducted through the NMC Small Business Development Center. These training programs create developmental opportunities for the CNMI workforce to enhance their administrative and managerial skills, as well as improve productivity and profitability.

MAJOR ACCOMPLISHMENTS

Community Involvement through Internships and Guest Speakers. The Department provided opportunities for students to work with public and private sector organizations, and to listen to community leaders share their experiences. A number of students were provided with internship opportunities with various private sector companies such as Verizon, Pacific Islands Club, Hyatt Regency, Pacific Island Aviation, and First Hawaiian Bank. Many private sector employees took advantage of the Department's offerings to upgrade their job skills in specific areas during the academic year. Numerous speakers representing government organizations, the hospitality industry, restaurants, the Saipan Chamber of Commerce, and other organizations shared their wealth of knowledge and experience with students as guest speakers.

Increased Enrollment. The Department noticed an almost ten percent increase in enrollment during the academic year, as compared to enrollments for the previous year. More students seem to be interested in pursuing a degree and improving their opportunities in the job market. Evening courses are typically filled, and it has become difficult to find classroom space because of the high demand for the Department's classes

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

OVERVIEW

The Health and Physical Education Department (H/PE) provides meaningful health, physical fitness, and intramural and intercollegiate athletic programs for the students of NMC as well as programs that will benefit the staff of NMC and the surrounding community. The three H/PE faculty teach most of the Health and Physical Education courses offered each semester, while a gym manager hired in August 2000 has taken over the responsibility of managing and supervising the Multi-Purpose Building. By providing programs that allow for community participation, the gym manager assists the H/PE Department as it continues to carry out NMC's mission.

MAJOR ACCOMPLISHMENTS

Institutional Activities

Health Courses. One of the required core courses for graduation from NMC is a health course. Currently, three health courses are offered at NMC, with a fourth to be added in Fall 2001. HE 150 -

Personal Health and HE 200 - Health and Wellness (a lecture/exercise course) are the health courses taken by many students to fulfill the health course core requirement for graduation from NMC. HE 230, Health and Nutrition, is geared more for the nursing student and provides technical information and knowledge about nutrition. The new health course will be HE 240 - Health and Physical Education Methods for Elementary Teachers. This course is a methods class that provides opportunities for students earning a BS in Elementary Education to acquire knowledge related to the dynamics of teaching health, nutrition, and physical education in the elementary grades.

Physical Education. Physical education activity classes are offered in a broad range of fitness and individual and team sports. Activity classes that all popular with NMC students during the past academic year were beginning and intermediate golf, beginning tennis, aerobic dance, basketball, and volleyball. Enrollment in Health and PE courses for AY 2001-2002, including the Tinian and Rota campuses and Summer session, was 712.

Intramural Athletics. The intramural program is now one year old and features activities that allow faculty, staff, and students to compete on the same teams, thus providing a golden opportunity for better communication and harmony between students and employees.

Intercollegiate Athletics. Intercollegiate athletics are now being offered to NMC students, providing a means for meeting NMC's mission by having NMC students and staff interact with community-based programs. Teams competing for NMC are men's basketball, men's volleyball, men's fast-pitch softball, and men and women's track and field. Future teams will include a women's volleyball team and a women's fast-pitch softball team.

Community Based Program Participation

Community Programs. The H/PE Department addresses NMC's mission of providing service to the community in two distinct ways. One is by opening the gym to the public for approximately 35 hours per week. Over 15,000 individuals used the gym during AY 2001-2002. Another is through active participation and involvement in on-going community programs, such as island-wide athletic leagues and tournaments.

CNMI Governing Sports Boards. All four H/PE faculty/staff have been elected to various sports governing boards. Two Department members sit on the CNMI basketball board, while the other two are on the CNMI baseball and track and field boards.

LANGUAGES DEPARTMENT

OVERVIEW

The NMC Languages Department is tasked with providing for the growing and diverse language needs of the CNMI. The Department meets this need in three areas. The English Language Institute (ELI) provides listening, speaking, reading and vocabulary, and writing and grammar classes targeting the range of students from those with limited English ability to students with advanced English skills. Upon completion of the ELI, students enroll in the NMC English program which provides college level writing classes in composition, research writing, technical writing for Criminal Justice majors, and an additional creative writing course. In addition to the variety of English courses offered, the Languages Department also offers Japanese, Sign Language, Spanish, Chamorro and Carolinian classes. Besides courses on the main campus on Saipan, all three facets of Language instruction are offered on Tinian and Rota campuses as well.

MAJOR ACCOMPLISHMENTS

During the academic year, the Languages Department solidified its offerings in foreign languages on the Saipan, Tinian, and Rota campuses. During Fall Semester, 2001, 126 students took nine different classes in four different languages at four different levels on the Saipan campus. By Spring Semester 2002, there were eight foreign language classes in four different languages at four different

levels. In addition to Saipan campus, Chamorro was offered on Rota and a distance education course was offered simultaneously on Saipan and Tinian campuses. To assist the CNMI Public School System, the Languages Department has been offering, through an adjunct instructor, Beginning and Advanced Sign Language courses. Combining Fall, Spring, and Summer Semesters, 49 students took those classes, with the Languages Department filling the full-time sign language instructor opening in July 2002.

At the college composition level, the Languages Department served 170 students in six EN 101 and three EN 202 classes in the Fall Semester, with an additional class of EN 202 on both Rota and Tinian campuses. The Saipan EN 101 classes averaged just over 17 students per class; the Rota and Tinian classes averaged 11. The three EN 202 classes on Saipan averaged 18 students per class while the Rota class had 11 students. In Spring Semester, the six EN 101 classes on Saipan averaged 17 students per class and the four EN 202 classes averaged 14 students per class. In all EN composition classes (including the EN 111 course offered in Spring), the student per class average was slightly below the desired 15 students per class average with 14.6 students per class. The Summer EN 101 class offered on Saipan had an enrollment of 15 students as well.

The English Language Institute offered 22 classes ranging from EN 070 - Beginning Listening and Speaking to EN 094 - Writing and Grammar III. In addition, Rota and Tinian campuses offered three different courses, concentrating on the higher end course offerings. In sum, NMC served 360 students in the ELI program in Fall Semester, and 391 in Spring 2002. During the two intensive summer sessions that ended in August, 162 students took 12 courses at 7 different levels. In addition, the College offered Japanese to 17 students over the summer semester.

In order to assist the prospective student population, the Languages Department offers regular placement testing, which consists of a standardized TOEFL and a writing assessment test. In August 2001, 301 individuals took the placement test for placement in the Fall 2001 semester. In November/December, 184 students took the test and in January, prior to the beginning of classes, an additional 151 took the test. In April, in preparation for summer registration, 155 individuals took the placement test. The largest number of students to take the test prior to a semester occurred in August 2001. In two days of testing, 250 students took the placement test, an average of almost 63 students for each of the four test administrations. This additional influx has been handled well with the availability of Room D-1, which can accommodate up to 76 students taking the placement test at one time.

NURSING DEPARTMENT

OVERVIEW

The mission of NMC's Nursing Department is to provide career guidance and education in nursing to those students of the CNMI and the Pacific Basin who desire to become Nursing Assistants or Registered Nurses. To accomplish this commitment, the Department offers a Certificate of Completion for Nursing Assistants (NA) and an Associate in Science degree in Nursing (ADN). At the completion of the ADN program, the graduate is eligible for the National Computerized Licensure Examination for Registered Nurses (NCLEX-RN), which leads to a Registered Nurse (RN) license in the Commonwealth and makes the student eligible for licensure in any US state or territory.

MAJOR ACCOMPLISHMENTS

The major focus of the NMC nursing program is the success of its graduates. The one student who graduated from NMC in 2000 has now successfully passed the NCLEX-RN licensing exam. Two students from the 2001 graduating class have also successfully completed the NCLEX-RN. The addition of a NCLEX predictor exam, the HESI, and a structured independent study program to prepare graduates for the NCLEX has greatly benefited the students. The three students who passed the NCLEX completed both the HESI exam and the independent study program prior to taking the NCLEX-RN. The program graduated five students in May 2002. Currently, there are ten students in

the first year class and seven in the second year, a significant increase in enrollment in the nursing program.

This year, three students from China who graduated from a high school nursing course there, challenged the first year of the NMC program. Two successfully demonstrated competencies for the two first-year nursing courses and placed into the second year of NMC's nursing program. The third student opted to go through the complete program here.

The nursing students continue to be very involved in community service and have been doing blood pressure checks and blood sugar readings at various community events throughout the year. The students gain skills through practice and get the opportunity to provide a community service. They presented a very strong determination when they participated in the Relay for Life, in honor of a former instructor.

The Nursing Advisory Committee was active the first semester of last year and is regrouping. At this time the next committee meeting is still being planned. The goal of this meeting is to update all interested parties on what is happening at this time with nursing in the CNMI. Information regarding APNLC, to be presented by Cyndy Tice, will inform us about what is happening in the surrounding islands – how they are responding to the nursing shortage in their own creative ways. Ms. Tice was able to attend the APNLC conference on Kosrae this summer and was able to inform the NMC Nursing Department about what the other islands are doing in nursing.

The computer lab in the Nursing Department is connected to the student network so that students can now access the Internet through the nursing computer lab. Two new computers and several software programs have been added to enable students to use interactive computer programs to increase their learning. Students have demonstrated greater willingness to work on computer simulations as compared with textbook reading.

Two nurses and a physician from the University of Pittsburgh visited NMC and presented a 16-hour program focused on Gastro-Intestinal Disease Nursing, resulting in the establishment of a relationship that promises to be ongoing. Students and faculty, as well as nurses from the community, took advantage of this excellent opportunity. There are plans at this time to invite Barbara Nubile, a former NMC Nursing Department Chair, to return to offer stimulating educational development to the nursing faculty.

With the cooperation of Dr. Tony Sterns, nursing instructor Jan Tatum (RN, FNP) is offering, on her own time, a walk-in clinic several hours a week to College employees and students. New faculty member, Sally Carlson (RN, FNP), will join her on this project.

Both Cyndy Tice and Jan Tatum have become Red Cross-certified First Aid and CPR instructors, which will allow this course to be offered to NMC nursing students and other program participants in a timelier manner.

SCIENCES AND MATHEMATICS DEPARTMENT

OVERVIEW

The Sciences and Mathematics Department provides the science and mathematics courses required for degree and certificate programs offered at NMC. In addition, the Department offers a variety of science and mathematics courses on a revolving basis for students who are interested in these disciplines as possible majors when they transfer to a four-year institution or who want to satisfy their intellectual curiosity. Moreover, the science labs are now better equipped at a basic level with up-to-date and state-of-the-art science equipment and supplies that allow students to get hands-on experience in both laboratory and field contexts.

MAJOR ACCOMPLISHMENTS

In AY 2001-2002, a new Associate in Science in Natural Resource Management (NRM) degree was developed and will be offered initially in the Spring 2003 semester. Several new science courses were created as a result of this new degree. In addition, a new math course (Survey of Math, MA

111) and a new chemistry course (Survey of Organic and Biochemistry, CH 141) were developed. The MA 111 course will be offered for the first time in Spring 2003 and CH 141 will follow in Fall 2003.

A Department member will coordinate use of marine science grants funding with the Division of Environmental Quality, the Fish and Wildlife Department, and other agencies. In addition, several new grant applications are currently underway. More specifically, a \$30,000 grant was developed and submitted to USGS and another \$50,000 grant was submitted to the National Fish and Wildlife, with part of the funds to be used for publishing the new Island Ecology textbook.

The Department offered courses in Physical Science, Chemistry, Microbiology, Human Anatomy and Physiology, Principles of Biology, Marine Biology, Environmental Science, Natural History of the Marianas, and Earth Science. Field trips to enrich the learning experience in the natural sciences were frequently offered because of an increase in faculty knowledgeable about the local marine environment.

The mathematics program offered Pre-Algebra, Beginning Algebra, Intermediate Algebra, Introduction to Statistics, College Trigonometry, and College Algebra. The program provided developmental opportunities for students who had not yet acquired the mathematical skills and understanding to satisfactorily perform in regular college-level courses. Students take placement tests upon entering NMC so as to be placed at the appropriate level of study. Those students who complete the foundation courses are then able to move into more advanced math courses, including Intermediate Algebra and College Algebra. Additionally, a new version of the math placement test was developed and is now in use.

A total of 826 students were enrolled in science and mathematics courses during AY 2001-2002. Of these, 279 were enrolled in nine different science courses and 547 students were enrolled in five different mathematics offerings. Many courses are offered in the evening in an effort to accommodate the schedules of the entire CNMI community.

The Sciences and Mathematics Department has an on going commitment to excellence and continuously strives to offer the students of the CNMI the best possible curriculum in sciences and mathematics.

SOCIAL SCIENCES, FINE ARTS, AND HUMANITIES DEPARTMENT

OVERVIEW

The NMC Social Sciences, Fine Arts, and Humanities Department is a diverse academic unit housing a wide variety of liberal arts disciplines which make up the bulk of NMC's General Education curriculum requirements. Three of five core course requirements for all degree candidates are offered through the Department. In addition, the Department also houses the Criminal Justice degree program offered through the social sciences area.

When fully staffed, the Department has six full-time faculty members and an administrative manager. The Department also employs, as needed, a number of adjunct instructors, commonly drawn from local professionals and social science practitioners, in order to meet student demand for courses and programs within its purview.

MAJOR ACCOMPLISHMENTS

Social Sciences, Fine Arts, and Humanities continued to offer a full range of post-secondary level courses in Visual and Fine Arts (Ceramics, Drawing, Painting, Photography, Drama, and Music), Literature (including Literature of the Pacific), Communications, Philosophy, and Social Sciences (History, Psychology, Sociology, Geography, Economics, Political Science, Personal Law and Criminal Justice). Two new courses (Humanities Honors Seminar and History of Micronesia) were offered in Spring 2002.

In AY 2001-2002 1,668 students enrolled in 103 sections of 39 different course offerings.

It is the goal of the Department to provide the best possible liberal arts education to the people of the Northern Marianas, and to engage in community service at every available opportunity. Examples of some of the accomplishments of the Department in that regard are a continuing and close relationship with the Northern Mariana Islands Council for the Humanities, the CNMI Museum of History and Culture, and the CNMI Council for the Arts.

In addition to the collaboration and assistance provided to these community organizations, the Department's faculty have also established a track record of independent service through involvement in other community education programs. Faculty have produced educational radio programs, judged forensic contests, produced and judged poetry contests, and assisted PSS by presenting the twelve-week NMI History Teachers Institute 2002, as well as bringing in visiting scholars from Japan, Spain, Germany, and the Philippines. Social Sciences faculty have also begun an on-line Micronesian Journal of History and Social Sciences as well as an on-line encyclopedia through the Humanities Council. Individual faculty have served as NMC representatives on the Marianas Visitors' Association Tour Guide Training Program and on the committee to design the visitors' center at American Memorial Park, providing accurate historical focus.

These stand as examples of the central role the Department plays in enabling the College to provide meaningful post-secondary education to the islands' residents, as well as our international students.

VOCATIONAL EDUCATION DEPARTMENT

OVERVIEW

The Vocational Education Department offers degree and certificate programs in Construction Trades (carpentry, plumbing, and masonry) and Film and Audio/Visual Production. In Spring 2002, the Department was moved from the Workforce Development Department in the Division of Continuing Education to the Division of Instruction. This more clearly aligns the vocational education programs with the other degree and certificate programs in the College

MAJOR ACCOMPLISHMENTS

Training for Advanced Development Institute (ADI) Students. The department engaged in planning activities for a special construction-related course for students enrolled in the Advanced Development Institute, designed to enable adult students to complete a high school equivalency program. Sixteen students built 22 computer tables for use in NMC's computer labs and Upward Bound program.

Training for Division of Youth Services and Department of Corrections Inmates. The Vocational Education Department provided hands-on training opportunities for both youth and adult offenders throughout the year, enabling these individuals to learn practical skills for home or employment purposes upon release. The major project these groups were involved in was building a complete set of bleachers for the tennis court at American Memorial Park, and renovating and expanding the Chalan Kanoa Beach Club, as well as constructing a covered barbecue area there, complete with a sidewalk.

Pacific Rim Academy. Through a special agreement with the local film and video production company, Pacific Rim Academy, NMC was able to begin offering courses in all aspects of film and TV production. This program can lead to an associate degree or a certificate.

Tinian. Courses in Construction Trades were offered on the Tinian campus to interested students. Courses in Auto Services will be offered both on Tinian and Rota in AY 2002-03.

SCHOOL OF EDUCATION

OVERVIEW

The School of Education (SOE) supports a Teacher Preparation Program and the NMC Abilities Center. The School is dedicated to enhancing the quality of education in the CNMI by providing the baccalaureate degree in Elementary Education. In addition, the SOE offers and is developing courses and certificate and endorsement programs in the areas of Elementary Education, Early Childhood Education, Special Education, Related Services, Early Intervention, Bilingual Education, Physical Education, Library Science, Reading, and Instructional Technology.

NMC now offers a Bachelor of Science degree in Elementary Education. The College was granted accreditation by the Senior Commission of the Western Association of Schools and Colleges (WASC) in Spring 2001, and the 2001–2002 Academic Year was our first to offer this four-year degree. Thirty students completed their baccalaureate degrees and graduated from the program in Spring 2002.

The Teacher Preparation Program is supported by a Curriculum Resource Center (CRC) and an innovative College Lab School (CLS). The CRC is used by mentors, master teachers, and teachers-in-training to examine, experiment with, and evaluate the latest in program-related curricular materials: books, videos, software, and manipulatives. The CLS is used by teachers-in-training to observe master teachers and to engage in hands-on applications of teaching theories, approaches, methods, and activities.

Finally, the SOE's Abilities Center networks and supports community efforts that address individuals with disabilities and their families. Our networking with local agencies has helped to make NMC become a more accessible institution as well as assisted in offering services that directly affect individuals with disabilities. The Abilities Center receives primary support from the federally funded University Centers of Excellence in Developmental Disabilities Education, Research, and Services (UCE).

MAJOR ACCOMPLISHMENTS

Education Programs. NMC was founded as a teacher training institute in 1981; 20 years later, it awarded its first baccalaureate degree. Thus, the graduation of the College's first baccalaureate degree class in Spring 2001 may be considered not only the highlight of the year, but also the highlight of the existence of the institution.

The School of Education also began operating the first year of a Preparing Tomorrow's Teachers to Use Technology (PT3) Implementation Grant from the US Department of Education. The grant, which will last three years, was funded for \$825,000 and is being used to provide training in incorporating instructional technology in the classroom for SOE teachers-in-training, NMC faculty, and PSS and private school mentor teachers. The grant also provides limited financial support for multimedia technology labs for elementary school classrooms and enhanced Internet and video teleconference access between the SOE and the Public School System.

The SOE also collaborated in the writing of a federal Title III Strengthening Institutions grant in the late Spring 2002. In Summer 2002, NMC was notified that that it would be awarded a grant of \$1,750,000 over five years. Funding for the Title III grant will begin in FY 2003 and will support the extension of computer technology throughout the institution.

Curriculum Resource Center. In AY 2001-2002, the Curriculum Resource Center provided 865 linear feet of shelving for holdings. Holdings for the CRC increased by approximately 500 items, including books, videotapes, serials, kits, and posters. The total holdings for the CRC are now over 7,500 items. Usage statistics indicated that the CRC was used by an average of 65 patrons a day during AY 2001-2002, a 61% increase from the 40 a day who used the Center in 2000-2001. Statistics kept with the circulation software show that 12,123 items were circulated among faculty and students in AY 2000-2001. During AY 2001-2002, 16,244 items were circulated among faculty and students, resulting in a nearly 35% increase in the number of items as compared to AY 2000-2001.

College Lab School. The Lab School continued to support the SOE's teacher training program, hosting over 800 visits by teachers-in-training this past year. In addition to this primary task, the staff at the CLS coordinated with PSS and community leaders to bring such challenging academic activities as the National Junior Forensic League and MathCounts competitions to the students of the CLS. The College Lab School was expanded to include the seventh and eighth grades. CLS faculty and students continued to access the NMC Community Gymnasium for PE classes. The CLS was once again publicly recognized by the CNMI Department for Environmental Quality (DEQ) for their continued support in cleaning their adopted beach at Lau Lau bay. The CLS participated in the Department of Public Safety's DARE community education program with all sixth grade students graduating from the program. CLS faculty participated as participants and presenters in the PSS/PREL Project Delta, a mathematics teacher enhancement activity, and in the review and field testing of a number of PSS institutional evaluations. The CLS also received approximately \$20,000 in federal Title II and EIE grant funds through PSS.

Abilities Center. The University Affiliated Program for Developmental Disabilities (UAP), by a reauthorization order of the Developmental Disabilities Assistance and Bill of Rights Act (P.L. 106-402), was renamed the University Center of Excellence in Developmental Disabilities Education, Research and Services (UCE). The UCE, with funding assistance from the Hawaii UCE, also established and coordinated two new parent organizations, the CNMI Parent to Parent organization and STaR* (*Saipan, Tinian and Rota) Incorporated. UCE staff also served as members of the Special Education State Advisory Panel (SESAP) and the Inter-Collaboration Council (PSS Early Childhood Program).

DIVISION OF CONTINUING EDUCATION

Beyond its traditional academic degree and certificate programs, NMC serves the growing CNMI community through its Division of Continuing Education, which facilitates lifelong learning by providing quality workforce education, technical assistance services, and adult training opportunities for government, business and industry, and other community organizations. The Division provides a myriad of educational services and is comprised of the following departmental areas: Workforce and Community Development Programs, Extended Programs, Adult Basic Education, and Cooperative, Research, Extension, and Education Services (CREES).

Collectively, the Division of Continuing Education strives to make NMC a center of learning by providing educational programs and services that are responsive to community needs, accessible for people throughout the CNMI, and will help improve the overall quality of lives for Commonwealth residents.

ADULT BASIC EDUCATION (ABE)

OVERVIEW

The Adult Basic Education (ABE) Office provides four instructional programs to promote literacy, numeracy, and assist interested individuals in obtaining their high school diplomas. The adult GED (General Educational Development) series of courses provides instruction in the five topic areas of the GED high school equivalency tests: mathematics, reading, writing, social studies, and science.

The Adult School offers a competency based, life skills oriented alternative high school. The English as a Second Language (ESL) program provides English language instruction, and the Family Literacy Program offers both adult and early childhood education for parents and children in integrated programs at participating elementary schools.

The ABE Office serves both as the CNMI's state educational agency for adult education services and as its primary local instructional provider. A public service, non-profit organization and several independent instructors also provide instructional services on a contractual basis.

Instruction is offered at the NMC sites on Saipan, Tinian, and Rota, the Saipan adult and youth correctional facilities, and at multiple village sites on Saipan. Courses are available throughout the year on a trimester basis in the daytime and the evening. In fact, English as a Second Language courses are even offered throughout the day on Sundays to accommodate interested factory workers' shifts.

Most courses are held for ten-week periods and are free to citizens of the US, Palau, Marshall Islands, and Federated States of Micronesia and their US permanent resident/CNMI immediate relative family members. All others pay \$40 per class. Books are sold for \$10-13 per class.

New students must first complete registration forms and take free math and English placement tests before signing up for classes.

Title II of the Workforce Investment Act of 1998 provides 80 percent of ABE Office funding. It mandates the office to: assist individuals to develop basic skills in literacy and numeracy, help parents be effective first teachers of their children, and facilitate earning a high school equivalency diploma, all with a view toward making participants productive members of society.

MAJOR ACCOMPLISHMENTS

Highlights of the 2000-2001 academic year focused on four main areas: expanding instructional offerings in both numbers of classes and sites, upgrading instructor and staff skills, implementing new instructional and assessment systems, and preparing to institute the new 2002 GED test series.

Class offerings were expanded for adult education, ESL, and GED preparation at the NMC site and new sites were opened in the villages of Tanapag and San Roque.

Office staff attended workshops on the California Adult Students Assessment System, use of technology in instruction, and financial management requirements. GED examiners and instructors attended workshops on changes in GED testing requirements and associated instructional changes. Teacher institutes were held on Saipan, Tinian, and Rota to update all instructors on the modifications to established practices.

Preparations were begun to acquire the necessary instructional and assessment materials to meet new curriculum and reporting requirements for the 2001-02 academic year.

A public awareness campaign was conducted to inform the public about the changeover to the new GED test series in January 2002. The frequency of testing sessions was increased 50 percent in the second half of the year to accommodate an expected increase in persons attempting to complete the existing test series.

EXTENDED PROGRAMS

OVERVIEW

The Extended Programs Department supports the college mission by providing opportunities for academic and career education and training in collaboration with secondary and postsecondary educational institutions, professional organizations, and specific federal programs. Through periodic surveys of the community and in response to public requests, needs are identified and new programs initiated. Primary activities include the facilitation of baccalaureate and graduate degree programs, English and cultural studies programs for international students, the 2+2 program between Northern Marianas College and CNMI secondary schools, English and cultural studies programs for international students, and program development and student support activities. Extended Programs works in collaboration with Workforce Development and the Division of Instruction to address CNMI-wide human resource needs and to make available to individuals opportunities for professional growth and development. The Department will work closely with Workforce Development in the implementation of the Community Human Resource Development Plan.

MAJOR ACCOMPLISHMENTS

University Partnerships

University of Guam, Master of Education in Administration and Supervision. Fifteen degree candidates completed their coursework and began preparation of their theses. Three additional individuals continue to complete the program requirements for degree candidacy. All courses were taught on Saipan, with student and faculty support facilitated by Extended Programs. It is expected that the majority of students will be awarded degrees in Spring 2003.

Framingham State College, Master of Education for Teachers in American Schools Overseas. Thirty-six CNMI educators completed the first five courses in this program during AY 2001-2002, with graduation scheduled for Spring 2003. Planning for a new cohort of students, also to commence in 2003, was initiated. Framingham State College, accredited by the New England Association of Schools and Colleges, is the oldest teacher training institution in the United States.

San Diego State University (SDSU). In conjunction with San Diego State University's Interwork Institute/Center for Pacific Studies, Extended Programs began the facilitation of the Master of Arts in Educational Leadership for a cohort of five students. Courses in this program are conducted online. Recruitment for this program continued into Fall 2002, an additional entry point for applicants. Plans to facilitate a Master of Science in Business Administration program did not materialize, as too few applicants satisfied the criteria for admission to this program. Plans to offer a collaborative program toward a Bachelor of Vocational Education and a Bachelor of Arts in Liberal Studies did not come to fruition as an insufficient number applied to render the cost-effective offering of these programs.

National University (NU). A Memorandum of Agreement, including an articulation record, was signed with National University. Through this agreement, NMC, through Extended Programs, facilitates support services to students enrolled in Bachelor of Science in Criminal Justice, Bachelor of Business Administration, Global Master of Business Administration, Master of Science in Educational Technology, and other degrees. A number of students formerly enrolled in the University of Guam courses leading toward a Bachelor of Business Administration degree, discontinued as a result of accrediting commission sanctions on UOG, transferred their enrollment to the NU BBA program. Discussions continued with the Department of Public Health Services and Commonwealth Health Center Nursing Department regarding interest in supporting the professional development of nurses in the proposed collaborative Bachelor of Science in Nursing program, articulated to the NMC Associate in Applied Science in Nursing.

University of Pittsburgh. A team of medical and nursing faculty from the University of Pittsburgh conducted a seminar on Gastro-Intestinal Disease as a continuing medical education activity for nurses and nursing students. Sixteen individuals earned certificates through participation in this four-day program.

New Programming Initiatives. In response to an identified need for a graduate program in counseling to assist Public School System counselors to meet certification requirements, discussions commenced with San Diego State University regarding the possible offering of such a program. Exploration and planning for additional collaborative programs in the fields of business, public administration, criminal justice, allied health and nursing, occupational safety and health, and other fields also commenced with the University of Guam, the University of Pittsburgh, Western Michigan University, and the University of San Diego.

Other Partnerships and Program Services

Secondary School Partnership Program: 2+2. Memoranda of Agreement between Northern Marianas College and Northern Marianas Academy, Grace Christian Academy, and Marianas Baptist Academy were implemented, whereby junior and senior level students who meet NMC Early Admissions criteria can begin studies at NMC and earn credits applicable to both college and high school. Such a program allows students to begin focusing on a career path and to initiate college courses that support their goals. Through an existing Memorandum of Agreement with the Public School System, students at Marianas High School, Tinian High School, and Rota High School engaged in studies in one or more of the following fields: tourism and hospitality, teacher academy, and automotive services.

Service-Learning. In January 2002 a grant was awarded by the Campus Compact National Center for Community Colleges for NMC's first Service-Learning program. During Spring 2002, outreach to community agencies and orientation of initial participating faculty and students was conducted by the Director of Extended Programs. Initial student response was enthusiastic; 94 students in education and liberal arts courses, on both Saipan and Tinian campuses, participated. A grant award was submitted in June 2002, and the continuation grant was received prior to commencement of the Fall 2002 semester.

Service to the Academic Council. The Director of Extended Programs was re-elected Chair of the Academic Council and provided team leadership and staff support for the Council's work throughout the year. The work generated by the council through its weekly meetings is a significant contribution to the academic quality and integrity of the institution. Extended Programs' personnel and supplies, for both weekly meetings and working retreats, were used exclusively to support the Academic Council's work—an unfunded yet critical element of the institution.

WORKFORCE DEVELOPMENT AND COMMUNITY PROGRAMS

OVERVIEW

The Department of Workforce Development and Community Programs (WCDP) supports the college mission by coordinating, developing, and implementing training programs for employees. These functions are recognized by Executive Order 94-3, which transferred responsibility for government training from the Office of Personnel Management to Northern Marianas College. In addition to government-wide courses scheduled throughout the year, Workforce Development also provides contract or customized training for companies and organizations with specific workforce training needs. The development and implementation of such training occurs in conjunction with academic departments of the College. Training objectives, schedules, and locations are determined by the needs of the employer and employees. When requested, continuing education units (CEUs) may be awarded to participants in Workforce Development short-term training activities.

Through a memorandum of understanding with the Office of Personnel Management, Civil Service Commission, all Workforce Development training activities are automatically granted official government sanction.

The Department of Workforce Development and Community Programs will play a major role in the implementation of NMC's Community Human Resource Development Plan, which links closely to the CNMI Workforce Management Improvement Plan.

"Training and education is our business, increasing the productivity and efficiency of our workforce is our goal."

MAJOR ACCOMPLISHMENTS

Community Human Resource Development Plan (CHRDP). The second and final phase of the development of the CHRDP was completed with the second round of sessions for internal and external (public and private sectors) focus groups. Sessions were held on Saipan, Tinian, and Rota to ensure that NMC obtained as much input from the community as possible. The plan was completed and then reviewed and approved by the President. It has been sent to the Board of Regents for consideration. The target implementation date for the CHRDP is Spring 2003.

Pre-Law Program. The Pre-Law Program is designed to allow participants to assess their commitment to pursuing a career in law by providing some first-hand experience of what law school is like. This year seventeen students completed the program, which would not have been possible without the dedication of steering committee members from the Office of the Attorney General, Commonwealth Supreme Court, and the NMI Bar Association.

PSS Training. The Public School System is one of the College's long time clients for baccalaureate degree programs and short-term seminars and training programs for current and future teachers. A primary example was the month-long PSS Bilingual Institute. PSS teachers received instruction in planning and assessing diverse classrooms, students with disabilities, lesson planning, classroom management, and instruction in Chamorro and Carolinian language arts. Furthermore, with the assistance of the NMC School of Education, the WCDP also offered cultural seminars and other mini-workshops on Saipan, Tinian, and Rota to PSS teachers as part of their Teacher Certification Program.

Customized Training. Throughout the year, WCDP offered short-term training sessions in the areas of customer service, management and leadership, computer application, information technology, various standardized test preparation, government accounting, language classes, communication, and supervisory skills. The participants in these workshops came from government departments such as CUC, PSS, DPS, and CHC, as well as organizations like the Hyatt Regency Saipan, Tasi Tours, and Verizon.

COOPERATIVE RESEARCH, EDUCATION, AND EXTENSION SERVICES (CREES)

OVERVIEW

The Cooperative Research, Extension and Education Service, (CREES) provides coordinated extension educational opportunities and research projects through its two programs of Agriculture Research and Extension, and Family and Consumer Sciences. With continued support and interaction, both programs are dedicated to helping the many stakeholders (farmers, agriculturists, families, youths, students, individuals, government and private agencies, organizations, and various ethnic communities) improve the economic prosperity, environmental living conditions, and overall quality of life within the CNMI.

In relation to other land grant universities and colleges, CREES is small in size, with fewer than forty employees distributed between the three major islands. A major component substituting for the shortage of manpower is the heavy reliance on key collaborations and partnerships with government agencies, non-profit organizations, and other entities throughout the CNMI. In exchange, CREES provides its collaborators with the knowledge and expertise of its professional faculty and staff, as well as with appropriate resources. CREES also hires temporary workers to assist with specific projects.

The respective teams in the Agriculture Research and Extension are Aquaculture Development, Crop Improvement, Plant Protection, and Soil and Water Quality Management. The Family and Consumer Sciences consists of Community Resource Development, Food Safety and Quality, EFNEP, Family Development, 4-H Program, and Nutrition, Diet, and Health.

MAJOR ACCOMPLISHMENTS

Agricultural Research and Extension Unit

Aquaculture Development Program. The 2002 Tilapia Cook-Off took place on August 8, 2002 at the Garapan Street Market. Collaborators included CREES, Department of Public Health, Marianas Visitors Authority (MVA) and Ayuda Network. Five professional chefs from major hotels participated for the purpose of demonstrating the best tilapia recipe. MVA has stated that the turnout, consisting of both tourists and local community members, was the best ever for a Garapan Street Market event. Two hundred copies of the newly published Tilapia Cook-Off Recipe Book were distributed to those in attendance. The impact this particular event made was also notable in that numerous individuals have called the Aquaculture Development Program to request assistance in setting up a tilapia fish tank at their residence. This fiscal year, 321 individuals/clients were served through presentations and training workshops by the Aquaculture Development Program.

Crop Improvement Program. Vegetable and fruit production activities included the selection and purchase of ornamentals from Hilo, Hawaii for sale and distribution to the Rota community; and assistance with the on-going Integrated Pest Management (IPM) programs and with established field research programs in vegetable variety selection and crop improvement, banana IPM and crop improvement, sweet potato weevil control, scarlet gourd eradication, and betel nut insect control.

Three Farm Safety Training sessions were conducted for approximately 60 Rota youth in support of the 4-H program. Five Treasure Hunt Games were developed, with prizes being hidden at the ends of the hunt for each training session. A Red Cross First Aid/CPR training session was organized for Rota farmers. Certified trainers were contracted from Rota to prepare eight students for first response to accidents at work sites.

In the area of sustainable agriculture, one Farmer/Rancher Grant pertaining to alternate local feeds for tilapia was completed. Three Farmer/Rancher Grants are on-going: a windbreak project, fertigation demonstration from tilapia ponds, and coffee production and processing. A greater interest in coffee production is demonstrated by one family's development of a coffee plantation and three other farmers having planted trees.

Follow-up of the funded pineapple project continued during the year, with one farmer continuing to expand his plantation. Lino Mendiola harvested over 1400 pineapples as compared to the 280 he harvested the previous year. CREES assisted Mr. Mendiola in fertilizer recommendations, planting and disease control methods, pest control, and pineapple jam processing. Three other producers are expanding their plantations, although on a smaller scale.

The Kagman Extension Team provided technical assistance to over 175 clients throughout the fiscal year. The tomato hatch project provided promising outcomes as the designs for the projects keep improving.

A *noni/lada* production and processing workshop was conducted on Rota for participants from the CNMI, Guam, FSM, Korea, and Hawaii.

Plant Protection Program. A 370-page report on the invertebrates and invertebrate collection of the CNMI was created and is continually upgraded as the number of collected species has increased by 292 species; further identifications should increase this figure to over 350. Collected and processed specimens consist of invertebrates from Saipan, Tinian, Rota, Aguigan, Anatahan, Sarigan, and Pagan.

The Integrated Pest Management program offered four workshops for gardeners, greens-keepers, and others working in the pest management of high value ornamental plants, trees, shrubs, and turf grasses. The IPM program established several on-going field trials of Garlon 3A testing methods and dosage rates to determine which would be effective in killing vines of the scarlet gourd, *Coccinia grandis*. This research started on Rota with the CREES and Rota Resort staff, and continued on Saipan with several methods of potential control being tested near the NMC campus and at LaoLao Bay Resort, a major cooperater in this project. The use of Garlon 3A proved to be an effective method in stunting or killing the growth of the scarlet gourd.

Soil and Water Quality Management Program. The CREES Environmental Lab construction is now complete, and awaits a few necessary DI water system improvements, supplies, and instruments to be acquired next fiscal year. The lab will be used for water quality assessment and monitoring as well as improving potable water availability and quality.

Water quality assessment and monitoring is aided by the Sea Urchin Fertilization Toxicity (SUFT) research project. The SUFT test is a biomonitoring method new to the CNMI, and if successful will equip environmental planners with hard data to prioritize watershed mitigation and protection. The SUFT test compares the fertilization rate of sea urchin gametes in pristine seawater (the control) to water taken from a site that may be impaired. A significant difference in the percent of fertilization would demonstrate that the water being tested is adversely impacted and therefore may pose a health risk to aquatic and human life. The research proposal was granted DEQ 319(b) Non-Point Source Pollution Protection funding.

Near shore water quality protection activities included a “Walk It, Don’t Drive It” campaign to inform people about impacts associated with vehicular traffic on beaches and directed at changing beach-goers habits. A month long car-count survey conducted at a highly frequented Saipan beach found that only 3% of the cars driven onto the beach were authorized to do so. Aerial photographs of Saipan beaches were taken in April to show present vegetation patterns. A survey (n=700) conducted at Saipan gas stations found that 68% of the drivers were unaware of any law prohibiting driving on beaches, and of the 32% that knew there was a law, 4% confessed that they still drove on the beach.

Government agencies known to drive on the beach (DFW, DEQ, CRM, and DPS) were sent a letter requesting their strict observance of the law unless absolutely necessary. Additionally, numerous public awareness campaigns were created to deter drivers from driving on the beach.

Family and Consumer Sciences Unit

Community Resource Development (CRD) Program. The Family and Youth Financial Management Program, through an MOU with Community and Cultural Affairs, conducts bi-weekly mini workshops on family financial management under the Residential Energy Assistance Challenge Program, specifically for participants in its Low Income Home Energy Assistance Program.

Attendance at a mini workshop is mandatory for those participants whose power, telephone, or water was disconnected due to failure to make payments on time. Over 500 LIHEAP recipients were required to attend a family financial management workshop.

CRD Program staff are actively working with the Marianas Island Housing Authority (MIHA) in re-activating the Self-Sufficiency Program for their Zero-Income tenants as well as Section 8 tenants. CREES is promoting the availability of free workshops, training, and non-traditional educational programs that NMC has to offer. MIHA agreed to turn over two housing units located in the Lower Garapan Low-Income Housing Sections to CREES while awaiting official approval from the MIHA Board of Directors. CRD was active in the Heart of Marianas (Korason Marianas) event, and through collaboration with DLNR's Plants Industry officials, was successful in obtaining donations of locally grown fruits and vegetables from commercial and subsistence farmers for the event.

The Sewing Program for Families with Limited Resources, on Saipan and Tinian, graduated over 85 non-traditional students, who completed 12 sewing projects in order to obtain a Certificate of Successful Completion. Graduating students are provided letters of recommendation for future employment, and those with good attendance records were offered employment by local garment factories. A Sewing Program for Youth is offered during summers.

The goal for the Healthy Living in the CNMI project, approved for ADAP funding, is to increase CNMI consumption of locally grown fruits and vegetable. The project is presently carried out at the Saipan Aging Program Center and one private elementary school, with scheduled expansion to Head Start centers in San Antonio and Kagman.

Expanded Food and Nutrition Education Program (EFNEP). EFNEP conducts annual presentations such as food safety, healthy eating, food demonstrations, and nutrition integration in the classroom to school children, college students, parents, teachers, caregivers, and those interested in their health and the health of their families. Through these presentations, nutrition and health issues that affect the entire family are addressed.

EFNEP successfully reached thousands of community members last year due in part by its collaboration with various agencies (e.g., other CREES programs, the Department of Public Health, the Public School System, Head Start, the Department of Community and Cultural Affairs, the Ayuda Network, the Marianas Visitors Authority, and the CNMI Food and Nutrition Council).

Additional EFNEP accomplishments:

- Provided assistance with the development and implementation of an MOU with Head Start
- Conducted food safety training for childcare providers
- Conducted health and nutrition education training for PSS food monitors and PSS and Head Start teachers
- Provided nutrition education at community events (e.g., Diabetes Awareness Month, Stress Free Holidays Fair, Head Start Symposium, Ag Fair, CNMI Nutrition Month, Early Childhood Education Conference)
- Made nutrition education presentations for public school children and their parents and college students
- Co-coordinated the 2002 Tilapia Cook-Off
- Conducted training for Community Guidance Center staff on using EFNEP curriculum
- Conducted training for CCA staff on how to facilitate focus groups sessions
- Conducted focus group sessions for the Healthy Living in the Pacific project
- Co-coordinated the CREES "High 5" session, which served to motivate staff
- Co-coordinated events for the CREES open house

EFNEP had 60 families and individuals enrolled last year, with 66% of the clients successfully completing the program. Moreover, there were over 2300 clients reached through presentations and trainings (60% of whom were children and 40% adults). The EFNEP Evaluation/Reporting System has recorded detailed results related to program success.

Family Development Program. The Parenting Program hosted numerous Family Education workshops that focused on strengthening family relationships by educating individuals, parents, and

families as a whole on parenting choices, relationship challenges, signs of child abuse, and the relationship between a total parent and loving child. Through collaboration with the Ayuda Network and the Department of Youth Services, over 150 individuals and 30 families were served.

Food Safety and Quality. The Food Consumer Sciences (FCS) section of CREES on Rota has been quite successful in conducting research activities on prolonging the shelf life of food products while maintaining their nutritional values. Edgar Cocker, Product Development and Marketing Specialist, conducted intensive research on how to prolong the shelf life of taro, yam, cassava, and banana up to four months without changes to texture, color, and flavor.

FCS–Rota received a competitive grant of \$100,000 from USDA to promote food safety and to design prevention measures and training programs to help the CNMI community reduce food borne and chemical borne illnesses.

CREES has been instrumental in improving the Rota food processing industry for jams, chips, candy, flower, juices, pickles, oil, hot sauce, taro, breadfruit, yam, cassava, okra, sour sop, cucumber, hot pepper, coconut, mango, papaya, banana, bitter melon, and other local fruits and vegetables. FCS-Rota has also developed two nutraceutical industries, namely *da'ok* oil (*Callophylum Inophyllum*) and *noni* juice, for medicinal purpose, both of which are now commercialized on Rota.

Nutrition Diet and Health Program. The Nutrition Diet and Health Program reached 156 adults and 300 young students from the elementary and high schools and the College. The program collaborated with the Public School System to promote good eating habits and exercise. Nutrition education sessions were provided to parents and teachers as to how to make nutrition policies for the schools. Furthermore, the program provided nutrition education sessions for PSS food vendors to help them incorporate healthy food into the PSS lunch menus.

A container gardening project promoted the use of local high nutrient density crops to students, church groups, and other interested individuals. Healthy eating habits were promoted among college students and homemakers who are seeking to change the eating habits of their families. A course on nutrition had over 30 students enrolled each semester. Nutrition education on pregnancy was provided to encourage mothers to practice good eating habits and make healthy food choices in order to have a healthy pregnancy and a healthier baby.

DIVISION OF STUDENT SERVICES

COUNSELING PROGRAMS AND SERVICES

OVERVIEW

Counseling Programs and Services provides a variety of individualized and group activities to help NMC students complete their academic objectives; to reduce student attrition; and to assist students in expanding their vocational and educational goals. The scope of programs and services available to students include personal counseling, crisis intervention, information and referral services, academic advising, assistance with transfer to other institutions, disability support services, international student assistance, orientation of new students, instruction for the College Life Skills course (formerly ID 296, now BE 110-College Success), mentoring of new students, health and wellness, drug awareness activities, and administration of national college admissions tests.

MAJOR ACCOMPLISHMENTS

- Counseling faculty took lead roles in revising and teaching of ID 296-College Success, a course designed to increase student success and retention. The revised course, BE 110, was placed under academic review and was approved as an academic course and as an elective for the Liberal Arts Degree program.
- Through the efforts of the Counseling faculty, the Retention Task Force was established by the NMC President, recognizing the importance of student retention. The Office of Retention was established, and the position of Retention Coordinator was successfully filled. The Office of Retention is under the Office of the President. [Note: The NMC reorganization in Fall 2002 eliminated the Office of Retention and the Retention Coordinator position.]
- The Academic Advising Coordinator/Counselor held an advisement workshop each semester to train new faculty tasked to serve as advisors for their respective degree area to better understand the importance of their role as academic advisors. Representatives from all campus sites were included.
- New student orientation was expanded to serve the full range of NMC students: traditional college students, returning older adults, international, early admission (high school), and transfer students, all scheduled at times convenient for such students to attend.
- In addition to offering separate orientations for specific groups, the Orientation Coordinator offered a variety of workshops on topics such as time management, goal setting, campus resources, test taking skills, and career choices. All were available to new students during the first two weeks of instruction as requested by students. Included in the orientation sessions: Department Chairs sharing information about their specific programs; a “Heart-to-Heart” session with specific instructors to discuss their expectations of students; and a session on “Understanding Students With Disabilities” to provide students information and awareness of services offered by the Disability Support Services (DSS) Program.
- The Disability Support Services Coordinator/Counselor presented and participated in various Disabilities Awareness workshops on and off campus. Program implementation and actual coordination of services for students with disabilities throughout the entire process--from admissions to registration--were accomplished. Service provision and accommodations were maintained throughout the entire semester for such students.
- The Disability Support Services program assisted nine students with a range of services including information/referral, personal and academic counseling, accommodations and coordination of services with various CNMI, disability-related programs.
- The efforts of the Disability Support Services Coordinator/Counselor have broken down barriers and attitudes on this campus, have lead the way to both facility and service changes, and have resulted in inclusion of students with disabilities in both academic and non-academic programs.

- The Drug Awareness Program Coordinator/Counselor coordinated the Great American Smokeout Day along with the American Cancer Society.
- The Health and Wellness Program Coordinated 10 events, attended by 450 students.
- From Fall 2001 through Summer 2002, over 3300 student contacts were made by the Counseling faculty. Services provided included personal counseling, academic advising, and assistance with a wide range of student-related concerns. Additionally, the Early Intervention Program tracked and provided assistance to 250 students and interviewed 67 students requesting complete academic withdrawal. The Counseling Center administered national tests to 341 persons (SAT I and II, SSAT, ACT, LSAT, TOEFL, TSE, GMAT, and GRE). Over 350 students attended presentations conducted by speakers from community organizations and agencies on a wide range of health and wellness topics.

STUDENT DEVELOPMENT

OVERVIEW

The Student Development programs consist of the Career Center, the Student Center, and the Prometric Testing Center. The Career Resource Center provides students educational and job resource information, training opportunities, and career-employment workshops. The Student Center provides NMC students with a place to develop their social and leadership skills through planned student activities. The Prometric Testing Center offers US national approved computer-based certification tests in a secure environment for various specialized fields. Each of these three programs is charged with the responsibility of creating avenues where student growth is obtained and employment certification can be secured.

MAJOR ACCOMPLISHMENTS

- Operated Prometric computer-based Testing Center whereby individuals are administered national and certification type testing. A total of 1,159 individuals (an increase of 280% over last year) received testing services from NCLEX, TOEFL, GRE, GMAT, ARRT, NBCOT, and AICPCU-IIA. The Testing Center is able to provide 152 different tests in a variety of fields.
- Updated college catalogs and college application forms from various colleges and universities across the United States and other areas.
- Purchased new career materials and books to assist students in understanding and exploring fields for study majors.
- Upgraded CD software products that assist individuals with assessing skills, selecting majors, applying to major universities, building resumes, and creating job application letters.
- Provided 12 employment/career workshops for NMC students, staff, and CNMI community agencies.
- Furthered the development and placement of campus work-training opportunities for NMC students. A total of 664 applications were received, with 307 placements provided.
- Provided 795 career and college consultation sessions for students.
- Developed a partnership and co-sponsorship with ASNMC, student clubs, and NMC departments for planning, promoting, and carrying out student activities.
- Developed an annual student activity plan for 93 student activities. Student activities totaled 1,769 visitations, with an average of over 20 persons per activity.
- Career and employment/training services were requested by and/or provided for students 597 times. Career and job Internet/computer services were requested by and/or provided for students a total of 2,702 times.

FINANCIAL AID OFFICE

OVERVIEW

The primary function of the Financial Aid Office is to administer the various financial aid programs available to eligible students to help defray some of their educational costs. The Financial Aid Office's mission is to help students obtain adequate financial assistance (local and federal) when applying for admission and/or for continuous attendance at NMC. Financial aid may come in the form of grants, scholarships, part-time employment, and tuition waiver, with the exception of loan programs. To help achieve its mission, the Financial Aid Office offers services such as one-on-one assistance in completing financial aid applications, and provides up-to-date information on scholarships, veterans' educational benefits, US Army tuition assistance, and other forms of student financial aid.

MAJOR ACCOMPLISHMENTS

- For the first time, NMC hosted the US Department of Education's federal financial aid training workshop. The main theme of the weeklong workshop was *Tools for Ensuring Program Integrity*. The bulk of the participants came from the various island states of Micronesia such as the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands. Also in attendance were from several representatives from the secondary educational institutions throughout the CNMI.
- **Upgraded PowerFAIDS from 6.1 to 7.2 version.** An ABT trainer and consultant provided follow up training to all Financial Aid Office personnel. Training for both PowerCAMPUS and PowerFAIDS had to be shortened due to the September 11, 2001 attack.
- In AY 2001-02, 816 students (unduplicated count) received federal Pell Grant financial assistance in the amount of \$1,459,992. This showed an increased by 43% in student enrollment and 43% in the dollar amount of Pell awards. In addition, 133 Pell Grant recipients also received awards amounting to a total of \$34,672 from Supplemental Educational Opportunity Grant (SEOG), and 49 students participated in the College Work Study (CWS) program, earning a total of \$58,318.

EDUCATIONAL TALENT SEARCH

OVERVIEW

Educational Talent Search is a pre-college intervention and guidance program designed to assist young people ages 11 to 27 to complete high school and to enroll in a college or vocational program. ETS provides academic counseling, workshops on study skills and other related areas, career exploration activities, assistance in completing admissions and financial aid application forms, and other personal development activities. To be an ETS program participant, one must be a US citizen or resident of the CNMI, FSM, Republic of Palau, Republic of the Marshall Islands, or American Samoa; be between the ages of 11 to 27; have an annual income within the required Federal Income Guidelines; have parents/guardians who have not earned a four-year college degree; be interested in enrolling in a college or vocational program after high school; and demonstrate academic potential.

MAJOR ACCOMPLISHMENTS

- Moved into new center in Building S.
- Placed six tutors into six schools to provided tutoring assistance to our ETS participants.
- Provided tutoring in language arts, mathematics, social science, science, and computer skills to ETS participants.
- Established key personnel positions and provided tutors on the Rota and Tinian campuses.
- Provided new computers, with Internet and printer access, to main ETS Center on Saipan campus.
- Provided more opportunities and expanded lab hours for students to use the ETS Center.

- Provided services to 625 Talent Search participants.
- Provided monthly workshops focusing on career opportunities and career exploration, financial aid, study skills, college preparation, library skills, management skills, drug and alcohol awareness and prevention, and cultural activities to ETS participants.
- Facilitated ongoing communication between school officials, counselors, and community service programs.

UPWARD BOUND PROGRAM

OVERVIEW

The Upward Bound Program helps young students to prepare for higher education. Upward Bound Program serves high school students throughout the academic year and during an intensified summer component that includes courses in reading, writing, mathematics, and science as an integral part of the summer experience. During the six week summer program, the students will have the opportunity to take core courses for high school credit, the possibility of taking college credit classes, and will also include many field trips and enrichment activities. Upward Bound Program has many services provided to the students, including tutorial services, counseling, advising, mentoring, college campus visits, and workshops for parents and the participants. Upward Bound Program is a college preparatory program that assists disadvantaged high school students to overcome educational, social, cultural and other barriers to higher education. It is funded by the US Department of Education through a four-year discretionary grant application from Northern Marianas College. The Program served 160 eligible high school students on Saipan, Tinian, Rota, and American Samoa.

MAJOR ACCOMPLISHMENTS

Grant Award. In its third year of the grant cycle, the Upward Bound Program was awarded \$753,504. This was an increase of 4% from the previous year. In addition, the Upward Bound Program was awarded a \$3,803 supplemental grant to provide work-study opportunities for some of the UB participants in the summer component.

Program Opportunities. The program provided extra opportunities for at least eight students to attend a six-week summer component program at either the University of Hawaii-Hilo, Leeward Community College in Hawaii, University of Nevada at Reno, California State University at Monterey Bay, or Emery-Riddle Aeronautical University in Arizona, and a one week Student Leadership Conference in Washington, D.C.

Training. The Upward Bound Program staff attended several trainings: Performance Plus Database training in Guam, a professional development seminar in Palau, a counseling services seminar in Florida, and the Western Association of Educational Opportunity Personnel seminars in California. The topics included grant writing, reauthorization acts and federal regulations, TRIO Think-Quest, counseling, financial aid, retention, annual performance reporting, and on-line tracking of students.

Workshops. The Upward Bound Program presented several workshops on note-taking, graduate school experiences, campus orientation, financial aid, career opportunities, applying for college, time management, study skills, stress management, and health issues. A financial aid workshop and a campus orientation workshop were also presented to the UBP parents.

Services. With the expansion of the computer and conference areas, the students were able to access 15 computers on the NMC Saipan campus, 5 on the Rota campus, and 5 on the Tinian campus. The students were also provided tutorial sessions, counseling, academic advising, and cultural activities. An average of 98% of program participants used these services. The program extended its services hours to 6:30 p.m.--Mondays thru Fridays.

Summer Component. A total of 147 participants (67 from the CNMI and 80 from American Samoa) attended the summer component of the program. For six weeks the students attend college

courses in writing, mathematics, and science. After six weeks, 63 program participants from the CNMI traveled to Guam for the Summer Bridge Component. They visited Guam Community College, the University of Guam, and toured several historical and cultural sites. Ten participants from American Samoa attended a weeklong campus visit in Hawaii and the rest of the students traveled to Western Samoa.

Program Outcomes. All seniors enrolled in the Upward Bound Program graduated from high school and have enrolled in college. All other UBP participants were promoted to the next grade level.

EDUCATIONAL ENRICHMENT

OVERVIEW

The Educational Enrichment Center consists of the federally funded Student Support Services and Learning Assistance programs. It provides students with self-paced learning tools and tutorial services to enhance students' success in developmental English and other academic courses. Other assistance offered through the programs includes academic and career guidance, admission and registration assistance, tutorial services, and activities to promote leadership and enhance students' social skills. The Educational Enrichment Center not only serves students from the English Language Institute, but also students from math and science classes, the Talent Search program, Upward Bound program, the Adult Basic Education program, as well as other students who have paid their tutorial and technology fees. Since 1999 the EEC has had key personnel at both the Tinian and Rota campuses in order to promote student success at those sites. The EEC is located at Building J-2 on the Saipan campus.

MAJOR ACCOMPLISHMENTS

- Provided listening/speaking sessions conducted by EEC staff and tutors for lower-level ELI classes. Provided for lab use of computers, materials, and tutoring services to ABE/GED, Talent Search, Upward Bound, and Learning Assistance Program students. More than 1,500 students used the lab during the year.
- A record number of students utilized the lab this year compared to all previous years.
- Purchased \$4,000 worth of additional learning materials for the lab.
- Provided more office furniture, filing cabinets, storage cabinets, and lockers for students use.
- Assisted Admissions and Records, Financial Aid, and Counseling during registration periods by providing six employees and two computers with printer equipment.
- Conducted orientation sessions for over 1,200 students from ELI classes and ABE/GED programs.
- Administered 32 placement tests to late arrivals when needed and SAT tests when asked by Counseling.
- Administered 26 make-up tests arranged in advanced by instructors.
- Provided peer tutoring in mathematics, science, and other academic areas to over 2,000 students.
- Established positions for key SSS program personnel at Rota and Tinian campuses.
- Provided an additional 23 computers and additional study areas for students on the three campuses.
- Provided more opportunities and expanded lab hours for faculty, staff, and students to use the Center.
- Staff and students participated in community activities such as Arbor Day, March Against Family Violence, and Alcohol and Drug Awareness.

FINANCIAL AND ADMINISTRATIVE SERVICES

ADMINISTRATIVE SERVICES

OVERVIEW

The Division of Administrative Services is tasked with a very broad range of responsibilities that support the mission and goals of the College. To meet the challenges, the division is made up of three separate and distinct units: Information Systems, Facilities Maintenance, and Operations. Each unit is staffed with dedicated professionals that work to support the college community and goals of the Division. The responsibilities include facilities maintenance, ADA compliance, disaster preparedness and recovery, custodial and grounds keeping services, security services, computer services, local area network (LAN), and core software applications support.

Facilities Maintenance. The Facilities Maintenance Unit is critical to the success of the College. The unit has the primary responsibility for keeping the college campus operating twenty-four hours a day, seven days a week. In addition to maintenance, the unit is responsible for renovation of existing facilities, which is very demanding due to the age of the existing facilities. The unit consists of a manager and a maintenance specialist who are dedicated to maintaining and improving the NMC Campus facilities. The primary goal of the Facilities Maintenance Unit is to provide the students, faculty, staff, and visitors with safe and dependable facilities to accomplish the academic mission of the College.

Information Systems. The goal of the Information Systems unit is to provide the College community with reliable computer systems, network, and Internet services which enable the 200+ members of the campus community to function and communicate effectively twenty-four hours a day. This unit is also responsible for the student network, student labs, and all related equipment, as well as all computers and related equipment on the satellite campuses. The unit also supports mission critical core software such as those used in Admissions and Records, Financial Aid, Budget Office, Business Office, and Human Resources and is responsible for the integrity of all data on the network.

Operations. The Operations unit provides a wide variety of support services for departments and programs throughout the College. Administrative, logistical, security, lost and found, telephone communications, grounds maintenance, refuse disposal, custodial, and messenger services are just a small sampling of its responsibilities. Often called on at short notice, this unit provides about any type of service imaginable in support of NMC's mission.

MAJOR ACCOMPLISHMENTS

Facilities Maintenance

- **Generator/ATS installation.** Installed a generator and automatic transfer switch on the main campus to provide emergency back-up power to several buildings which house classrooms, science laboratories, nursing, CREES offices and water quality lab, and faculty and administrative offices.
- **Building S Renovation.** Rebuilt all exterior walls, formerly constructed of lumber and plywood, with hollow block. Changed the electrical service and all interior wiring, light fixtures, etc.
- **Building V.** Completed an ADA ramp for access to the second floor of Building V. Sealed the roof to increase the life of the metal and to improve energy efficiency.
- **Building T.** Replaced the metal roof of building T and installed insulation to improve energy efficiency.

Information Systems

- **Responsibility.** All services and functions of the student network, computers, Internet, etc. became the responsibility of Information Systems.

- Internet Upgrade. The administrative network was upgraded from 128kbps to 512kbps. This upgrade resulted in a savings of to the College of \$3,500 per month.
- Network Expansion. All buildings on the Saipan campus have now been connected to the network via underground cable.

Operations

- Energy Conservation. Obtained approval of a Standard Operating Procedure (SOP) dealing with energy conservation measures.
- Emergency Preparedness. Developed and approved an Emergency Preparedness Plan that provides information on how to deal with typhoons, bomb threats, earthquakes, etc.

HUMAN RESOURCES

OVERVIEW

The Human Resources Office is charged with implementing a program of hiring, retaining, and upgrading the College workforce, and providing equal opportunity for all. Under the guidance of Board policies and procedures, the Office administers these programs within a competitive and harassment-free environment. Primary activities include the administration, maintenance, and improvement of programs dealing with recruitment and contracting, classification and compensation, employee recognition, professional development, employee benefits, and employee evaluation.

MAJOR ACCOMPLISHMENTS

Recruitment. Fifty-one vacancy announcements were processed and advertised during the year, resulting in thirty-three vacancies filled, while advertising continues for the remaining due to lack of suitable applicants. A total of 175 applications were reviewed, with 90 not meeting minimum advertised requirements. Of the 20 faculty and professional positions advertised, 14 were filled locally. A major activity was the recruitment for a new President, which resulted in the hiring of Dr. Kenneth E. Wright.

Classification and Compensation. NMC staff and administrators lobbied once again at the Legislature for the approval of a recommended Compensation Plan that was submitted in FY 2000.

Employee Recognition. This activity piggybacked on and was coordinated with the CNMI government's annual employee recognition program. Three individuals from various departments and the Health and PE Department competed in the program, resulting in the recognition of one overall employee of the year and two employees and the Health and PE Department receiving agency awards. An ad-hoc committee was established to look into proposing an NMC Employee Recognition Program that is separate from the CNMI Employee Recognition Program.

Professional Development. Three NMC employees received associate degrees and five completed baccalaureate degree programs. Five administrators/faculty continued to engage in doctoral studies in their educational disciplines, with three reaching a respectable "all but dissertation" level during the year. The Faculty Senate held its annual Professional Development Days during the Spring Semester break, coordinating two days of workshops on subjects to enhance faculty and staff competencies. The Professional Development for Staff Committee approved the requests of two employees to take administrative leave on a part-time basis for short-term study to pursue higher degrees.

Human Resources Policy Development. An internal HR committee of policy reviewers continues to conduct periodic review and discuss recommendations for essential change to respond to issues and challenges arising within the College community.

SUPPORT UNITS

OFFICE OF ADMISSIONS AND RECORDS

OVERVIEW

The Office of Admissions and Records (OAR), which operates under the Office of the Vice President of Academic Affairs, assists students in their academic careers from start (recruitment and admissions) to finish (certifications of eligibility for graduation). OAR serves as the secure depository of students' records, ensures the placement of students in academic courses via the registration process, and directs customers to related services offered by Northern Marianas College.

OAR has two essential components: Admissions and Records/Registrar. The Admissions component processes and evaluates on-island and off-island (including international) applicants; responds to inquiries regarding the admissions of prospective students; administers institutional policies on course articulation, regular and transfer admissions, applicants' eligibility; develops informational brochures and recruiting materials; maintains a master catalog of library and class schedules; monitors the admission process and assists the Office of Institutional Effectiveness in preparing information reports for institutional use; and assists other campus offices in preparing for new student orientation.

The Records/Registrar component of OAR handles student course registration and scheduling, grade reporting, academic record keeping, and academic evaluation. Its responsibilities include processing changes in a student's academic program, grade changes, withdrawals, and special consideration petitions; maintaining and updating accurate official student academic records and status information; providing student data to academic departments, faculty, and student advisors; interpreting and applying academic regulations and policies; evaluating student academic progress and certifying the completion of certificate and degree programs; processing official NMC transcripts; and maintaining compliance with the Family Educational Rights and Privacy Act (FERPA) and other national standard practices of registrars.

MAJOR ACCOMPLISHMENTS

Upgrade of PowerCAMPUS from 3.60 to 4.11. The year was highlighted by the long-awaited use of the upgraded PowerCAMPUS database software for student registration in Spring 2002. Professional trainers from Applied Business Technology (ABT) provided on-site training and consultation for OAR personnel prior to the software's implementation. However, the planned weeklong training was shortened to only two days due to the 9/11 tragedy.

BUDGET OFFICE

OVERVIEW

The Budget Office is headed by the Budget Officer and consists of Budget, Grants Management, and Fund Certification. The Office facilitates budgeting, certification, reporting, and analysis of the College's financial resources. This Office also guides the process of translating academic and administrative plans into a budget, develops reports for assessing actual performance against plans, assesses and monitors fiscal performance, and provides analysis and decision support. The Budget Office is responsible for compiling and monitoring the College's annual personnel and operating budgets for all funding sources at the institution.

Other functions of the Budget Office, which reports directly to the President:

- Assist the President and the Budget Advisory Committee in developing, implementing, monitoring, and controlling the College's annual operating and appropriation budgets. The Office serves as principal staff to the Budget Advisory Committee, preparing all agenda materials and implementing budgetary decisions;

- Support the the Office of Institutional Effectiveness and the Management Council in strategic planning and budgeting through participation in deliberations of committees and hearing panels, presentation of essential institutional data, and preparation of analyses and reports; and
- Develop and produce institutional databases, and provide official data for both internal and external budget reporting.

MAJOR ACCOMPLISHMENTS

- For only the second time, NMC implemented a budget process that integrates and links assessment and planning to resource allocation. This process provides for decision-making to be based on assessment of institutional effectiveness in terms of established performance standards and according to a set of annually revised and updated institutional priorities related to the overall five-year Strategic Master Plan. Following this process, the Budget Office again successfully put together, for both the legislature and the Board of Regents, FY 2003 budget submissions that were directly linked to institutional priorities.
- Due to shrinking financial resources, the Budget Office worked with the President's Office to pass additional austerity measures to deal with the continued downturn of the CNMI economy. Then the Budget Office controlled spending of he College's financial resources to stay within approved budget levels for operations.
- Worked with the Finance Office to transfer all federal reporting functions except fund certification to the Finance Office.
- On a monthly basis, provided all College departments with budget and expenditure reports.

OFFICE OF INSTITUTIONAL DEVELOPMENT

OVERVIEW

The general responsibilities of the Office of Institutional Development (OID) include marketing, public relations, internal and external communications, alumni relations, community partnerships, fund raising, and other institutional advancement strategies that contribute to the overall improvement of NMC's image and reputation. As the institutional advancement arm of the College, OID operates under the Office of the President and strives to continuously improve the collaborative relationships between NMC and external organizations, enhance public awareness of NMC's educational programs and services, and generate community appreciation on the value of having a post secondary institution here in the CNMI.

MAJOR ACCOMPLISHMENTS

Marketing Activities. OID conducted the following marketing activities to plan and promote NMC courses and programs during AY 2001-2002:

- Conducted recruiting visits to numerous private and public high schools on Saipan and gave presentations to senior and junior class members;
- Continuously updated the College's web site, including posting current class schedules, campus updates, and faculty/staff directories;
- Provided articles and photos for the publication of feature articles on NMC in the *American Pacific Business* magazine, and in other local publications;
- Designed and produced numerous institutional publications/materials such as brochures, reports, banners, signage, certificates, and appreciation plaques;
- Printed and distributed NMC's Fall, Spring, and Summer Semester Course Schedules throughout the CNMI;
- Ran advertisements in the *Marianas Variety* and *Saipan Tribune* newspapers to promote NMC and announce registration information prior to Fall, Spring, and Summer semesters;

- Posted registration dates on signboards at strategic roadside locations throughout Saipan;
- Produced six new radio commercials, which aired on Power 99, KCNM/KZMI, and KRNM, to promote NMC;
- Produced two new TV commercial to promote NMC on the local TV station (KMCV News);
- Met with regional and international visitors and distributed NMC catalogs and other marketing materials to promote the College throughout Japan, Korea, China, and the Pacific region; and
- Engaged in continuous, ongoing marketing research and planning activities.

Public Relations Activities. In collaboration with personnel in several of the College's programs, OID conducted the following public relations activities throughout the year to enhance the institution's public image and to improve community awareness about NMC's programs and services:

- Highlighted NMC programs in the regular biweekly "College Corner" feature in the *Marianas Variety* newspaper;
- Featured NMC programs and services in the "Community Section" of the *Saipan Tribune* newspaper;
- Managed production of the biweekly college newsletter *PROA*, which is distributed to College stakeholders throughout the CNMI;
- Prepared and disseminated regular news releases about NMC programs, services, and special events to the local media including newspapers, magazines, AM and FM radio stations and television;
- Aired numerous public service announcements on NMC's public radio station, KRNM, to promote College programs and activities, and conducted live radio interviews with program personnel to inform the general public about upcoming events, workshops, and training programs;
- Actively participated in the planning and coordination of NMC's 21st annual Charter Day celebration, and produced, printed, and distributed an informational program booklet for the 2002 Charter Day celebration; and
- Participated in the planning of NMC's 2002 Commencement Exercises and produced and printed the Commencement Program.

Internal and External Communications. OID periodically updates and distributes a faculty/staff email and telephone directory. OID also disseminates announcements and newsworthy items to all three campuses.

Collaborative Relationships. Through a cooperative arrangement between NMC and Southern University, OID coordinated the offering of a Rehabilitation Capacity Building Grant Writing and Technical Assistance Workshop from August 7-9, 2002. The workshop attracted five participants from Guam, four from Rota, seven from Tinian, and twenty-four from Saipan. Altogether, Southern University spent more than \$20,000 for this capacity building workshop to cover the transportation costs for the four trainers/consultants and the Guam, Rota, and Tinian participants.

In June 2002, OID collaborated with Hyatt Regency Saipan in establishing an Internship Program Agreement with Trajal Hospitality and Tourism College of Osaka, Japan. This training agreement allows Japanese students majoring in Hotel Management to be an intern at Hyatt Regency Saipan and learn how an international resort property operates by being rotated in various departments of the hotel. In addition, the Japanese interns are provided with language training by allowing the students to enroll at NMC to improve their English speaking skills.

OID also facilitated the establishment of collaborative relationships with the Hotel Association of the NMI (HANMI), Marianas Visitors Authority (MVA), and the Japan Saipan Travel Association (JSTA). OID facilitated and encouraged other NMC faculty and staff to participate in numerous MVA, JSTA and HANMI community service projects and activities throughout 2002.

Alternative Funding Sources. Throughout the year, OID solicited donations for NMC from private businesses, and encouraged them to take advantage of Public Law 10-73, which provides a maximum tax credit of \$5,000 for monetary contributions made to a qualified educational institution in the CNMI.

OID assisted the NMC Foundation in its mission to garner increased private sector support and financial contributions for the College. Several individuals from the private sector were recruited to serve on the Board of Directors for the Foundation.

OFFICE OF INSTITUTIONAL EFFECTIVENESS

OVERVIEW

The Office of Institutional Effectiveness (OIE) was merged with the Office of Institutional Development in February 2002. OIE supports and fulfills the mission of the College by directing and coordinating institutional research, planning, and assessment at the institution. Its specific areas of responsibility include

- Conducting institutional research projects and surveys;
- Facilitating institutional planning, assessment, and effectiveness initiatives;
- Publicizing College reports and studies;
- Compiling, analyzing, and reporting institutional data and statistics to support planning, assessment, and decision making; and
- Assisting NMC administrators and program personnel in the planning, budgeting, evaluation, and decision-making processes of the institution.

MAJOR ACCOMPLISHMENTS

- Compiled NMC student enrollment data for AY 1998—2002.
- Compiled data on NMC degrees and certificates awarded, by major, AY 1997—2002.
- Compiled NMC completion and graduation data on types of degrees and certificates awarded for AY 1997—2001.
- Compiled data on NMC student enrollment by ethnicity for AY 1997—2000.
- Compiled, completed, and submitted IPEDS *Report of First-Time, Full-Time NMC Students* from Fall 2000 and Fall 2001 Semesters.
- Assisted College departments and programs by fulfilling informational report requests in the following areas:
 - List of first-time, full-time NMC students (Financial Aid Office);
 - List of commonly used and identified data categories for ethnicities and academic majors (Continuing Education Division);
 - Information for the *NMC Retention Report* (NMC Retention Task Force); and
 - Various types of NMC student enrollment data to several NMC grant writers and proposal developers throughout the year.
- Printed an *NMC Facts* brochure that provides information on NMC enrollment by location for AY 2001, degrees and certificates awarded for AY 2001, enrollment figures for Fall 2001, instructional faculty data for Fall 2001, and other pertinent College information.

LEARNING RESOURCES

OVERVIEW

The Learning Resources unit comprises the Olympio T. Borja Memorial Library, Oceanic and Special Collections, CNMI Archives (including Historic Music), Distance Education, and Media Services. The mission of Learning Resources is to support the two-year and four-year degree programs of NMC, and other educational units such as Adult Basic Education and Continuing Education, with print and non-print materials for classroom support and for research. The Borja Memorial Library provides most of this support. In addition, the Oceanic and Special Collections, and the CNMI Archives with its Historic Music component, are tasked with the location and preservation of any/all materials relevant to the history of the CNMI. Media Services provides still

photography and videography services to meet staff, faculty, and student needs. Finally, the Distance Education office facilitates the broadcast of college courses to NMC's Tinian site, and of telecourses in Adult Basic Education to the community at large.

MAJOR ACCOMPLISHMENTS

Borja Memorial Library. This year saw a continuation of cooperation with the Joeten-Kiyu Public Library. The final touches to an agreement with epixtec to provide a state-of-the-art cataloguing/circulations system to be shared between the Public Library and the NMC libraries was completed. The system will allow a patron to go to either library and log onto a computer to view the holdings at both libraries. This represents a quantum leap forward in library services to the citizens of the Commonwealth.

This year the Borja Memorial Library (BML) has been able to offer more timely materials to students and the campus community. The chief book jobber was changed, resulting in a much better discount and a turn around time of only two weeks. This has transferred into increased usage and circulation at BML.

This year BML has been looking at renewing a number of areas in its holdings. Weeding and replacement of titles in the "Q" (science) and the "R" (medicine) classifications took place.

CNMI Archives. The CNMI Archivist has continued to expand the oral history collection initiated in 1991. Materials gathered last year in Australia continue to be transcribed.

The most striking aspect is the wide group of patrons that the Archives serves—from school children to visiting scholars to members of the CNMI government. Students from NMC and others are served well by the professional staff of the Archives.

Oceanic and Special Collections. The Advisory Board for the new electronic journal entitled *The Journal of Micronesian Humanities and Social Sciences* was formed this year. The papers of the late Dr. William Peck, the renowned writer who resided for many years on Rota, were surveyed.

A generous donation from the Hongkong and Shanghai Banking Corporation, Ltd. has allowed the purchase of a number of rare maps, prints, and lithographs.

Distance Education. The Distance Education section was officially handed over to the School of Education on February 19, 2002. The Coordinator was transferred to other duties in Learning Resources, which included being the Art Director for the new electronic journal, *The Journal of Micronesian Humanities and Social Sciences*. Working with the Learning Resources Webmaster, the DE Coordinator helped gather appropriate data and photographs for the design and implementation of web pages for the individual areas under Learning Resources.

Media Services. Once again, the Media Services personnel assisted over 35 NMC students enrolled in the Black and White Photography course with instruction and darkroom facility use. In addition, several School of Education students were aided in conceptualizing and creating videotapes for classroom presentations. Duplication of the Historic Photograph Collection for the Micronesian Seminar (Pohnpei) was undertaken this year.

SMALL BUSINESS DEVELOPMENT CENTER (SBDC)

OVERVIEW

The Northern Marianas College Small Business Development Center (SBDC) is the CNMI's premier conduit for promoting entrepreneurship and economic development through its Business Incubator Program, Client Counseling Program, Workshop and Seminar Program, Women in Business Program, Youth Entrepreneurship Program, Audio/Visual Production Program, and Special Projects Program. The SBDC programs are designed to provide high-quality business and economic development support to existing and prospective small businesses in order to promote growth, expansion, innovation, increased productivity, and management improvement. To accomplish these objectives, the SBDC links the resources of the Commonwealth government and the private sector with the resources of NMC, University of Hawaii, and University of Guam and mainland USA educational institutions in order to meet the specialized and complex needs of the local, increasingly diverse, small business community.

To foster the economic goals of the Commonwealth, SBDC provides free business consulting services, low-cost workshops and seminars, and other training events aimed at strengthening and diversifying the local economy by encouraging and supporting new business formation. It is a goal of SBDC to help develop new businesses that will create new private sector jobs for local people. In addition to receiving the aforementioned services, SBDC Incubator tenants are able to start and grow their businesses in a facility that provides favorable rental terms and free access to a conference room and office equipment including typewriters, computers, a photocopy machine, and a fax machine.

MAJOR ACCOMPLISHMENTS

Client Counseling Program. SBDC assisted more than 100 clients in FY 2002. Most of the clients were seeking to start their own businesses and were in the feasibility and/or business plan development stage. Existing businesses that were assisted were in the wholesale, retail, and service industries. Due to the economic recession, many existing businesses were consulted on ways to decrease operating costs while developing creative, low-cost marketing strategies that would generate additional customers. Since SBDC is a technical assistance partner of the Commonwealth Development Authority and the Pacific Islands Development Bank, each agency referred numerous loan clients and applicants to SBDC for assistance with their business plans and/or loan applications.

Workshop & Seminar Program. SBDC collaborated with its network partners, including the Commonwealth Development Authority, UH Pacific Business Center Program, and local banks, to conduct 60 small business workshop and seminar events on the islands of Saipan, Tinian, and Rota. The events attracted 967 attendees and provided 3,006 training hours for participants.

Women In Business Program. SBDC's Women In Business (WIB) Program continued to provide technical assistance targeted to female entrepreneurs and small business owners through individual counseling sessions and group training events. Larrisa Savares, Business Consultant and WIB Coordinator, also created a WIB newsletter that was sent out to her clients and workshop attendees on a monthly basis. The newsletter featured female small business success stories, articles on management and marketing topics, schedules of upcoming training events, and other information relevant to women starting or operating a business.

Business Incubator Program. Business Incubator tenant, Nunu, Inc., a company specializing in production lighting services and equipment rental for the film and television industry, continued to successfully grow its business with the help of the Incubator's low-cost environment and technical assistance provided by the SBDC consulting program. Nunu, Inc.'s first year of operations generated \$220,000 in revenue and the business employs four full-time individuals. Through the film and television projects that Nunu, Inc. attracted to the CNMI from Asia, the business had a \$1.9 million positive impact on the CNMI economy when considering the expenditures that the film crews made while in the CNMI.

In FY 2002, SBDC's Business Incubator Program used donation proceeds to renovate an office and furnish it with two Internet-connected computers so that tenants and clients could have a comfortable work area to conduct research and develop their business plans. The SBDC also renovated two offices for tenant space rental and is currently seeking start-up or fledgling business applicants to occupy this space inside the Incubator facility.

Youth Entrepreneurship Program. SBDC is working toward developing a Youth Entrepreneurship Program that will target grades K-12, including in-class curriculum, after school programs, and summer camps. By teaching our youth about the excitement of entrepreneurship and providing them with the skills to be successful small business owners, it is anticipated that the CNMI will benefit by a larger number of local students eventually starting and operating their own businesses. SBDC also expects that the Youth Entrepreneurship Program will result in more CNMI high school students deciding to go on to college...and a larger number of these students deciding to major in business administration or a business related field. The purpose of the program is to expose students to the excitement of entrepreneurship through an experience-based learning program while providing them with the knowledge and skills necessary for successful small business ownership and management. In November 2001, SBDC brought Lee Huang, Founder and Director of the Youth + Entrepreneurship = Success (YES) program at The Enterprise Center in Philadelphia, to the CNMI to share his knowledge with an ad hoc youth entrepreneurship advisory committee assembled by SBDC. Huang conducted a lecture on the topic of setting up and operating a Youth Entrepreneurship Program and separately conducted a half-day workshop titled "Introduction to Entrepreneurship" for public high school seniors on Saipan, Tinian, and Rota. SBDC later developed a funding proposal for \$60,000, as part of the Workforce Management Improvement Plan, to contract a qualified consultant to assist in developing the in-class curriculum for both public and private schools in the CNMI. The WMIP and this specific project have received funding approval from the US Department of Interior's Office of Insular Affairs (OIA). SBDC is now planning to hire a Business Consultant/Youth Entrepreneurship Coordinator to develop and administer the program.

Special Projects Program. SBDC was involved in the following special projects related to workforce and economic development: 1) development and implementation of the Workforce Management Improvement Plan (WMIP) for the Governor's Office; 2) development and implementation of the Community Human Resource Development Plan (CHRDP) for NMC; 3) further development of the CNMI's film industry through the creation of a Marianas International Film Association, through drafting legislation for the creation of a NMI Film Office, through recruitment of film projects to the CNMI such as the "Survivor Japan" television show, and through further development of the NMC Film and Television Production program; 4) providing assistance to the CNMI Department of Commerce's Comprehensive Economic Development Strategy (CEDS) Committee; and 5) working with the CNMI government to streamline the local business licensing process.

KRNM: THE CNMI'S PUBLIC RADIO STATION

OVERVIEW

KRNM is a public, non-commercial radio station licensed to, and located at, Northern Marianas College. The bulk of KRNM's broadcast day consists of a wide variety of programs obtained via satellite from National Public Radio, Public Radio International, and a recent addition from Radio Australia (a weekly show called Pacific Focus, which addresses health, environmental, business, and political issues concerning the islands throughout the Pacific). Other diverse programs range from news and financial updates originating from the US and England to jazz, blues, classical, Celtic, new age, and world music shows, as well as interviews, satires, technological reports, readings, and plays. In addition to providing the community with programming that cannot be heard through any other media outlet in the area, the station also serves as a valuable training facility for both students and residents. Four new volunteers started weekly programs during the academic year—all benefiting

from ongoing instruction and acquiring hands-on experience from producing and hosting their own respective shows.

KRNM is beneficial to the people of Saipan by providing them with not only entertaining music and feature programs, but informative and educational shows as well. KRNM also serves the community by alerting listeners to emergency announcements (typhoon and tsunami reports, health warnings, etc.), and by airing public service announcements throughout the course of the year, which promote community activities and events (including the dissemination and publicizing of NMC information).

The station broadcasts 24 hours a day, 365 days a year, at two different frequencies on the FM radio dial: 88.1 from the transmitter and NMC tower located in building N at the college, and 89.1 from the translator located on the government tower (through an arrangement with EMO) on Mt. Tapachao. Those residents living in the southern section of Saipan will most likely find that 88.1 FM offers them the clearest reception, while those who live in the northern and eastern villages will hear a stronger signal at 89.1 FM.

MAJOR ACCOMPLISHMENTS

One of the major accomplishments in the past year was the launching of the station's own website. Listeners can now log on to www.krnm.org for background information about the station and the latest news concerning KRNM activities, descriptions of syndicated and locally produced shows, as well as the most recent weekly program schedule. Fans of the station also have the opportunity to be included on the station's mailing list by utilizing the Contact Us section of the site.

Locally produced programs in the last year have been broadcast in Chamorro, Carolinian, Chinese, Japanese, and Korean, reflecting the diversity of the island's population. Recent episodes of the Novel Hour and Saipan Radio Theater featured NMC, Southern High School, and Marianas High School students who recorded a variety of Micronesian folk tales. As part of the station's ongoing Humanities Roundtable series, interviews were conducted with experts on the Spanish and German administrations in the NMI, with a geneticist and anthropologist involved with DNA research in the Pacific, and with a Chautauqua performer who specializes in the life of Abraham Lincoln.

Station General Manager Carl Pogue raised nearly \$30,000 in FY 2002. Money acquired through fundraising helps to offset the costs of programming dues, satellite transmission fees, and equipment repairs/upgrades. The revenue was generated through underwriters, which are businesses that sign annual contracts to sponsor specific programs that the station airs. Underwriters receive on-air announcements acknowledging their support of public radio. Other businesses made straight contributions, a few small grants were obtained, and listeners donated money during two on-air pledge drives in the spring and fall. All contributions entitle the donators to tax deductions as a result of KRNM's non-profit status.

NMC TINIAN

OVERVIEW

NMC Tinian is a satellite college facility charged with the responsibility of providing postsecondary, continuing, and adult education and training opportunities for the residents of Tinian. Instructional programs and services are offered in a variety of fields, including but not limited to community services and workforce development programs, certificate programs, associate degree programs, and the Bachelor of Science degree program in elementary education. Through these programs, NMC addresses the human resources needs of Tinian by providing opportunities for professional growth and advancement and for personal enrichment and improvement.

MAJOR ACCOMPLISHMENTS

Personnel. During AY 2001-2002 NMC Tinian hired the following personnel to meet its administrative, instructional, and service needs: a Student Support Services Coordinator, an Agronomy/Aquaculture Extension Agent, and an Animal Scientist/Pasture Management Extension Agent who will report for duty in late 2002.

Facilities. The present facilities, two buildings, house a total of five classrooms (three regular, one computer lab, and one Distance Education room), a library, administrative offices, accommodations for the Upward Bound, Student Support Services, and Educational Talent Search programs, and office space for instructional faculty. NMC Tinian, the Mayor of Tinian, and the Tinian Legislative Delegation are cooperatively developing plans for considerable campus expansion over the next four to six years. The expanded facilities will include a student services center, a vocational education and occupational/technical trades complex, an additional classroom building, and a CREES research and extension services building.

Enrollment. NMC Tinian enrollment for Fall 2001 exceeded expectations by enrolling over 100 students. This increase was attributed to the Tinian Municipal Scholarship as well as the CNMI Scholarship and Pell Grant awards. Due to the recent economic decline experienced in the CNMI, financial obligations of students, and student transfers, student enrollment at NMC Tinian was lower than anticipated in Spring 2002.

However, in the Spring Commencement Exercises, five Tinian students received the A.A. degree and four students the GED.

It is anticipated that in Spring 2003, 12 students will graduate with their degrees or certificates of completion: four students with the B.S. in Elementary Education; five students with the A.A. or A.S. degree; and three students with the Early Childhood Education Certificate of Completion.

Programs. The recently renewed 2+2 program with Tinian High School offers courses in automotive service and the construction trades, and there are plans to offer related courses in the near future. NMC Tinian also anticipates the implementation of the Natural Resources Management A.S. degree, with seven students expressing interest in this area.

Distance Education. NMC Tinian did not receive instruction via Distance Education in Spring 2002 due to technical difficulties. Repairs or replacement of the present equipment is planned for Fall 2002.

Adult Basic Education. NMC Tinian operates an Adult Basic Education program for adult learners who wish to complete and receive a GED. Nineteen students were registered in Fall 2002 ABE courses.

Small Business Development. The Small Business Development Center on Saipan conducted four no-cost/low-cost seminars/workshops during the past year to assist small business owners on Tinian in the areas of company development, expansion, and financing.

Student Support Services, Upward Bound, and Educational Talent Search. NMC Tinian's Student Support Services, Upward Bound, and Educational Talent Search programs provide guidance, tutoring, and assistance to over 75 students in these programs.

Cooperative Research, Extension, and Education Services (CREES). The CREES program activities on Tinian, as on Rota and Saipan, are supported primarily by federal grants. Grants are expected for livestock improvement management and 4-H youth programs. (See the CREES section of this report, under Continuing Education, regarding details pertaining to CREES activities on Tinian.)

CREES-Tinian staff are active on community councils, and are frequently requested to provide education, training, and technical assistance to farmers, government agencies, and other stakeholders in the community.

Tinian 4-H programs in AY 2001-2002 included the ongoing work of the Tinian Hydroponics and Aquaculture Authority (a high-school age club co-sponsored by 4-H and Tinian High School); the Tinian 4-H Parent/Youth Partnership in backyard gardening; the Youth Agricultural Fair; and a variety of community service activities scheduled throughout the year.

NMC ROTA

OVERVIEW

NMC Rota is a satellite college facility that provides postsecondary academic and vocational education and training opportunities for the residents of Rota. Instructional programs and services are offered in a variety of fields, including but not limited to community services and workforce development programs, certificate programs, associate degree programs, and the Bachelor of Science degree program in elementary education. Through these programs NMC addresses the human resource needs of Rota by providing opportunities for professional growth and advancement as well as personal enrichment and improvement.

MAJOR ACCOMPLISHMENTS

Personnel. The implementation of the Student Support Services, Food Development and Marketing, and Horticulture programs have added three personnel to NMC Rota's staff, expanding service opportunities to NMC students and the community. A new full-time computer/business instructor was hired for Spring 2002 to replace an instructor who relocated. An FTE for a full-time instructor in math/science was resubmitted in the FY 2003 budget request. Filling this position will enable NMC Rota to offer more courses in math and science. Federal Work Study students continue to have a significant impact on NMC Rota's ability to provide assistance to students, administrators, and programs. A total of 13 adjunct faculty were hired for Fall 2001 and a further 13 in Spring 2002.

Facilities. NMC Rota began the Spring 2002 semester at its new site in Tatachog. Although the new facility was not provided with collateral equipment, basic classroom furnishings were installed to ensure a comfortable learning environment. Only two classrooms were not immediately usable due to lack of air conditioning. These rooms were originally designed for vocational education programs, such as carpentry, plumbing, and electronics. Air conditioning units have been purchased and are in the process of installation, which will add two rooms for class instruction. In addition, water cooler units that meet standards for people with disabilities are being installed in each of the buildings.

The Mayor of Rota plans to expand the NMC facility and has set aside CIP funds to build additional regular and specialty classrooms to accommodate the expected growth in future student enrollment. Landscaping of the Tatachog site is progressing slowly but steadily, and will continue with the construction of buildings for additional classrooms, a convention center, and sports facilities.

The NMC facility at Dolores Plaza was downsized to half its original space, so that only the ground floor is occupied, by the Upward Bound, Talent Search, and 4-H Club programs. This facility is centrally located, which makes it ideal and frequently used for community meetings.

The new Rota Public Library was completed in August 2002. Collateral equipment and books for the library will be funded through the Rota Legislative Delegation's appropriation. The library is scheduled to officially open in early 2003. The Rota Public Library is located on the NMC

Rota (Tatachog) site, which will serve as the premiere resource center for students at NMC and the community at large.

Enrollment. NMC Rota enrollments held steady over the past year, with 74 students in Fall 2001 and 69 students in Spring 2002. The slight decrease in enrollment, compared with previous years, was a result of the cutback in awards from the CNMI Scholarship Program. Many part-time students were not eligible for CNMI Scholarship and Pell Grants because of their enrollment status.

In the Spring 2002 Commencement Exercises, six NMC Rota students received the A.A. degree in Liberal Arts, and one student received the GED.

Programs. In AY 2001-2002, NMC Rota awarded Certificates of Completion to 57 government employees seeking professional development and advanced skills through short-term courses in numerous areas of interest. These courses offered a range of training from basic computer operations to higher skills in Microsoft Word, Excel, Power Point, and AutoCad. Other training included effective report writing, a cultural seminar, and time management.

Small Business Development . In collaboration with the Commonwealth Development Authority, NMC's Small Business Center offered business workshops in time management, customer service, business basics, marketing, bookkeeping, stress management, inventory, and pricing and costing, all of which were provided free of charge to the Rota community.

TRIO Programs enhance the educational development of students from both the elementary and high schools on Rota. Upward Bound and Talent Search programs provide guidance and tutorial services to students. In AY 2001-2002 Upward Bound Rota undertook the Summer Component on Saipan, with seven Rota students graduating from the program. Student Support Services provides college-level tutorials and an independent study resource facility. It is furnished with computers and donated books.

Rota's **Student Body Organization** held its annual election of officers at the beginning of Fall 2001. The organization is actively involved in student affairs and is also assisting the administration to improve the landscaping of the Tatachog site.

Cooperative Research, Extension, and Education Services (CREES). AY 2001-2002 was another very active year for CREES-Rota's three major ongoing activities: Agriculture Extension, Horticulture, and Food Consumer Sciences. (See the CREES section of this report, under Continuing Education, regarding details pertaining to CREES activities on Rota.)

The mission of the **4-H Program** is to assist youth organizations to develop and promote fundamentals of positive learning and good character. This year the 4-H Program assisted Rota's youth through hands-on learning programs such as plant propagation, food safety, a baseball clinic, arts and crafts, and hydroponics. A total of 189 students participated in the numerous 4-H Program-sponsored activities held on Rota.

FACULTY SENATE

OVERVIEW

The NMC Faculty Senate, according to the “Constitution of the Faculty Assembly of Northern Marianas College,” serves “as the official representative body of the Assembly” and directly participates in the governance of the College. The Senate consists of nine elected members, including its officers, who are a President, a Vice President, and a Secretary. The NMC Faculty Senate meets monthly, as provided for in the constitution. The NMC Faculty Assembly meets at least twice each semester, according to the constitution. The NMC Faculty Senate President, or his/her designee, presides at all meetings of the Senate and the Assembly; actively seeks and encourages open and timely communication among all members of the Senate and Assembly; communicates Senate and Assembly recommendations and proposals to the NMC President, and, after consultation with the President, to the Board of Regents; serves as voting representative of the Faculty Assembly on the NMC Management Council; represents the Assembly at all Board of Regents meetings; and is an ex-officio member of all Faculty Assembly Committees, including the Professional Development Days Committee, but excepting any election committee. The Professional Development Days Committee (PPDC) continued to engage in one of the most important roles assigned to the Faculty Assembly and Senate—supporting and participating in the professional development of faculty. The Committee meets regularly to plan, coordinate, and evaluate the annual Professional Development Days for faculty. Faculty serve on a number of committees in addition to the PPDC, including the Assessment, Planning, and Budget Advisory Council (APBAC), the Academic Council, the Retention Committee, interview committees, grievance committees, employee recognition committees, planning committees, and evaluation procedures committees.

MAJOR ACCOMPLISHMENTS

Representation. In AY 2001-2002, Vince Riley served as NMC Faculty Senate President, Danny Wyatt served as Vice President, and Chris Bull served as Secretary. Vince Riley represented the faculty at Board of Regents and Management Council meetings. Faculty senators or volunteers from the Faculty Assembly represented faculty on numerous committees throughout the year. In May 2002, senators from the four designated areas of representation were elected for terms of one year: John Davis from the School of Education, John Griffin from Instruction, Phil Swett from Continuing Education, and Susan Towe from Student Services. These senators joined the at-large senators Chris Bull, Tom Colton, Reg Newport, Vince Riley, and Danny Wyatt, who were elected to two-year terms in 2000-2001. All these senators met on May 17, 2002 and re-elected Vince Riley and Danny Wyatt as NMC Senate President and Vice President, and elected Reg Newport as Secretary. All senators’ terms of office will expire in Spring 2003.

Professional Development Days. A Professional Development Days program was presented February 28 and March 1, 2002. Stephen McCray, a national consultant, speaker, and trainer on student achievement and cultural relations in educational communities addressed the faculty. He was involved with K-16 education for over 22 years. Under the auspices of a PT3 grant (Preparing Tomorrow’s Teachers for Technology), a second presenter, Dr. Don Knezek, also addressed the faculty and conducted a mini-workshop. Don Knezek, Ph.D. was CEO of the International Society for Technology in Education (ISTE) and the National Educational Computing Association (NECA). Dr. Knezek has a distinguished career in educational technology and is a long-time leader in the drive to improve educational outcomes. He also served as the director of ISTE’s National Center for Preparing Tomorrow’s Teachers to Use Technology. Other mini-workshops were conducted by NMC faculty and CNMI government personnel.

Evaluation of the Professional Development Days program by faculty was mixed. Many faculty wanted a return to locally developed programs while others wanted individualized professional development programs that meet individual faculty needs. The PDD Committee, chaired by Lisa

HacsKaylo, will study these responses in planning the Professional Development Days for AY 2002-2003.

Faculty Sabbatical. Michael Ogo continued to be sponsored at the University of Guam in Fall 2001 and Spring 2002. Mr. Ogo is enrolled in a Bachelor of Science program and is majoring in Agriculture, with an emphasis in Aquaculture.

Faculty Assembly Meetings. There were four Faculty Assembly meetings during the year.

Actions Taken. The NMC Faculty Senate represented several concerns to the Management Council and/or Board of Regents during AY 2001-2002. These included matters related to faculty participation in College governance, inequities in personnel contracts, implementation of the 1997 salary classification schedule, parking hazards, and child care on campus for students. In addition to representations made at Management Council and Board of Regents meetings, the NMC Faculty Senate initiated the following action in the wake of the 9/11 disaster: the faculty purchased and presented US and CNMI flags to NMC, to be flown daily on campus, a tradition that had disappeared with the transference of the Public Safety Training programs to off-campus facilities. Additionally, before Thanksgiving 2001, the Faculty Senate instituted a canned food drive to benefit less fortunate families served by Karidat.

ASSOCIATED STUDENTS OF NORTHERN MARIANAS COLLEGE

OVERVIEW

The Associated Students of Northern Marianas College student government is responsible for fostering participation in a democratic society by providing educational, social, recreational, and cultural experiences that promote unity and fellowship among NMC students. Additionally, ASNMC is responsible for addressing student concerns as well as representing the student body in matters that may affect them. This body serves as the unifying force for all student activities and student organizations. A member of ASNMC serves on the institution's Management Council.

MAJOR ACCOMPLISHMENTS

Throughout the year, the student government association (ASNMC) organized, facilitated, participated in, or otherwise engaged in one or more activities to fulfill its purpose. A description of these activities, by month, follows:

September 2001. ASNMC assisted in the Fall 2001 orientation and registration process.

October 2001. ASNMC sponsored a forum for candidates for the positions of CNMI governor and lieutenant governor. The candidates presented their platforms so students could make an informed choice at the November elections.

November 2001. ASNMC and the Health and P.E. Department sponsored a friendship activity between faculty/staff and students called "Old Legs vs. Young Lungs." ASNMC also held a canned food drive to collect canned goods for distribution on Saipan by Karidat.

December 2001. The Fall 2001 Semester ended and ASNMC continued to meet to develop a schedule for Spring 2002 student activities.

January 2002. ASNMC and the student body assisted with Spring registration. to ensure a smooth registration process for all students.

February 2002. ASNMC planned for the annual Charter Day activities.

March 2002. ASNMC successfully coordinated the activities for 2002 Charter Day.

April 2001. The annual ASNMC elections were held. A student body forum was held for ASNMC candidates and the three-day balloting process was coordinated through ASNMC. The election ballots were tallied and winners were announced.

May 2002. After the induction of the 2002-2003 ASNMC officers, ASNMC assisted the Graduation Committee in coordinating the annual graduation event located at American Memorial Park.

June 2002. ASNMC developed a proposed operations budget that was submitted to the Budget Advisory Committee for review. ASNMC appointed and met with their advisors to develop a plan for student activities for the Fall Semester.

July 2002. ASNMC held a drive to collect canned/dry goods for victims of the devastating storm in Chuuk. With the assistance of the Carolinian Affairs Office, ASNMC and the NMC college community were able to send 17 boxes of supplies to Chuuk.

August 2002. ASNMC met with NMC department representatives to become more informed about student government's duties and responsibilities.