

2003 Annual Report



NORTHERN MARIANAS COLLEGE

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PRESIDENT'S MESSAGE

The critical need to improve efficiency of operations by ensuring clarity and cohesiveness in assignments at all organizational levels was one of the primary reasons for the reorganization of NMC in September 2002. Identification of this need stemmed from observations that individuals in the organization were, variously and at times, not meeting their responsibilities; duplicating the work of others so that more time was spent on tasks than necessary; and/or undoing the work of others at the very time those other individuals were responsibly working toward accomplishment of recognized goals and objectives.

In order to successfully carry out a new action agenda beginning in Academic Year 2002-2003 and consisting of six major initiatives reported on herein, the need to improve efficiency of operations led to two major changes in organizational management at NMC: a change in the management structure and a change in planning work assignments.

A CHANGE IN MANAGEMENT STRUCTURE

The first step taken was an evaluation of existing management structures. Until the reorganization, NMC was organized in a hierarchical, top down fashion. Every week, a group of approximately 16 members, consisting of senior management, deans, and directors from every element of the college, would meet as the Management Council; the meetings were spent hashing out ideas, reporting on activities, and providing general guidance for the institution. However, the lack of a widely accepted strategic plan gave little guidance toward overall institutional goals. The result was that actions taken to establish individual departmental goals and objectives were not well coordinated and communicated. Thus, unless a manager reported planned actions directly at the Management Council meeting, others in the institution might not be informed. A situation prevailed, then, in which individuals could spend time building organizational structures that reflected their own desires without contributing to the accomplishment of overall institutional goals and objectives.

A change in the management structure was therefore instituted. The Management Council was disbanded, and the duties of the Council were spread across three new bodies. A Leadership Team, much smaller than the Management Council body, was formed to assist in setting goals and objectives and to generally direct the day-to-day operation of the college. A Deliberations Council was created to allow general discussion of matters of concern. Finally, a Governance Assembly was created to consider matters brought to it after discussions by the Deliberations Council and to suggest policy changes or other necessary actions to the Leadership Team and the Board of Regents. These changes in large-scale management structure were macro changes that have led to greater clarity in goals and objectives and improved efficiency of institutional operations.

A CHANGE IN PLANNING WORK ASSIGNMENTS

Since the reorganization a new approach to the setting and accomplishment of institutional and personal goals and objectives has been implemented. Individual work plans containing brief outlines of objectives, specified levels of both urgency and priority, statements of personnel involved and indications of time lines, and stated measures of completion are completed by every manager at the college, from the president down to

deans, directors, and department chairs. These plans are completed in a coordinated fashion, with cross-department or cross-level activities recorded by all involved. These work plans are reviewed by everyone concerned at Leadership Team meetings, ensuring that no one is involved in an activity without the knowledge and, when appropriate, involvement of other team members. These work plans are thereafter reviewed on a regular basis, usually quarterly, to ensure both timeliness and continued appropriateness. This change in outlining specific institutional tasks and personal objectives created a web of interconnectivity in assignments and activities that has done much to improve institutional efficiency, clarity of work assignments, and cohesiveness among members of the institution.

In turn, this greater efficiency in operations has yielded favorable results, as presented in this report, in terms of the institution's current action agenda, which for one year now has consisted of the following six initiatives:

- 1. Elevate NMC's responsiveness to community needs;**
- 2. Expand programs in career education;**
- 3. Place a greater emphasis on student development;**
- 4. Modernize the institution's educational technology;**
- 5. Provide institution-wide access to reliable financial information and establish sound fiscal practices; and**
- 6. Increase NMC's financial resources and stimulate the CNMI's economic growth.**

ELEVATING NMC'S RESPONSIVENESS TO COMMUNITY NEEDS

Northern Marianas College strives to expand its role in the overall growth development of the CNMI, and today places a strong emphasis on developing and implementing a proactive community development plan that focuses on meeting specific education and training needs of various sectors throughout the Commonwealth.

The new NMC organizational structure places all community-related, outreach, and continuing education programs under one umbrella: the Community Programs and Services (COMPASS) Division. Through this Division, NMC delivers services beyond its traditional academic degree and certificate programs, serving the CNMI community by providing valuable continuing education courses, practical workforce development training workshops, advanced post secondary programs, and relevant technical assistance services.

The vision of the COMPASS Division is to make NMC the center of community enrichment here in the CNMI. Its mission is to provide affordable and accessible lifelong learning opportunities to meet the human resource development needs of the Northern Marianas. The new COMPASS Division is comprised of six departments:

1. Community Development Institute (CDI);
2. Small Business Development Center (SBDC);
3. Public Radio Station KRNM;
4. Cooperative Research, Extension, and Education Service (CREES);
5. Adult Basic Education (ABE); and the
6. University Center for Excellence in Developmental Disabilities (UCEDD).

Collectively, the NMC COMPASS Division strives to continuously improve its responsiveness to community needs and to assist the institution in meeting its community college mission as it expands its educational programs and services throughout the CNMI and encourages NMC employees to actively participate in local events and community partnerships.

VALUABLE CONTINUING EDUCATION COURSES

In Fall 2002, the college completed its first-ever Community Human Resource Development Plan (CHRDP). The valuable input collected for the CHRDP from various community representatives on Saipan, Tinian, and Rota was utilized by NMC to address continuing education needs of the CNMI. NMC used the findings from the new CHRDP and other community needs assessment and training surveys to identify the need for relevant and valuable continuing education and training opportunities for the general public.

During AY 2002-2003 the NMC COMPASS Division, through its Community Development Institute (CDI) and the Small Business Development Center (SBDC), offered 106 workshops, short-term courses, and training seminars, thereby serving 2,070 individuals throughout the CNMI. The continuing education topics now offered include computer-related courses, customer service workshops, supervisory management and leadership development training, and a variety of valuable business seminars.

Moreover, NMC's Adult Basic Education (ABE) Program offered second chance opportunities for adults to earn high school equivalency diplomas by providing outreach

programs in General Educational Development (GED), Family Literacy, English as a Second Language (ESL), and the Adult School. Altogether, the ABE courses served 187 adults, had 16 GED graduates, and 7 Adult School graduates during AY 2002-2003. In addition, the Cooperative Research, Extension, and Education Services (CREES) Department continued to serve the CNMI community through its agricultural extension services and family and consumer sciences programs. The NMC CREES Department served more than 2,500 people through its short-term workshops and conferences conducted on Saipan, Tinian, and Rota during the 2002-2003 school year.

PRACTICAL WORKFORCE DEVELOPMENT PROGRAMS

Society's increasing complexity, the demand for quality customer service, and rapid advances in technology are all major forces that are transforming the workplace globally, and the CNMI is no exception. The NMC COMPASS leaders and program personnel recognize that these major forces are changing our work places here in the CNMI. As a consequence, the college is working cooperatively with businesses, industries, government agencies, and other educators to equip the CNMI's workforce with the knowledge and skills necessary to become more productive employees by providing customized and practical training programs for workforce development. The areas of professional development training offered during the year were information technology, computer applications, management and leadership skills development, customer service, communication and language classes, and professional certification courses. In addition, the COMPASS Division collaborated with the League for Innovation in the Community College to facilitate a series of professional development training offerings that focused on such topics as fundraising, establishing a capital campaign, and institutional effectiveness. NMC administrators, faculty, staff, regents, and foundation members attended these training sessions, which benefited 59 people, in November 2002.

ADVANCED POSTSECONDARY PROGRAMS

Through the Cooperative Extension Program under CDI, NMC is collaborating with other accredited U.S colleges and universities to provide advanced postsecondary educational opportunities for the people of the CNMI. Through NMC's partnership with Framingham State College, the first cohort of 36 CNMI educators enrolled in the Master's Degree Program in Education for Teachers in American Schools Overseas graduated in May 2003. Due to the high demand for a master's degree program among CNMI educators, especially from the Public School System (PSS), NMC facilitated a second cohort for the Framingham Master's Degree Program, which began in Summer 2003 with an enrollment of 31. In addition, NMC continues to assist PSS in upgrading and improving the qualification credentials of principals and vice principals throughout the CNMI's public schools. Another collaborative relationship, with the University of Guam (UOG), facilitated the School Administrators Certification Program in Spring 2003. This on-going master's degree program provides local school administrators an opportunity to meet minimum qualification standards for PSS school administrators.

RELEVANT TECHNICAL ASSISTANCE SERVICES

Beyond its traditional and continuing education programs, NMC also serves the CNMI community by providing relevant technical assistance services. With the intention of helping small businesses and promoting the economic development of the Commonwealth, the SBDC designs and offers technical assistance services designed to meet the specialized needs of small business owners and entrepreneurs on Saipan, Tinian, and Rota. In AY 2002-2003, the SBDC provided technical assistance to more than 100 business clients through its Business Incubator, Client Counseling, and Special Projects programs. Most of the clients served sought assistance in starting their own businesses, conducting feasibility studies, and developing business plans. The college also supported existing small businesses in exploring effective strategies to promote growth, expansion, innovation, increasing productivity, and improving management practices.

The CREES Department at NMC conducts agricultural research and provides free assistance, training, and technical information in the fields of agriculture and family and consumer sciences. During AY 2002-2003, the NMC CREES Department provided valuable technical assistance services on Saipan, Tinian, and Rota in Aquaculture and Livestock Production, Crop Production and Protection, Food Processing and Food Safety, Nutrition Education, and Resource Management.

KRNM: ENRICHING THE CNMI COMMUNITY

KRNM is a public, non-commercial radio station licensed to, and located on Saipan at, Northern Marianas College. Most of KRNM's broadcast day consists of a wide variety of programs sent via satellite from National Public Radio, Public Radio International, Radio Australia, and other independent syndicated sources. 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.

In addition to entertaining music and feature programs, KRNM benefits the people of the CNMI by providing them with informative and educational shows as well. 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 Micronesian folk tales. The weekly Health Talk Series featured interviews with over 30 health and social service professionals on topics ranging from suicide prevention to diabetes.

KRNM also served the community by alerting listeners to emergency announcements (typhoon and tsunami reports, health warnings, etc.), and by airing public service announcements that promoted community activities and events, including the dissemination and publicizing of NMC educational programs and services.

EXPANDING PROGRAMS IN CAREER EDUCATION

The Division of Academic Programs and Services is responsible for delivering NMC's associate and baccalaureate degree and certificate curricula in a wide range of programs in the professional, technical, and vocational fields, which include Accounting, Business Administration, Business Management, Law Enforcement Administration, Liberal Arts, Nursing, Office Technology Administration, Technical Trades, and Elementary Education.

In addition to college-level courses, the Division offers developmental curricula in English and mathematics so students can acquire the skills necessary for academic success at the college level.

In its response to the declared initiative aimed at expanding career education programs at the certificate and degree level, designed especially to meet the CNMI community's workforce needs, the academic departments within the Division planned, developed, and offered several new programs while it revitalized some that had been offered formerly. The following describes those efforts during AY 2002-2003.

ASSOCIATE DEGREE IN INTERNATIONAL BUSINESS

The A.A. degree in International Business was created to replace the previous A.A. degree in Pre-Business, which had its last graduates in 1999. This new degree program has a strong emphasis on general education so that students can easily transfer credits to other US postsecondary institutions, and will provide students who intend to earn a bachelor's degree the opportunity to take a limited number of business courses so they can learn more about international business. To introduce students to the business opportunities in a global marketplace, a new International Business course was created as a component of the degree program.

The International Business degree will help accomplish the major goals of the *Pacific Gateway USA* initiative, which are to increase the number of international students attending NMC and to offer an educational gateway whereby students can further their academic studies at a US college or university.

NEW AND REVITALIZED PROGRAMS FROM THE SCHOOL OF EDUCATION

Special Education Endorsement. The SOE revised and created a Special Education Endorsement program at the request of PSS. Classes were to be offered beginning September 2002 through May 2003. SOE faculty taught the classes as adjunct instructors; funding for the instructors came from the SOE budget.

Early Childhood Education. The School of Education revitalized the Early Childhood Certification program for Head Start teachers on Saipan, Tinian and Rota in order to meet mandated training for all Head Start teachers. Classes were offered September 2002 through Summer 2003. An early childhood coordinator taught all courses for this certificate program, which is part of the early childhood associate degree program developed in 1991. The Head Start program paid student tuition and fees while funding for an adjunct instructor came from the SOE.

Certificate of Achievement in Related Services. The SOE worked jointly with University of Hawaii UCCDE program staff to develop and offer a Certificate of Achievement in Related Services training program for paraprofessionals who work with PSS students with disabilities. This certification training was requested by the Special Education Department at PSS. Classes were offered in Spring and Summer 2003 under the supervision of an RSA Coordinator. Salaries for a part time coordinator and University of Hawaii instructors, as well as student tuition, came from the RSA grant funds.

Endorsement in Teaching English as a Second Language/Teaching English as a Foreign Language (TESL/TEFL). The SOE designed a new Endorsement in Teaching English as a Second Language/Teaching English as a Foreign Language (TESL/TEFL) in cooperation with the Language and Humanities Department. The first linguistics classes will be offered in Fall 2003. Approximately half of the required courses for the Endorsement are to be taught by SOE faculty and half by the Languages and Humanities faculty, with funding equally shared by the two sections.

HEMODIALYSIS TECHNICIAN PROGRAM

In early 2003 the Supervisor of the Hemodialysis Unit at the Commonwealth Health Center, Ms. Liz Untalan, requested the NMC Nursing Department to develop a Hemodialysis Technician program which could provide training for 26 Hemotechs who would help give bedside care in the new Hemodialysis Unit now under construction at CHC. Since the program participants would need basic nursing skills, it was agreed that a prerequisite for students entering the program, which is targeted at local students, would be successful completion of NMC's Nursing Assistant course or the first semester of the NMC Nursing program. The program, for which textbooks are available, was prepared using guidelines from the National Association of Nephrology Technicians/Technologists and the American Nephrology Nurses' Association. Ms. Untalan, who has taught this course in the past, will co-teach it with the new head of the Hemodialysis Unit. It is expected that the program will commence in January 2004.

ASSOCIATE DEGREE IN REHABILITATION AND HUMAN SERVICES

NMC has completed the necessary planning for a long-term training program, termed the Rehabilitation and Human Services Program (RHSP), which will increase the number of qualified rehabilitation professionals with minority backgrounds in the CNMI, Guam, and other political entities in Micronesia. The purpose of the program is to improve the overall quality of service to persons with disabilities in the CNMI and the Micronesian region by promoting college education accessibility to Pacific Islanders in vocational rehabilitation and other fields related to human services.

The program stands to benefit an estimated 9,000 individuals with disabilities in the CNMI alone, where there has been a remarkable 312% increase in population over the last 20 years. Currently, the entire region of Micronesia has no long-term rehabilitation training programs.

In order to insure program quality and relevance, the RHSP has been developed in collaboration with other disability-related agencies in the CNMI, such as the Office of Vocational Rehabilitation, the State Rehabilitation Council, the Commonwealth Health

Center, the Northern Marianas Protection and Advocacy Systems, Inc. and the Public School System.

A federal grant to provide financial resources for this program has been submitted to the US Department of Education. If funded, the program will begin in Spring 2004.

SOCIAL SCIENCES AND FINE ARTS DEPARTMENT ADDRESSES NEED FOR MORE CAREER EDUCATION OPPORTUNITIES

Program expansions underway within the Department of Social Sciences and Fine Arts are designed to meet specific community needs and provide additional career education opportunities for the CNMI's workforce while maintaining NMC's academic quality and integrity.

Degree and Certificate Programs in Fire Science. Meetings were held with Stanley C. Torres, Fire Chief of the Airport Rescue and Firefighters (ARF) Department at the Commonwealth Ports Authority, to discuss and begin planning for restoration of the fire science degree and certificate programs formerly offered by NMC. Additionally, Chief Torres requested the college to develop a new course in Fire Chemistry, which may be team-taught by NMC's chemistry instructor and ARF's Fire Specialist. Currently employed firefighters and those who wish to make a career in this field are the target population for these fire science programs.

Combined Law Enforcement Academy. Meetings were held to begin structuring a second Combined Law Enforcement Academy (CLEA). Target populations are designated employees from government agencies such as Fish and Wildlife, Customs, and Labor and Immigration. Directors from those agencies and representatives from the Governor's office met with NMC, and requested NMC to develop a plan for shortening the time required to complete the Academy. Under consideration is a plan to have the academic courses taken first on a part time basis, thus reducing the length of time requiring full time enrollment in the Academy. The benefit of this plan is that employees would not have to miss so much work. Planning is ongoing with participation from the DPS Training Officer.

Certification Program for Department of Youth Services Staff. The Social Sciences and Fine Arts Department has been working collaboratively with personnel from the Department of Youth Services (DYS) to develop a certification program for their staff, especially those to be hired for the new DHS detention facility. Ongoing planning and development of this program is going smoothly, with a targeted implementation date of Spring 2004.

Certification Program for Corrections Officers. The Department is also working with the Department of Public Safety on a certification program for corrections officers assigned to the Department of Corrections (DOC). The Department of Corrections also has a new facility and needs training for its employees, preferably at the level of the National Institute of Corrections Standards. These new national standards will replace those used for the existing certificate program for correction officers.

CAREER EDUCATION RELATED TO THE CNMI'S MARINE ENVIRONMENT

The Academic Programs and Services Division is revitalizing the Marine Science/Technology Program to help meet the education and training needs for agencies and businesses engaged in marine sciences and sports activities in the CNMI. The program, which was temporarily suspended due to lack of funding and staff, is designed to offer training in a number of areas connected with the marine environment, such as 1) small boat handling, 2) SCUBA diving, 3) water safety, 4) marine biology and chemistry, 5) natural resources management, and 6) marine monitoring techniques. Additionally, the program will again offer several of the courses initially offered for the Scientific Diving Certificate.

The program has two target audiences: individuals who will go off island to pursue further a career in Marine Science/Technology, and those who seek employment at one of the local agencies that look after our fragile marine ecosystem.

Initial courses will be offered in Fall 2003. Current funding sources are the National Institutes of Water Research 104-B and 104-G project; the National Oceanic and Atmospheric Administration's Minority Science Institutions/Entrepreneurship Partnership project; and the US Department of Education's Minority Science and Engineering Improvement Program (MSEIP) project.

REVITALIZATION OF THE TOURISM/HOSPITALITY MANAGEMENT DEGREE PROGRAM

During AY 2002-2003, numerous meetings were held between NMC administrators and key CNMI tourism industry representatives. One of the primary outcomes of these meetings was the adoption of a Board of Regents resolution that cemented a solid partnership between NMC and the Hotel Association of the Northern Mariana Islands (HANMI) in the revitalization and commitment to NMC's Tourism/Hospitality Management certificate and degree programs. NMC and HANMI will establish a Tourism Scholarship Board to administer a tourism scholarship program aimed at providing financial assistance and internship opportunities for students in the hospitality degree program. For Fall 2003, the College hired a full-time tourism instructor who is tasked with forming and leading a Tourism Advisory Council which will assess and strengthen the academic and practical skill building aspects of the program. Plans are underway for the hiring of an additional tourism instructor by Fall 2004. These recent developments have solidified NMC's relationship with the Commonwealth's vital tourism industry in paving the way for quality career education to meet the industry's ongoing manpower needs.

MEDIA CERTIFICATE PROGRAM TO DRAW ON MULTITUDE OF AVAILABLE RESOURCES

In mid-2003 representatives from the Community Programs and Services (COMPASS) and Academic Programs and Services Divisions met with industry representatives about establishing a certificated journalism/media program at NMC that would involve a student internship component with local media outlets. Preliminary planning was begun in Fall Semester, and an overall program design as well as academic and community course proposals are to be submitted for review by the end of the year. A new faculty member has been hired in the Languages and Humanities Department to develop the program and courses, and one class has already been scheduled for Spring 2004.

The general program concept involves the use of modular community courses in various aspects of introductory reporting, editing, production, and promotion; regular academic courses; and student internship/practicums, all in cooperation with local high schools and the private media. This is to meet the needs of both students and prospective employers, while making use of the varied and experienced media talent available in the CNMI.

While the program concept is to provide only foundation courses, students interested in advanced production techniques have the opportunity to take courses in the Television and Film Program offered by NMC in collaboration with Pacific Rim Academy.

STUDENTS NEAR COMPLETION OF TWO YEARS' TRAINING IN FILM AND TV PRODUCTION

The Pacific Rim Film and TV (PACRIM) Academy is a unique public-private partnership between Northern Marianas College and Talk Story Studios that provides vocational/technical training in the areas of **pre-production** (script writing, casting, set design, and location scouting), **production** (producing, directing, working with actors, location and stage shooting, and camera work) and **post-production** (sound editing, sound mixing, picture editing, special effects, automatic dialog replacement, and foley sound). The program, initiated in the Spring 2002 semester, offers both a Certificate of Completion and an Associate Degree in Applied Sciences in Film and TV Production. The public/private partnership provides experienced Hollywood professionals as instructors (PACRIM) and spacious instructional facilities (NMC). The partners share costs for the acquisition and maintenance of production and post-production equipment. NMC plans to promote the Film and Television program as a principal component of the Pacific Gateway project, which is intended to attract foreign students to the CNMI to study English while also learning the technical skill of film and television production. The PACRIM Academy has already established relationships with major Hollywood studios such as Todd-AO, Warner Bros., Universal, and Paramount to have feature film projects sent to the PACRIM Academy for post-production editing. This will create jobs for program graduates and internship opportunities for existing students. It is the intent of the PACRIM Academy and NMC to further develop the existing production industry in the CNMI, as well as develop the human resource talent for a new CNMI industry in post-production.

The fourth semester of the program began in August 2003, with 18 students registered in the AV100 Introduction to Media Arts class and 16 students registered in the AV105 Introduction to Screenplays, Acting, and Directing class. Six of the students will have earned a Certificate of Completion in Film and TV at the end of the Fall 2003 semester. During the course of their studies, the film school students have developed several local television shows, which include *Sports Rock*, *Eye On The CNMI*, *Kaliko's Corner*, *Teen Talk Live*, and *Journeys* (a 13-episode dramatic series).

A COMPREHENSIVE APPROACH TO STUDENT DEVELOPMENT

Early in the 2002-2003 academic year, the former Student Services Division was reorganized into the Student Development Division, whose mission is to provide students with programs that develop their interpersonal, intellectual, wellness, and leadership skills as well as ensure the emotional growth and development of all students. The change in the name of this division from Student Services to Student Development was fitting in that students' non-academic skills are developed and enhanced through hands-on programs and activities. As this Division works to provide activities, environments, and comprehensive programs that facilitate and enhance student development, a special effort is exerted to create and maintain an atmosphere where each student may develop the complete person to his or her maximum potential. The Student Development administration and staff therefore have an all-inclusive emphasis on non-academic learning as it relates to the needs and interests of every student. Formal instructional programs, organized student activities, student organizations, intercollegiate and intramural athletics, and informal day-to-day interrelationships are all considered as contributing to the total educational experience of each student at NMC.

The Student Development Division works closely with all facets of the NMC family in order to provide students with ample opportunities to get involved and to experience life beyond the classroom to its fullest.

ENRICHING THE QUALITY OF STUDENT LIFE THROUGH COUNSELING PROGRAMS AND SERVICES

This past year marked the beginning of working on the overall goal of improving current services and programs offered by Counseling Programs and Services (CPS) and looking at new opportunities so that more services can be provided to NMC's students. With the hiring of an Academic Advisor Counselor and a Disability Counselor, CPS was able to provide a wide variety of assessment procedures, academic advising workshops, and individual and group counseling sessions aimed at helping all students cope with personal and social adjustment problems. Emphasis was placed on promoting an independent self-actualizing identity, which combines mature and responsible behavior in the solution of problems and the enrichment of the student's quality of life. CPS continues to help students to develop the awareness, skills, and motivation needed to succeed with their studies and to enjoy their college experience.

IMPROVING CAMPUS SPIRIT AND COLLEGIALLY AMONG STUDENTS

The Office of Student Activities and Leadership (OSAL) was committed to enriching the student learning experience by providing and promoting non-classroom educational activities that develop leadership qualities, character, integrity, responsibility, positive work ethics, and teamwork. In order to increase overall student participation in NMC activities and to promote a greater sense of "campus spirit" during AY 2002-2003, OSAL worked with the ASNMC student government, departments, faculty, staff, and community organizations in planning and carrying out a multitude of diverse student activities.

An important step in increasing NMC student participation in campus life during AY 2002-2003 was to hire a student activities coordinator to assist the Director of Student

Activities. Another step in increasing student involvement was the improvement of the Student Center's image and a dramatic increase in the variety and number of ongoing activities within the Center.

Numerous comments from faculty, staff, administrators, and students demonstrated that the Office of Student Activities and Leadership was recognized for its accomplishments in terms of extending the educational experience at NMC beyond formal academic study, creating a greater sense of belonging to the college on the part of its students, and instilling among the students an ever-increasing feeling of responsibility for the institution's success. In a real sense, student development at NMC is becoming far more than enrolling in classes and completing basic academic requirements.

TRAINING FOR LEADERSHIP

OSAL provided guidance to participants in its Leadership Program in the areas of interpersonal development, team development, and program effectiveness and efficiency. The OSAL Leadership Program aims to increase the capacity of individual and group leadership ability through the expansion of student participation. OSAL Student Leaders engage in practical experience in management of the Student Center store, operation of the student identification card system, and other outreach experiences.

MAKING INFORMED CAREER DECISIONS

Another major student development accomplishment during AY 2002-2003 was the improvement and updating of Career Center resources, thanks to successful applications for federal funding from WIA (Workforce Investment Act) student employment and training, and the State Occupational Information Coordinating Council (SOICC). The Career Center assists the college in implementing its goal of providing a work-related experience for all students, whether paid or non-paid, prior to graduation. To this end, the Center coordinated the placement and monitoring of over 175 student employees in College Work Study during the year and assisted placement of Cooperative Education and other internship program students in both the private and public sectors during the year. The Center updated its wide assortment of graduate school catalogs, applications and test registration bulletins, books, pamphlets, newsletters, magazines, employer profiles, and other materials geared toward career planning and development, with special emphasis on non-traditional careers for women.

EXPANDING CAREER AND EDUCATIONAL TESTING SERVICES

This year marked the hiring of a full-time Testing Coordinator, who administers the wide assortment of tests that meet the needs of NMC students and individuals within the community in terms of their educational and career goals; the Testing Coordinator is also responsible for carrying out the numerous and varied communication and administrative activities associated with this testing program.

ENSURING ACADEMIC SUCCESS

The Educational Enrichment Center and the TRIO Programs known as Talent Search, Student Support Services, and Upward Bound were merged into a single department under the Student Development Division. This new department is called Academic

Enrichment Programs. With the expansion of computer lab areas and the extension of lab hours, the Educational Enrichment Center provided services to more than 60 ELI classes comprised of 1200 students for the academic year. The ELI instructors also assisted students in the Center during their office hours. This year more tutors, updated equipment, new instructional materials, and more computers were utilized. The Student Support Services program, the Talent Search program, and the Upward Bound program coordinated activities for Saipan, Rota, Tinian to include monthly workshops focusing on career opportunities and career explorations, financial aid, study skills, preparing for college, mentoring, management skills, awareness and prevention of drug and alcohol abuse, workshops for participants' parents, and other cultural activities. The programs provided extra opportunities for at least ten students to attend a six-week summer component program at Leeward Community College in Hawaii, University of Reno in Nevada, Monterey Peninsula College in California, Emery-Riddle Aeronautical University in Arizona, and a one-week Student Leadership Conference in Washington, D.C. for a Close-Up Conference. As part of their role in student development at NMC, the TRIO programs will continue to serve over 1,000 students and assist students to graduate from high school and continue on with postsecondary education.

STUDENT SUPPORT THROUGH FINANCIAL ASSISTANCE

The Financial Aid Office assisted students as they worked toward achieving their educational and career goals by administering the various financial aid programs available to eligible students to help defray some of their educational costs. Through administration of such programs, the Office helps students obtain assistance (local and federal) when applying for financial aid for attendance at NMC. Financial aid came in the form of grants, scholarships, part-time employment, and tuition waiver.

During AY 2002-2003, 766 students received federal Title IV Pell Grant funds in the amount of \$1,928,043. This amount was a significant increase (32% or \$468,051) as compared with the previous year. On top of this, 136 Pell Grant recipients also received financial assistance from the Supplemental Educational Opportunity Grant (SEOG) in the amount of \$40,100. Finally, 64 students also participated in the federal College Work Study (CWS) program, earning \$54,341 in student income.

GREATER CAPACITY AND EFFICIENCY IN STUDENT RECORD KEEPING

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

This year the new computerized registration software system, PowerCAMPUS, was successfully deployed for student registration. This system will usher in improvements in service to students as well as more comprehensive and efficient record keeping and reporting capabilities, which will in turn lead to better research and assessment/evaluation information aimed at improving NMC's overall educational services.

MODERNIZING NMC'S EDUCATIONAL TECHNOLOGY

The 2002-2003 academic year has seen much progress in the use of technology at NMC. The year began with a reorganization of technology support units to better serve the campus community and a number of technology initiatives were undertaken to move NMC into the 21st century with regard to educational technology. Significant improvements were made in the areas of administrative technology, classroom technology, inter-island distance education, online learning tools, and training for technology integration in teaching and learning. Support for these initiatives came from a variety of sources including funding from several federal grant programs.

REORGANIZING FOR IMPROVED AND EXPANDED SERVICES

AY 2002-2003 began with a reorganization that brought a number of technology areas together under the new Information and Learning Technology (ILT) Unit. ILT is responsible for providing NMC students, faculty, and staff with modern technology tools, services, support, and training in order to meet the mission and goals of the college. Though less than a year old, the ILT division is playing a critical role in the move to a learning-centered institutional model. In addition to the Office of the Director, ILT consists of three departments:

1. Information Services,
2. Educational Technology and Media Services, and
3. Web Management.

Information Services. Information Services (IS) is the backbone for all technology services at the college. IS provides the college with reliable computer systems, networking, and Internet services to enable the campus community to function and communicate effectively. IS also oversees the student Computer Lab facilities to support students and faculty in carrying out educational, instructional, and academic objectives.

Educational Technology and Web Services. The Educational Technology Department is responsible for providing learning technology resources for students and instructors, for developing programs and services that promote technology-enhanced learning, and for providing technology related professional development opportunities. Faculty use of technology is supported with instructional design assistance, technology training workshops, and multimedia production assistance through a new Educational Technology Center. Educational Technology also supports the delivery of instruction via video and web-based technologies for distance and distributed learning. Media Services provides many types of services to the college community including audiovisual equipment and video production for classroom instruction and video recording and production using the latest digital video equipment.

Web Management. The Web Management Department is responsible for the management of all college Internet-based resources including the all-new NMC web site and a new online learning system (NMC Online) for use by NMC faculty and students.

BENEFITING FROM FEDERAL GRANTS

Many activities undertaken by the ILT this year were part of projects supported by federal grant programs. Technology related federal grant projects at NMC include the following:

Preparing Tomorrow's Teachers to Use Technology (PT3). PT3 is a national program funded by the US Department of Education with the goal of increasing the ability of future teachers to effectively use technology in the classroom. The NMC PT3 project provides training and technology tools to faculty and classroom mentor teachers so that they can model the use of educational technology for NMC School of Education students. Students learn to integrate multimedia and Internet technologies into classroom activities and demonstrate these skills during their student teaching field experience.

Title III Strengthening Institutions. AY 2002-2003 marked the first year of a five-year Title III Strengthening Institutions grant from the US Department of Education. The goal of this project is to increase student achievement and retention by using networked learning resources. Expansion of student access to computers, the use of online learning resources, and faculty training are all part of the strategies for the project.

Workforce Management Improvement Program. NMC received partial funding from this CNMI-wide grant through the US Department of Interior to support the use of online learning tools for all types of coursework and training. Funding from this project is facilitating the selection and implementation of the new NMC Online course management system.

ENHANCED STUDENT LEARNING AND BETTER SERVICE TO CLIENTS THROUGH IMPROVEMENTS IN TECHNOLOGY

Technology improvements are helping NMC better serve clients and support more effective learning in and out of the classroom. Improvements this year have focused on administrative systems, web-based resources, classroom technology, faculty computer access, student computer access, network improvements, and distance learning capabilities.

Administrative Computer System. This year the new computerized administrative software system, PowerCAMPUS, was successfully deployed for student registration. This system will usher in improvements in services to students as well as improved record keeping and reporting capabilities for the college administration.

Web Resources. This year NMC completely redesigned its public web site (<http://www.nmcnet.edu>), introducing a dynamic database backend system that allows individuals and departments at NMC to easily update their web site information. This year also saw the adoption of the new NMC Online course management system that will provide students with 24-hour access to course materials and tools for interaction with instructors and classmates.

Classroom Technology. NMC has been busy installing modern multimedia projectors in classrooms on the Saipan campus. Projectors have also been provided for classroom use on Tinian and Rota. These projectors can be connected to a computer to provide multimedia presentations or can be linked to classroom VCR or DVD players. Work also began on providing all classrooms with Internet connectivity.

Faculty Computers. This year a special faculty laptop program supplied instructors with laptop computers for use in and out of the classroom. Nearly half of all instructional faculty took advantage of the new program. With these laptop computers, instructors can increase their technology skills and use multimedia presentations, demonstrate live Internet web sites, and use other innovative visual classroom presentation techniques.

Student Computers. This year marked the beginning in an ongoing goal of increasing the number of computers for use by NMC students. Sixty new computers were provided this year for student use in computer lab facilities on the three NMC campuses. The installation of these computers freed up slightly older machines for reassignment to other areas. Plans are to provide computer access for students in many locations around the NMC campus for network and Internet access.

Network Improvements. The NMC network continued to grow as the number of computers has increased. Internet bandwidth was increased and will continue to increase as costs come down. The year saw the beginning implementation of wireless network access for faculty and students at NMC as a number of wireless access points were installed. Wireless access is now available for most faculty office areas, the NMC library, and several classroom areas.

Distance Education. Distance education is being improved through a new interisland video teleconference system and new online learning tools. Internet-based video teleconferencing was installed so that live instruction can be delivered between each NMC campus. This marks the first time that Rota has been included in interisland distance education delivery. The new NMC Online course management system will supplement video teleconference based courses.

NMC is partnered with other colleges in the Micronesian region in a distance education project sponsored by the Pacific Regional Technology in Education Consortium (PRTEC). This project aims to deliver upper division education courses taught by NMC School of Education (SOE) faculty to students throughout Micronesia. This year, the first two in a series of courses were offered to cohorts of students simultaneously in the CNMI and the Marshall Islands.

RELIABLE FINANCIAL INFORMATION AND A NEW ERA OF SOUND FISCAL PRACTICES

Academic Year 2002-2003 was a challenging year for the global and CNMI communities with respect to financial affairs. The fiscal year also presented significant challenges to Northern Marianas College. Faced with a \$400,000 liability to its vendors and a \$400,000 shortfall in local legislative appropriations for personnel expenses on September 30, 2002, the college started the new fiscal year in a financial predicament never before seen in its 20-plus year history.

Despite its financial challenges, NMC saw AY 2002-2003 as the beginning of a new era to introduce and implement new fiscal practices designed to shore up its finances and improve the financial position of the institution. Two key fiscal practices adopted during the year, stringent student payment/collection policies and the close management of operational expenses, enabled the college to meet its financial obligations to suppliers and employees alike, without affecting services to students and the community-at-large. Furthermore, NMC was able to end the fiscal year with a balanced budget.

Against the backdrop of strict cash management practices throughout AY 2002-2003, the Finance Office also tackled several key areas that it considered to be essential to having a financially sound, transparent, and cost-effective institution. These included:

- Timely completion of the FY 2001, FY 2002, and FY 2003 financial audits;
- Providing reliable financial information to the NMC community;
- Streamlining budget and accounting operations to improve productivity and efficiency; and
- Incorporating the use of electronic banking at NMC.

TIMELY COMPLETION OF AUDITS

The timely completion of the financial audits of the college was a critical area that the Finance Office focused on and accomplished during AY 2002-2003. The final FY 2000 audit report was issued during the second quarter of FY 2003, indicating a two-year delay in the completion of the financial audits of the institution.

In May 2003, the Finance Office vigorously began reviewing and analyzing its FY 2001 and FY 2002 financial reports to identify potential accounts that required adjustments for correction. Work on the financial audits by the college's audit firm for the two years began in June 2003 and was completed in August 2003. The draft FY 2001 audit report was provided to NMC in September 2003 and is currently being reviewed by the institution. The draft FY 2002 audit report is expected to be available in October 2003. Work on the FY 2003 audit is expected to commence in November 2003 with the final report issued in January 2004. This year marks the first time that the institution will be up-to-date with its financial audits since its establishment over 20 years ago. The completed audit reports will be made available to the NMC community on the campus-wide network.

RELIABLE FINANCIAL DATA

The Finance Office responded to the challenge of providing reliable financial information to the Board of Regents, administration, and to the general NMC community. The result of this challenge was the availability of monthly financial reports to all parties in need of such information. Comprehensive financial reports such as consolidated financial statements and budget reports were provided to the Board of Regents for review in its monthly meetings. Departmental budget and expenditure reports were given each month to all NMC department heads for review and feedback to ensure that expenditures were appropriate and accurate.

The Finance Office also began exploring the possibility of providing electronic access to financial information to all NMC departments during AY 2002-2003. Although it was determined that electronic access was possible, the benefits and costs of providing all departments access should be considered before a final decision is made in this area.

STREAMLINING BUDGET AND ACCOUNTING OPERATIONS

In its efforts to improve efficiency in the processing of financial transactions at the college, the Finance Office assumed the responsibility of encumbering funds for all purchases at the institution. Previously, this was a function of the Budget Office. The transfer of this responsibility from the Budget Office to the Finance Office has reduced the number of offices that NMC departments have to interface with to process purchasing documents from three (Budget Office, Finance Office, and Procurement Office) to only two (Finance Office and Procurement Office). The improved procedure is expected to improve productivity and efficiency in all departments.

ELECTRONIC BANKING

The advent of electronic banking has dramatically changed how many companies have traditionally conducted business. The concept of electronic banking is still fairly new in the CNMI as it has only been recently that banks in the CNMI began to offer such services to its customers.

During AY 2002-2003, the Finance Office began researching how NMC could incorporate electronic banking into its daily operations. Meetings were held with officials from banks that the college has accounts with to assess the types of services available and how they could assist NMC in its transition to electronic banking. Several services were identified that the college could implement immediately or in the short-term period: access to bank accounts via the Internet, bank-to-bank payroll deposits, and electronic transfers to pay vendors. The savings in human resources and office supplies from the current method of paying employees and vendors is expected to be significant. In order to familiarize NMC employees on Rota and Tinian with electronic banking, meetings were held with all employees on the two islands. Furthermore, one bank is planning to have a representative travel to both islands to assist NMC employees in opening a bank account should they choose to participate in the college's electronic banking program. The Finance Office completed and submitted the applications for electronic banking services to the banks in September 2003 and expects to begin using some of the services as early as October 2003.

**INCREASING NMC'S FINANCIAL RESOURCES AND
STIMULATING THE CNMI'S ECONOMIC DEVELOPMENT:
THE *PACIFIC GATEWAY USA* PROJECT**

Northern Marianas College seeks to establish a new direction for the CNMI's 20-year old institution by turning higher education into a major economic industry in the Commonwealth. The project that comes from this new direction has been coined *Pacific Gateway USA*. It proposes to attract international students interested in studying in the US through the CNMI as the gateway to an American college education. NMC will offer these students associate degree studies as a gateway to other US colleges and universities. The potential economic impact from the influx of international students to the CNMI will be significant.

Some of the major economic advantages of the *Pacific Gateway USA* project:

- Increase NMC revenue from money sources outside of the CNMI;
- Increase in sales volume of economically stagnant businesses through the purchasing power of the international students;
- Increase in business tax collections through increased sales by local businesses that will provide products and services to the new student population and their visiting family members;
- Increase in and/or improved public services to the local community due to increased tax collections by the CNMI Government; and
- Influx of international students will spur business opportunities that cater to the needs of college students.

The CNMI currently has two major industries – tourism and the garment industry. Unfortunately, the Asian economic crisis in the late 1990s and the more recent global economic downturn severely impacted the CNMI economy, including both of those major industries. As a result of that impact, local businesses witnessed a dramatic decline in revenue, forcing many businesses to close down or to scale back their operations. An additional threat to the long-term health of the CNMI economy lies in the fact that the garment industry may further scale back its operations in the Commonwealth by 2005 due to the global elimination of quotas by the World Trade Organization. The CNMI government desperately needs to take aggressive steps toward mitigating the possible loss of revenue from the garment industry, and the *Pacific Gateway USA* project provides the best avenue for creating an alternative industry to sustain economic development in the CNMI.

NMC plans to assist in the economic development of the CNMI by attracting a substantial number of international students to the WASC-accredited institution, at its campuses on Saipan, Tinian, and Rota. At the same time NMC remains strongly committed to meeting its constitutionally mandated mission: "To provide the CNMI with the best possible postsecondary and continuing/adult education in both academic and occupational areas." NMC recognizes that the institution's strength is generated from a commitment to effectively serve its students and the entire CNMI. In order to do so, the institution needs new facilities and equipment to provide the quality service that college students expect from an institution of higher education. The CNMI Governor recognized the economic potential of this plan and committed \$3.5 million to NMC to purchase the

La Fiesta Shopping Mall on Saipan. The \$3.5 million that NMC received was part of a \$5 million economic stimulus grant that the CNMI received from the US Department of Interior, Office of Insular Affairs (OIA). As part of the purchase agreement, the first payment of \$2 million was made on August 18, 2003, and the remaining payment of \$1.5 million will be made on October 15, 2003. Additional funds are needed to renovate the shopping mall into space suitable for a community college (e.g. creating classrooms, library, computer and language labs, student support services, faculty offices, etc.) and to purchase much-needed equipment for academic and student support purposes. Toward this end, NMC is seeking a direct loan from the US Department of Agriculture (USDA) for \$8 million to be used for facility renovation costs (\$5 million) and the purchase of equipment and furniture (\$3 million).

The following competitive advantages and positive attributes provide the foundation for NMC's potential success with the *Pacific Gateway USA* project:

- The CNMI controls its own immigration, making it easier for foreign students to enter the Commonwealth and pursue higher education without the need for a US student visa;
- There is a substantial demand, particularly from the Asian region, for learning English at a U. S. accredited college or university;
- The CNMI is the closest US territory with existing direct flight service to these Asian markets;
- The cost of education for international students to attend NMC is lower in comparison to the average cost of tuition at other US colleges and universities;
- NMC has existing and planned collaborative institutional relationships with other reputable US universities that will offer advanced degrees (bachelor's, master's and doctoral) through NMC, allowing foreign students to earn such degrees from these universities without having to enter the United States.

It should be noted that the positive economic impact on the local economy is a by-product of NMC's ultimate goal: to provide quality higher education to both local and international students. The influx of more international students will improve NMC's revenue generating capacity and enable the institution to expand and improve its programs and services to meet the educational demands of students and the CNMI's human resource development needs. Furthermore, the additional revenues generated by increased international student enrollment will enable NMC to lower, over time, the tuition rates for CNMI residents from the current rate of \$65 per credit to \$25 per credit, thereby making higher education more affordable and accessible for local residents and increasing the likelihood that local students will pursue college degrees. NMC will also work with other U. S. accredited universities to assist in expanding their programs to the ever-growing market of foreign students in Asia by facilitating the offering of their advanced degrees right here in the CNMI.

The *Pacific Gateway USA* project is an entrepreneurial approach to improve the quality of educational programs at NMC and an innovative concept to help stimulate the economic development of the CNMI!

**DEGREES AND CERTIFICATES AWARDED
ACADEMIC YEAR 2002-2003**

DEGREES

| | |
|--|----|
| AA: Liberal Arts – General----- | 45 |
| AA: Liberal Arts - Elementary Education ----- | 1 |
| AAS: Business Administration – Accounting----- | 9 |
| AAS: Business Administration – Business Management----- | 8 |
| AAS: Business Administration - Computer Applications ----- | 6 |
| AAS: Business Administration - Data Processing----- | 1 |
| AAS: Business Administration - Office Technology----- | 2 |
| AS: Criminal Justice----- | 5 |
| AS: Nursing----- | 3 |
| BS: Elementary Education----- | 24 |

CERTIFICATES

| | |
|--|---------|
| Certificate of Completion: Business Administration – Accounting ---- | 1 |
| Certificate of Completion: Early Childhood Education----- | 20 |
| Certificate of Achievement: Electrical Installation & Maintenance-- | 1 |
| Certificate of Achievement: Related Services----- | 20 |
| Total Awards----- | 146 |

NMC PARTNERSHIP PROGRAMS

| | |
|---|----|
| Framingham State College: | |
| MEd: Teachers in American Schools Overseas----- | 24 |

DIPLOMAS

| | |
|-------------------------|----|
| GED----- | 16 |
| Adult High School ----- | 7 |