

2005 Annual Report



NORTHERN MARIANAS COLLEGE

Degree and Certificate Programs

Bachelor of Science

Elementary Education

Associate in Arts

Liberal Arts, Business, International Business

Associate in Science

Nursing, Natural Resources Management

Associate in Applied Science

Audio/Video Production
Business Administration – Emphasis in
Accounting, Business Management,
Computer Applications, Office Technology
Administration, Sales & Marketing
Construction Trades

Criminal Justice
Electrical Installation and Maintenance
Electronics
Hospitality Management
Recreational Diving
Refrigeration and Air Conditioning

Certificate of Achievement

Accounting
Audio/Video Production
Business Management
Computer Applications
Computer Programming
Construction Trades
Culinary Arts
Electrical Installation and Maintenance
Electronics

Food and Beverage Services
Hospitality Management
Hotel Operations
Network Technology
Office Technology Administration
Related Services
Sales and Marketing
Scientific Diving
Teaching a Second Language/Teaching a
Foreign Language (TSL/TFL)

V. Certificate of Completion

Accounting
Basic Corrections Officer
Basic Law Enforcement
Business Management

Hemodialysis Technician
Hospitality Management
Nursing Assistant
Office Technology Administration

Combined Law Enforcement
Computer Applications
Early Childhood Education
Early Intervention
Fire Science Technology

Public Safety Diver
Sales and Marketing
Seamanship and Small Boat Handling
Sign Language Interpreter

Endorsement

Special Education Individualized Endorsement Plan

Northern Marianas College

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MESSAGE FROM THE PRESIDENT

Hafa adai yan buenas ginen i Kulehon Norte Marianas!

I am most pleased to present to you the Annual Report pertaining to the accomplishments of NMC's various departments and services during the 2004—2005 academic year.

Right at the onset of AY 2004—2005, the College was faced with major financial and accreditation problems at the institutional level. NMC had been placed on warning status by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) due to financial difficulties related to the purchase of La Fiesta Shopping Mall, the tardiness of annual fiscal audits, and the lack of progress on addressing two issues: assessment of its instructional programs and the collection, analysis, and use of information to inform and guide effective institutional decision making. Furthermore, NMC's Focused Midterm Report to ACCJC had been rejected due to its poor quality. And to compound the financial problems, the U.S. Department of Education had moved the College from advance status to reimbursement status, relative to the awarding of federal Pell Grants to NMC students.

The Annual Report shows that in AY 2004—2005 the College made significant headway in addressing the major problems described above, most notably in being removed from ACCJC's warning status and in successfully managing our financial difficulties. Numerous additional achievements by the College are also set forth in this Report.

Having effectively dealt with issues that were impeding the institution's progress, we have turned our full attention and effort to further advancing that progress through the following initiatives:

- Acquisition of financial resources adequate to replace the Saipan campus's deteriorating physical plant with new facilities, and to offer competitive salaries to our faculty, staff, and administrators;
- Implementation of an assessment program that will lead to improvement of college programs and services, and establishment of a "culture of evidence" for institutional decision making; and
- Completion of long-range planning activities that will culminate in a new five-year strategic plan for NMC.

Our accomplishments for this past academic year have brought NMC to a point where we can once again look ahead optimistically—to a time in the not-too-distant future when the College is a vigorous and equal partner in the sustainable development of the CNMI, helping to provide it with the best educated and most highly trained citizen workforce in the entire region.

We appreciate your interest in and continued support of Northern Marianas College. *Un dangkulu na si Yu'us ma'ase'*. Thanks and regards,

Antonio V. DeLeon Guerrero
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 by 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 U.S. 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 Service, 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

- 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

BOARD OF REGENTS

Overview

Northern Marianas College is governed by a seven-member 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 in providing quality educational programs and services to the CNMI community. Regents are guided by the highest standards of personal and professional integrity and ethical values. The Board members represent the public's interest and 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. The Board ensures institutional performance by monitoring progress toward college goals and student learning outcomes.

Accomplishments

After exploring, reviewing, and considering all possible options regarding the utilization of the La Fiesta facility with various NMC decision-making bodies and other internal stakeholders, the Board of Regents approved at its Special Meeting on September 11, 2004 "to transfer the La Fiesta property title from Northern Marianas College to the CNMI Government and for the Executive Branch to assume management in operating the entire facility." The Board officially signed the transfer agreement of the La Fiesta to the CNMI Governor's Office on January 7, 2005.

Through the collaborative lobbying efforts between the Board of Regents and NMC administrators, the College received approximately \$675,412 in FY2004-2005 in reimbursements from the Office of the Governor to cover the expenses and shortfalls incurred in operating the La Fiesta Mall.

To promote greater institutional accountability and improve the overall financial stability of NMC, the Board of Regents and college leadership team worked closely throughout FY2004-2005 to implement various cost-cutting measures, improve the planning and budgeting process, and ensure that the external financial audits are completed on a timely basis.

At their January 20, 2005 meeting, the Board of Regents, through the request of President Tony DeLeon Guerrero and other NMC administrators, approved to award an Honorary President's Title to Dr. Daisaku Ikeda, founder and president of the Soka Gakkai International (SGI). With over 12 million members in 190 countries and regions, the SGI reaches out to the broader global community by promoting peace, international cultural exchange programs, and various educational initiatives. By awarding an "Honorary President's" title to Dr. Ikeda, NMC stands to gain the following potential benefits: 1) Enhance NMC's institutional capacity to recruit international students from Japan; 2) Assist NMC in establishing Sister-School Agreements between Soka Schools and NMC; 3) NMC and the CNMI as a whole will rise in importance to Dr. Ikeda/SGI and develop a keen interest in our future development; 4) Recognition that SGI is a very affluent NGO entity with tremendous financial resources, it has the ability and capacity to do something substantial for NMC in the future; and 5) This institutional advancement strategy will build bridges, establish international partnerships, and create friend-raising opportunities for NMC and our small island nation with the country of Japan.

With the intention and commitment to maximize the utilization of NMC's limited resources, the Board of Regents supported the recommendation of an internal taskforce and the college administration, and approved in their March 10, 2005 meeting the closure of the College Lab School under the School of

Education (SOE). The closure of the Lab School, which was operated by NMC for the benefit of its teachers-in-training, was made effective at the end of AY2004-2005. Since the SOE now graduates about 30 students per year, with most NMC graduates immediately hired to work within the CNMI's Public School System, the SOE now has a cadre of outstanding graduates who are teaching throughout the local school system, thus ensuring that the need for practicum and student teaching mentors can be met within the existing local public and private schools.

The Board of Regents reviewed, amended, and created various Board Operations and College Policies throughout AY 2004-2005. Collectively, the new and revised College Policies will guide and assist NMC administrators and program personnel in effectively meeting its institutional mission, goals, and objectives.

Promoting the "culture of evidence" to improve institutional decision-making and encouraging the utilization of data from various assessment and program reviews to improve college programs and services, the Board of Regents facilitated a couple of Retreats in AY2004-2005 to assess the ongoing institutional performance of the College including the Board Self-Evaluation and the President's Annual Performance Appraisal.

To ensure that NMC is using its most important asset, its human resources, in the most effective and efficient manner to carry out its mission, and that the organizational structure of NMC is designed to do likewise, the Board of Regents called for a Management Review Desk Audit to be conducted during AY 2004-2005. Following the review of proposals submitted by a number of organizations, the Interwork Institute, Center for Pacific Studies at San Diego State University was selected and contracted to carry out this activity, funding for which was provided by the NMC Foundation. Official starting date for the project was May 9, with a final report submitted to NMC at the end of August. During Fall 2005, findings and recommendations from the report will be reviewed by the College community and used to make improvements in NMC's organizational structure and staffing patterns.

Membership

Kimberlyn King-Hinds, Chairperson (Tinian)
Margarita R. Olopai-Taitano, Vice Chairperson (Saipan)
Galvin S. Deleon Guerrero, Treasurer (Saipan)
Abelina M. Cing-Cabrera (Saipan)
Eloise A. Furey (Saipan)
Elaine H. Orilla (Rota)
Jose C. Sablan (Saipan)
Greg Folta, Honorary Faculty Regent
Agatha Ketebengang, Honorary Student Regent
Lorraine T. Cabrera, Honorary Staff Regent

NMC FOUNDATION

Overview

The NMC Board of Regents established the NMC Foundation in 1999 for the purpose of acquiring, managing, and disbursing funds from alternative sources to support the advancement of the College's educational programs and services. The Foundation is a nonprofit organization composed of committed community volunteers, primarily from the business sector, who are dedicated to improving higher education in the CNMI by encouraging private and public support for Northern Marianas College.

Accomplishments

In FY 2005 the Foundation raised approximately \$70,000, net of expenses, through Educational Tax Credits and through fund-raising events sponsored by the Foundation. Included in this amount are proceeds from the Third Annual NMC Foundation Golf Tournament and the Martin Nievera concert. In FY 2005 the College Foundation also provided \$67,000 to the College to fund a Management Review Desk Audit and a contract with a third-party certifier, RGM, to review and certify for accuracy Pell student application files prior to their submission to the U.S. Department of Education.

ACADEMIC PROGRAMS AND SERVICES

General Overview

Academic Programs and Services is responsible for delivering NMC's associate-level degree and certificate curricula in a wide range of liberal arts, professional, technical, and vocational fields, including Accounting, Business Administration, Business Management, Computer Applications, Criminal Justice, Hospitality Management, Law Enforcement Administration, Liberal Arts, Nursing, Office Technology Administration, and Technical Trades. It also provides the general education foundation for NMC's baccalaureate degree in Elementary Education, as well as for baccalaureate degree programs (through both on-line and on-site participation) from several four-year institutions with which NMC has established formal agreements. In addition to college-level courses, the unit offers developmental curricula in English and Mathematics that enable students to acquire the skills necessary for academic success at the associate level.

Academic Programs and Services includes the Business Department; the Human Performance and Athletics Department; the Languages and Humanities Department; the Nursing Department; the Sciences, Mathematics, and Technology Department; the Social Sciences and Fine Arts Department; and the School of Education.

The Dean of Academic Programs and Services has general administrative responsibility for the unit and serves on several standing committees and ad hoc committees. These include the College Council; the Planning, Budget, and Evaluation Council (PBEC); and the Registration Committee.

The Dean meets regularly with the Department Chairs for a variety of institutional purposes, including the review of current and proposed curriculum and degree and certificate programs, review of new and revised course guides, and discussion of unit and institutional concerns.

BUSINESS DEPARTMENT

Overview

The Business Department provides quality education and training that helps prepare the people of the CNMI for leadership and management careers in private industry and the public sector. Students are offered the option of pursuing an Associate in Arts degree, Associate in Applied Science degree, a Certificate of Completion, or Certificate of Achievement in various career ladder tracks in business, tourism/hospitality, and computer applications areas. Degree and certificate programs are currently offered in accounting, business management, hospitality management, computer applications, sales and marketing, international business, and office technology administration. These programs are designed to provide marketable job skills that will enable students to pursue careers in banking, the tourism industry, communications companies, retail businesses, government agencies, and other business sectors.

The department also provides students with opportunities to work with public and private sector organizations, and to learn from the experiences of community leaders through its guest speaker program. This program brings together representatives of government agencies, the hospitality industry, the Saipan Chamber of Commerce, and other organizations, to share their wealth of knowledge and experience with students as guest speakers in the classroom.

In addition, instructional services are provided for continuing education programs and workshops conducted through the NMC Business Development Center and the NMC Community Development Institute. These training programs create developmental

opportunities for individuals in the CNMI workforce to enhance their administrative and managerial skills, as well as improve productivity and profitability.

Accomplishments

In AY 2005 the Business Department continued to provide quality education and training to those people of the CNMI wishing to pursue business leadership and management careers in the public and private sectors. A number of students accepted internship opportunities with various private sector companies and public agencies. Many private sector employees took advantage of the Department's offerings to upgrade their job skills in specific areas during the academic year.

The number of business degrees awarded in AY 2005 decreased by 51 percent over the previous year, from 37 to 19 associate degrees. There was a slight increase in business certificates awarded, from nine in AY 2004 to ten certificates awarded in AY 2005. Total student enrollment in business courses increased by 22 percent, from 759 in AY 2004 to 979 in AY 2005.

Department faculty have continued to review and update all program course guides to reflect changes and trends in the business world, and also to incorporate measurable student learning outcomes, or competencies, and the means by which these are assessed. Many of the required textbooks and instructional materials for business courses have been updated.

In AY 2005, in conjunction with the Small Business Development Center (SBDC), Business Department faculty members organized and conducted the first-ever NMC Business Concept Competition. The competition was designed to (a) promote economic development in the CNMI by stimulating viable business ideas; establish a mechanism for connecting business community mentors to serve as resources for NMC students pursuing entrepreneurial interests; (c) provide NMC students with hands-on professional experience through which classroom concepts and learning can be applied and tested; and (d) enhance general understanding of the importance of entrepreneurship to the CNMI economy. A total of 14 teams of NMC business students on Saipan and Tinian submitted their written business concept proposals, and four finalists were selected to present their business concepts to a panel of three judges from the local banking industry. Cash prizes of \$1,500, \$1,000, \$500, and \$250 were awarded to the top four teams.

The Department facilitated the formation of a new Business Club with a membership of NMC students interested in business. Officers were elected and several activities were organized over the course of the year.

The tourism/hospitality instructor organized and chaired a new NMC Tourism Scholarship Board, which administers and awards tourism scholarships funded by contributions from members of the Hotel Association of the Northern Mariana Islands. The purposes of the scholarship are to (1) develop hospitality professionals by providing financial assistance and on-the-job training opportunities to high school and college students in their pursuit of careers in the tourism and hospitality industry; (2) help alleviate the current and future critical shortage of skilled and trained hospitality workforce in the CNMI; and (3) provide current tourism industry employees with opportunities to improve their knowledge and skills, and enhance their career and professional development. Sixteen scholarships were awarded in AY 2005—eleven to NMC hospitality management students, and five to full-time CNMI hotel employees enrolled in hospitality courses through the Educational Institute of the American Hotel and Motel Association.

FILM, TELEVISION, AND AUDIO VISUAL DEPARTMENT

Overview

In AY 2005 the Film, Television, and Audio Visual Department continued to provide vocational/technical training in the areas of pre-production (script writing, casting, set design, prop building, location scouting,

etc.), production (acting, producing, directing, camera operations, sound recording, lighting, etc.), and post-production (sound editing, sound mixing, picture editing, special effects, automated dialog replacement, foley sound, etc.). Instruction utilizes a variety of state-of-the-art analog and digital production and post-production equipment. Both a Certificate of Achievement and an Associate in Applied Science degree in Audio/Video Production are offered.

The Department provides experienced Hollywood professionals as instructors, spacious instructional facilities, and state-of-the-art production and post-production equipment. It has also established relationships with major Hollywood studios such as Todd-AO, Warner Bros., Universal, and Paramount which may lead to the creation of jobs for program graduates and internship opportunities for program students. Goals of the Department include further developing the existing production industry in the CNMI, as well as fostering the human resource talent for a new CNMI industry in post-production, through its unique training and school-to-work philosophy.

Accomplishments

In AY 2005 the Department continued its cooperative relationship with the Workforce Investment Agency (WIA) by teaching aspects of film, television, and media arts to 60 WIA clients through an intensive, hands-on instruction method. Participating WIA clients, along with other students enrolled in the program, gained valuable practical training in the fields of pre-production, production, and post-production.

To practice and further develop their skills, the students participated in numerous film and television projects throughout the academic year. One such project was the creation of a documentary video of the week-long commemoration of the 60th Anniversary of the Battles for Saipan and Tinian, which included activities and ceremonies for the Arizona Memorial Museum Association. Students from the Department also ran the official media center for the entire event. Concurrently, students produced an oral histories archival project for the Commonwealth Council for the Humanities, documenting the stories of numerous World War II veterans who visited Saipan during the 60th Anniversary week.

Another departmental effort was the production of a documentary video of the historic 2005 visit to Saipan by the Emperor and Empress of Japan. Students also scripted, produced, and edited various public service announcements, commercials, and short promotional films for the CNMI Diabetes Coalition, Northern Marianas College, the CNMI Department of Public Health's Community Guidance Center, and the Northern Marianas Protection and Advocacy Services, Inc. (NMPASI). Most of these productions are currently running on local television and at Hollywood Theaters on Saipan.

In AY 2005 Department students provided audio and video coverage of sporting events such as the Pacific Islands Club annual beach volleyball tournament, International Windsurfing Championships at Micro Beach, CNMI Bodybuilding Championships, and two Fury Ultimate Fighting Competitions (one each on Saipan and Guam).

Other student accomplishments in AY 2005 included live television coverage of the annual Charter Day event for Northern Marianas College; taped coverage of the Miss CNMI Beauty Pageant; taped coverage of the Disabilities Conference hosted by the Office of Vocational Rehabilitation; student-scripted, -produced, -hosted and -edited television shows such as "Paradise Prison," "Destiny's Dream," "The Music Show," and "Sports Undercover." Students also assisted the CNMI Language Commission in creating and televising five episodes of a show that promotes the preservation of the indigenous Carolinian and Chamorro languages.

Many of the WIA clients who initially joined the program to earn a Certificate of Achievement decided to pursue further studies toward the Associate in Applied Science degree in Audio/Video Production. Two program graduates are working toward baccalaureate degrees in film at universities in the United States, and many others have been able to secure jobs within the media field on Saipan—including one position at Marianas Cable Vision, three positions at the Visitors Channel, three positions at the Language Commission, five positions at Talk Story Studios, and one position at Marianas Trekking. Two more

individuals have started their own local media businesses.

Since the Department was funded solely through program income and no College FTEs were available for instructors, the NMC administration decided to discontinue the program as a regular academic department at the end of the Summer 2005 term. The program will now be offered on a cohort basis based on student demand.

HUMAN PERFORMANCE AND ATHLETICS DEPARTMENT

Overview

The mission of the Human Performance and Athletics Department (HPA) is to educate individuals in improving personal and community wellness through human movement and health and leisure experiences that will produce leaders and role models equipped to serve and impact society at all levels. The development of ethical standards, quality leadership abilities, service orientation, excellent physical skills, and a positive response to competition and challenge are basic goals of the program. HPA faculty and staff are strongly committed to:

- 1) Providing opportunities for students seeking careers, experience, and knowledge in health, physical education, and athletics at an advanced level;
- 2) Emphasizing leadership development through involvement in sports; and
- 3) Promoting unity among NMC students, faculty, alumni, friends, and the CNMI community through a common identity and supportive fellowship.

The Department also facilitates the A.A.S. degree program in Recreational Diving and the Certificate of Completion program in Public Safety Diver, which are offered when there is sufficient demand.

Accomplishments

When fully staffed, the Department has four full-time faculty members, a gym manager, and an administrative manager, as well as work study students whose duties include assisting in the operation of the gymnasium on weekdays, after hours (nights), and on weekends to accommodate both NMC and community programs. The Department also employs a number of adjunct instructors as needed, drawing from a pool of local professionals who possess specialized skills needed for some of the courses (outrigger canoeing, SCUBA diving, tae kwon do, etc.).

In AY 2005 the Department continued its collaboration with the Federation of International Basketball Association (FIBA) in Australia, with the development of a certificate in Coaching and Referee to be offered through NMC. The Department's faculty also developed an informational brochure to help promote its programs.

VI.

VII. *HPA has maintained sponsorship ties with Pacific Trading Company, Verizon, SaipanCell, and various other independent organizations, to help fund and promote the athletic program with two goals in mind: (1) to attract students to the College, and (2) to help students develop their performance skills.*

VIII.

IX. *The Department continues to offer a variety of programs to the College community (Young Lungs vs. Old Legs, various intramural programs, etc.) and the public (open gym basketball, aerobics, fitness, etc.) with the intent of promoting camaraderie and a more healthful lifestyle. The open-door schedule for the public (per the MIHA contract) remains in place, even with staff shortages. The island-wide Masters Basketball league was held at the NMC/Saipan Recreational Facility (SRF) during AY 2005 and was quite successful. Various youth and community programs utilized the NMC/SRF in the summer, as did private schools for their sports practices and competitions (NMA volleyball and basketball games). The Gym Manager and HPA staff enable the Department to offer Youth and Senior Basketball Development Programs at least twice weekly.*

LANGUAGES AND HUMANITIES DEPARTMENT

Overview

NMC's Languages and Humanities Department is the largest academic department of the College, both in the size of its faculty and in the number of students it serves. Many of its courses are offered on Tinian and Rota as well as Saipan. The Department is responsible for four areas of instruction.

English Language Institute: Ten courses in developmental English are offered, from beginning to advanced levels. Course content includes reading and vocabulary development, writing and grammar skills, and listening and speaking improvement.

College English: Two levels of English Composition are offered which teach the fundamentals of academic research and writing. Also offered are Creative Writing and, for Criminal Justice majors, Report Writing for Law Enforcement.

Foreign Languages: The Department provides instruction in Japanese, Chinese, Chamorro, Carolinian, Spanish, and American Sign Language.

Humanities: The Humanities curriculum includes courses in Philosophy, World Religions, World Literature, Pacific Literature, and Speech Communication.

The Department also offers courses in Linguistics and ESL Methods for Education majors, leading to a Certificate of Achievement in TESL/TEFL (Teaching English as a Second Language/ Teaching English as a Foreign Language).

Accomplishments

In the past academic year, the Languages and Humanities Department increased its offerings in foreign languages on all three campuses and continued to serve large numbers of students enrolled in college-level and developmental English courses. Beginning Sign Language was offered in both Fall 2004 and Spring 2005, at the request of the Public School System. Sign Language courses at the advanced level are not currently being offered due to the lack of a qualified instructor.

In order to assist the prospective student population, the Languages and Humanities Department offers regular placement testing which consists of a standardized TOEFL and a writing test. Two hundred and ninety individuals took the placement test in August 2004 for placement in the Fall 2004 semester. In the months of October, December, and January, for placement in the Spring 2005 semester, a total of 250 students took the test. Anticipating placement in courses for the Summer 2005 term, a total of 206 students took the test in March, April, May, and June. The total number of students tested for all of AY 2005 was 746.

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, Hemodialysis Technicians, or Registered Nurses. To accomplish this commitment, the Department offers a Certificate of Completion for Nursing Assistants (NA) and Hemodialysis Technicians 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 U.S. state or territory.

The vision of the Department is to increase the number of locally trained and licensed nurses working in the various health care provider agencies in the CNMI as well as the Pacific region. It is to also provide an opportunity for any person residing in the CNMI to become educated to practice in the health care field.

Accomplishments

The major focus of the NMC nursing program is the success of its graduates, and because of this the number of students interested in the program is steadily building. Thirteen students graduated in May 2005. In the two-year cycle ending in Spring 2006, 31 students are enrolled and on their way to earning the A.S. degree in Nursing. In the two-year cycle ending in Spring 2007, 23 students are enrolled and pursuing the degree. The growth in student numbers has meant an increased level of concern for safety in the clinical situation. To address this concern one full-time instructor was added in AY 2005, making a total of six instructors available to the students. The Department was unable to offer the Nursing Assistant course in Spring 2005 because of a lack of faculty.

Whenever requested by the Commonwealth Health Center, a new Hemodialysis Technician course is ready to be offered through the CHC and NMC's Community Development Institute.

The College's nursing students continue to be involved in community service and have been conducting blood pressure checks and blood sugar readings at various community events throughout the year.

Nursing students fulfill the clinical component of the program by spending clinical hours, which vary each semester, at CHC. These activities are carried out under the close supervision of an instructor and the nursing staff.

The Nursing Advisory Committee did not meet during AY 2005 but hopes to do so next year. As a representative of the Department, one of the nursing faculty attended the American Pacific Nursing Leadership Conference this year, using her own funds, and brought back to her colleagues up-to-date information on nursing issues in the wider American Pacific region.

With active lobbying by local and non-local nursing students, and following many meetings with legislators, the Nursing Department was granted funding for the additional instructors needed to accommodate the program's increase in students, and for instructors to teach in the summer.

SCHOOL OF EDUCATION

Overview

NMC's School of Education (SOE) is dedicated to enhancing the quality of education in the CNMI by providing a Bachelor of Science degree in Elementary Education. The SOE also offers certificate programs in Early Childhood Education, Related Services, and Early Intervention. Endorsement programs for specialized training beyond the B.S. degree are provided in Special Education. A Curriculum Resource Center (CRC) and Technology Center support the Teacher Preparation Program. The CRC serves as a specialized resource center which is linked to the main NMC library system. The Technology Center provides technical support and services to students enrolled in student teaching and to education faculty.

The Elementary Education Program is designed to engage education students in a developmental process of acquiring the knowledge, attitudes, and skills necessary to promote educational excellence and equity in the classroom. The B.S. degree program is based upon the latest research and current best educational and classroom practices. Department faculty design courses to incorporate the cultural strengths of the children of the CNMI, and teach how to match those strengths to teaching practices. The SOE endorses the practice and refinement of knowledge acquired, in realistic settings.

Accomplishments

The School of Education's baccalaureate degree program in Elementary Education, approved by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) in 2000, graduated 27 students during AY 2005. All of the graduates were immediately hired by the CNMI Public School System and local private schools.

The School of Education has refined its assessment and evaluation procedures in accordance with guidelines laid down by the Western Association of Schools and Colleges (WASC). Course guides are continually reviewed and modified where necessary, with more precise measures of student performance specified for each course. In AY 2005 the SOE identified Instructional Goals and Objectives to be targeted for assessment as well as courses that offer the best opportunities for such assessment. Instructors teaching those courses selected assessment instruments and determined types of evidence specific to their courses. An action plan for assessment at this level is under development, with approval and initial implementation anticipated in AY 2006. Meanwhile, in AY 2005 data collection continued for five selected program-level student learning outcomes.

In AY 2005, the fourth year of its award to NMC, the "Preparing Tomorrow's Teachers to Use Technology (PT3)" Implementation Grant from the U.S. Department of Education continued to make it possible for the College to hire faculty, purchase equipment, and conduct workshops to assist the advancement of educational technology with pre-service teachers and NMC faculty. Pre-service teachers in the School of Education are required to take two technology courses and to complete a Technology Passport which

entails demonstrating knowledge of technology use in the classroom. During student teaching in AY 2005, pre-service teachers integrated several multimedia projects using iMovie to document their student teaching experiences. The PT3 grant enabled NMC to provide each pre-service teacher with an Apple eMac computer, video camera, and technical support. At the completion of student teaching, pre-service teachers will be able to fully integrate multimedia into their teaching practices. Also funded through the PT3 grant, multimedia projectors in most NMC classrooms and laptop computers for each NMC faculty member have further advanced the integration of technology in the learning environment across the institution.

Throughout the academic year, NMC continued to support educational technology in the School of Education with the Technology Center and the Curriculum Resource Center, a library and computer/technology laboratory with educational resources for use by pre-service and mentor teachers. NMC Online has provided a mechanism for instructors to archive course notes and support materials, and a valuable tool for students to engage and fully utilize technology.

The School of Education continued to work collaboratively with PSS's Special Education Coordinator to offer the courses needed to attain an Endorsement in Special Education. This program is designed for special education teachers who have earned baccalaureate degrees but who desire additional coursework that will assist them in providing special education and services to students and their families. Another program successfully carried forward through AY 2005 is the Related Services Technician Program, in which teacher aides enrolled in NMC's Special Education and Early Childhood Education programs are trained to deliver related services (in physical therapy, occupational therapy, and speech language pathology) to students with disabilities, under the supervision of a licensed practitioner.

In Summer 2005, a three-day institute was conducted to develop novice teachers' knowledge of mathematics content and of standards-based mathematics pedagogy. The institute was one of a cycle of five such annual events designed and delivered by PSS and NMC mathematics and math education specialists as part of MENTOR, a National Science Foundation-funded project facilitated by PREL (Pacific Resources Education for Learning) over a five-year grant period. Each summer institute focuses on a different mathematics content area, thereby ensuring that novice teachers receive instruction in all areas of the mathematics curriculum.

Also in AY 2005, the SOE conducted several training seminars and consultations at the request of PSS and private school administrators.

SCIENCES, MATHEMATICS, AND TECHNOLOGY DEPARTMENT

Overview

The Sciences, Mathematics, and Technology Department provides General Education and vocational education courses to the NMC student population. The spectrum of subjects taught by Department faculty ranges from Chemistry and Trigonometry to Construction Trades. The Department also houses the A.S. degree program in National Resources Management, the Marine Science and Technology program, the A.A.S. degree program in Construction Trades, and several certificate programs in Construction Trades.

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

Accomplishments

In AY 2005 the Department added five new A.S. degree programs to its offerings: the A.S. in Allied Health, A.S. in Professional Science, A.S. in Laboratory Technology, A.S. in Secondary Education: Mathematics, and A.S. in Secondary Education: Science. Program course guides and Individual Degree Plans (IDPs) are currently undergoing final review by the Academic Council, and the programs are expected to be implemented in AY 2006.

Throughout the academic year the Department continued its curricular focus on student learning outcomes. Data obtained from pre- and post-tests in several science courses will be compiled and quantified to determine the degree of improvement in student knowledge and skills. Science faculty have also carried forward the successful integration of notebook computers, digital underwater cameras, and digital imaging binoculars into their courses.

In its assessment efforts, the Department's mathematics section continued to monitor the results of the developmental mathematics exit exams as well as the placement percentages of entering students required to take the placement exam. Faculty strive to ensure that the developmental mathematics exit exams evaluate student cognitive abilities as well as subject matter knowledge.

The Natural Resource Management (NRM) Program's full complement of four core courses was taught for the first time since the degree program's inception in 2003. Course enrollment was opened not only to NRM majors but to students from all programs seeking alternative science electives. Course enrollment increased incrementally each semester, as did the number of students declaring NRM as their major program of study. Currently ten students are declared NRM majors, up from four in AY 2003, an increase of over 120%. Student recruitment from area high schools was expanded through faculty participation in NMC's Recruitment Committee, as well as in presentations and meetings conducted for various sister agencies responsible for natural resource conservation and management. Hand-written student assessments of each course were collected once again for inclusion in the program review, scheduled for AY 2006.

This reporting period also saw the successful recruitment of four field research scientists from the Division of Agriculture, Department of Environmental Quality, and the Coral Reef Management Office, to serve as adjunct instructors in the areas of forestry, marine science, and wildlife biology. Scientist-instructors, sharing academic expertise and work experience in their respective fields, are integral components of the NRM degree program, providing ongoing "real world" learning enhancement and "applied" management situations to help students develop their skills and knowledge.

Meetings were held in Hawaii (Summer 2004) to pursue full articulation of the NRM coursework and degree program with the University of Hawaii's B.S. degree program in Environmental and Natural Resource Management. The four core courses have been developed to fully articulate with the U.H.-Manoa and U.H.-Hilo programs with no loss of credits to NMC students. Work continues toward this goal.

Significant progress was made in AY 2005 toward completion of the Marine Science Center's construction, in four principal areas of accomplishment: (1) completion of the demolition phase, (2) completion of the permitting phase, (3) near completion of the architectural and engineering planning stage, and (4) major progress in developing funding for the project. Approximately \$40,000 in local orders was processed from grant funds for construction materials.

To help with the construction of the Marine Science Center, NMC obtained funding in the amount of \$125,000 from the CNMI Housing Office under the Community Development Block Grant program. NMC's proposal for this funding was strongly supported by the community via a successful petition drive which garnered approximately 500 signatures in a three-week period. NMC has been strongly encouraged to submit a similar request for a subsequent phase of the project in next year's HUD CDBG funding cycle.

In March 2005, students, faculty, and community volunteers recovered a Bryde's whale skeleton from a Tinian beach. The skeleton was transferred to Saipan and has been immersed in compost to allow for biological cleaning. The whale skeleton is slated for a major display at the new Marine Science Center.

Also in AY 2005, several NMC science faculty assisted a Brigham Young University-Hawaii research team in the collection of data for the Pacific Golden Plover, a migratory bird that winters on Saipan. The birds were closely monitored at several sites, and using telemetry equipment the researchers were able to determine whether the birds migrated from location to location on the island. The data collected will eventually be published in a scientific journal.

In AY 2005 the Technical Trades/Vocational Education Program expanded both in number of courses offered and in student enrollment, from 18 courses with 148 students to 21 courses serving 182 students. Several construction projects were undertaken simultaneously. The Program continued its service to the community through agreements with the Department of Youth Services (DYS) and Department of Corrections (DOC), allowing DHS and DOC students to enroll in Program courses for the Fall 2004 semester.

In Spring 2005, NMC and the Workforce Development Agency (WIA) signed a Memorandum of Agreement whereby WIA students were made eligible to enroll in NMC's Technical Trades/Vocational Education Program. These students are expected to receive a Certificate of Completion in Construction Trades by Fall 2005. Under the supervision and direction of NMC instructors, WIA students carried out a renovation project at Capitol Hill Housing No. 1234 and completed 80 percent of the Pacific Rim Academy's film and television studio at Northern Marianas College. Construction and electrical work on the studio is expected to continue in Fall 2005 and possibly be completed in Spring 2006. Another ongoing project is the construction of the new Marine Science Center at Pau Pau Beach, Marpi. The building permit for the renovation/extension of the second floor was approved on August 26, 2005. Upon receipt of the permit, the construction phase began.

SOCIAL SCIENCES AND FINE ARTS DEPARTMENT

Overview

NMC's Social Sciences and Fine Arts Department is a diverse academic unit housing a wide variety of liberal arts disciplines which make up the bulk of the College's General Education curriculum requirements. Three of five core course requirements for all degree candidates are offered by the Department. In addition, the Department facilitates the Criminal Justice A.A.S. degree program and has initiated a new program to train correctional officers for the CNMI's recently constructed correctional facility.

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

Accomplishments

The Department continues to offer a full range of postsecondary level courses in Visual and Fine Arts (Ceramics, Drawing, Painting, Photography, Drama, and Music) and Social Sciences (History, Psychology, Sociology, Geography, Political Science, Personal Law, and Criminal Justice). In AY 2005, 1,511 students enrolled in 89 different course sections on Saipan, Rota, and Tinian.

The International Honor Society of Phi Theta Kappa, Beta Lambda Psi Chapter, continued to grow and carry out appropriate activities throughout the year. Two additional faculty members from the Department were recognized in the 2005 edition of *Who's Who Among America's Teachers*. Individual instructors and the administrative manager served on NMC's Academic Council, Educational Technology Committee,

Workload Committee, accreditation committees, and various other institutional teams during the academic year. The Department is conducting a search to fill an additional full-time instructor position.

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. Some of the Department's accomplishments in this regard are outgrowths of its continuing and close relationships with the Northern Mariana Islands Council for the Humanities, CNMI Museum of History and Culture, CNMI Council for the Arts, Department of Public Health, Commonwealth and federal judiciaries, Saipan Chamber of Commerce, and other public and private entities.

In addition to providing collaboration and assistance to these agencies and organizations, Department faculty have contributed in important ways to the wider community. In AY 2005 several instructors helped produce radio programs for NMC's public radio station and participated in the Humanities Council's History Institute, a six-week orientation program in Marianas history for new Public School System teachers.

One faculty member is a regular contributor to an annual year-in-review article about the Marianas for the University of Hawaii journal *Contemporary Pacific*, Spring issue. Other faculty activities in AY 2005 included assisting in the commemoration of the 60th anniversary of the end of World War II, and with the inauguration of the new Visitor Center at American Memorial Park. One instructor contributed to the preservation of a whale skeleton for eventual display in the planned Marine Science Center. Others were active in local civic and educational groups, including churches and schools, and in community music and theater. Two faculty members serve on the editorial board of the *Micronesian Journal of Humanities and Social Sciences*, an Internet academic journal cosponsored by NMC and Charles Sturt University of Australia. One member of the Department is regularly consulted by international reporters on regional and Commonwealth matters. Each semester, students enrolled in departmental courses successfully direct and carry out community projects involving a host of public issues, the results of which are communicated through the media.

COMMUNITY PROGRAMS AND SERVICES

General Overview

Beyond its traditional academic degree and certificate programs, NMC also serves various sectors of the CNMI community by providing valuable continuing education courses, practical workforce development training workshops, advanced postsecondary programs, and relevant technical assistance services, through Community Programs and Services (COMPASS).

The mission of COMPASS is to provide affordable and accessible lifelong learning opportunities. Its vision is to make NMC the center of community enrichment.

Collectively, six COMPASS programs assist the institution to meet its community college mission by fostering the development of human potential, and the growth of workplace organizations in the public and private sector, by providing quality education and technical assistance services. These programs are:

- Adult Basic Education (ABE)
- Community Development Institute (CDI)
- Cooperative Research, Extension, and Education Service (CREES)
- Public Radio Station KRNM
- Small Business Development Center (SBDC)
- University Center for Excellence in Developmental Disabilities (UCEDD)

ADULT BASIC EDUCATION

Overview

For more than 20 years, Adult Basic Education has offered federally funded programs focused on meeting the educational needs of adult learners in the CNMI.

The mission of the Adult Basic Education programs of the Commonwealth is to provide educationally disadvantaged adults in the community the opportunities to acquire basic skills necessary to function more effectively and productively, to gain upward mobility, and to enable them to pursue further education.

In accordance with the varying needs of adult learners, the goals of the ABE Program are to develop competency levels in reading, writing, and mathematics so as to empower adult learners to participate more fully in community life, enable them to assist their children and serve as their first teachers, and equip them with skills needed to pass the General Education Development (GED) tests and earn a high school equivalency diploma.

These goals are met through the implementation of a variety of programs, including Adult Basic Education, English as a Second Language (ESL), Adult Secondary Education, Family Literacy, and Life Skills workshops. Currently it also fulfills this mandate under the CNMI's five-year State Plan for Adult Education and Family Literacy, specifically by offering:

- Adult Basic Education, for individuals seeking literacy and mathematical competence at three progressive levels;
- ESL instruction, which provides coursework at six progressive levels of proficiency;
- Adult Secondary Education, for individuals seeking to earn a high school diploma through either the GED program or the Adult School;

- Family Literacy, a program currently being implemented at Dan Dan Elementary School in conjunction with ABE, to help parents acquire a broad range of skills of benefit to the entire family; and
- Life Skills workshops, to enable adult learners to become better skilled and more employable individuals.

The General Education Development (GED) Diploma or the Adult School Diploma is generally set as the tangible goal for adult learners participating in ABE. This helps ensure they will be able to further their education on or off island, find better employment, and continue to develop needed skills for job promotion.

The GED Program offers coursework in five core subjects: writing, social studies, science, mathematics, and literature and arts. Each class makes use of pre and post testing. Cognizant of the need to develop computer literacy for job entry and mobility, GED students are also encouraged to take introductory computer courses that will help them gain marketable workplace skills.

The Adult School offers life skills-oriented, competency-based classes in occupational knowledge, consumer economics, government and law, community resources, and health. Upon satisfactory completion of the five classes, as measured by modular tests, an adult learner is required to successfully complete a college-level course, or to demonstrate proficiency in a vocational skill either by successfully completing a vocational education course at NMC or by documenting successful employment.

Students are encouraged to cross register in both the ABE and Adult School programs. Students in the Adult School who need academic skills for postsecondary education register in ABE classes, while ABE students who need additional job skills register in Adult School classes.

Books and materials for NMC's Adult School are adopted from the Hawaii Adult High School Program and are made more relevant to the CNMI by various contracted instructors.

The CNMI ABE Program has administrative offices on the Northern Marianas College campus in As Terlaje, Saipan. One classroom there has been permanently assigned to hold Pre-GED and GED classes. Other program classes are conducted on the Saipan campus, and at the Division of Correction's prison facility, Division of Youth Services Juvenile Detention Center in Kagman, San Antonio Manhoben Center, Dan Dan Elementary School, and at NMC facilities on Tinian and Rota.

Accomplishments

In compliance with Title II of the Workforce Investment Act, ABE advertises for qualified community-based organizations to offer ABE classes on a contractual basis. In AY 2005 the San Antonio Manhoben Center, Inc., a nonprofit organization, conducted Pre-GED and GED classes at the Manhoben (Youth) Center in San Antonio, with a total of 78 students.

More aggressive recruitment efforts in recent years have led to increased ABE enrollment in AY 2005. Fifty-one students took classes under the auspices of Island of Beauty, San Antonio, and 191 individuals were enrolled in Family Literacy classes at Dan Dan Elementary School. NMC-Rota served 26 ABE students, NMC-Tinian 120, and the As Terlaje Campus on Saipan a total of 652 (including 12 Adult School students) during the academic year. For the Department of Corrections, despite an acute shortage of classrooms due to ongoing renovation and overcrowding at the correctional facility, a total of 53 inmates from the prison and the Kagman Juvenile Detention Center took Pre-GED and GED classes in all five subjects.

In AY 2005, 18 students received the GED diploma and 35 students were awarded the Adult School diploma.

In addition to its Five-Year Grant, ABE was the recipient and administrator of a federally funded Insular Area Training Grant (\$98,011 in 2004 and \$114,228 for 2005) directed toward increasing the capacities of ABE programs throughout the region.

Also in AY 2005, key ABE staff were trained in the use of the Comprehensive Adult Student Assessment System (CASAS) tool. The final phase of Fiscal Management Training was completed by the fiscal officers and ABE program managers of the CNMI, American Samoa, Republic of the Marshall Islands, Federated States of Micronesia, Republic of Palau, and Guam. The training program was funded through the Insular Area Training Grant.

COMMUNITY DEVELOPMENT INSTITUTE

Overview

The Community Development Institute (CDI) gives community members access to educational opportunities through NMC without having to seek an academic degree. In AY 2005 CDI provided many lifelong learning opportunities to over 1,500 individuals throughout the community, including public and private sector employees, businesses, organizations, and NMC employees. The Community Development Institute provides the public with courses and services they want at times and locations convenient to them.

Accomplishments

In AY 2005 the Community Development Institute expanded NMC's valuable partnerships, course offerings, and range of activities to better serve the needs of the public.

Through CDI, NMC continues to foster a solid relationship with the CNMI Workforce Investment Agency (WIA) and the Commonwealth Health Center (CHC). In AY 2005, CDI and NMC's Nursing Department secured a contract for the NMC-WIA-CHC Hemodialysis Technician Training Program contract, which will train 20 students to become hemodialysis technicians. Students who successfully complete all the requirements for the program receive NMC credits and certification. They then have the opportunity to work and to serve the growing number of CNMI residents in need of dialysis services, as well as to staff the current Hemodialysis Unit and its planned expansion at the hospital. As a part of the partnership, key CHC staff, nurses, and doctors were certified by NMC's Nursing Department to teach the courses.

CDI also collaborated with WIA and with NMC's Technical Trades/Vocational Education program in developing a pilot program to train 15 individuals interested in the construction trades.

NMC through CDI partnered with several other community groups, government agencies, and private consortiums to deliver courses and logistical, marketing, and planning services. Activities ranged from a Drum Clinic presented by Mr. Larry Franquez, a world-renowned musician and professional drummer who demonstrated his skills to over 30 aspiring CNMI musicians, to the 2005 Pacific Basin Interagency Leadership Consortium (PBILC) Conference held on Saipan in which more than 255 individuals were served.

CDI teamed up with the Hotel Association of the Northern Mariana Islands (HANMI) and the University of Nevada-Las Vegas (UNLV) to offer a five-day Executive Hospitality Training Workshop to 36 mid- and upper-level HANMI executives. The workshop helped these professionals develop their knowledge, skills, and abilities and learn how their respective hotels and resorts can become more competitive in the industry.

CDI partnered with the CNMI Council for the Humanities to facilitate a presentation by Father Fran Hezel and Jason Aubuchon on the importance of good governance, and other presentations on various ethics topics. A poster was designed and flyers were created to market the activities. Over 200 individuals attended the sessions.

CDI created Praxis preparation workshops to help individuals meet the Public School System's mandate that all instructional staff take the PRAXIS I and PRAXIS II standardized tests. The workshops were delivered on Tinian, Rota, and Saipan. More than 30 individuals attended the workshops, calling them a valuable preparation for taking the tests.

In support of NMC's Global Initiative and the College's efforts to create alternative industries for the CNMI, in AY 2005 CDI continued to deliver its Short-Term Language Development courses aimed at improving the language skills of employees and citizens of the CNMI as well as visiting international guests. The curriculum helps to reinforce NMC's relationship with the business community in addition to meeting the needs of clients. Major growth was seen in the course offerings in English, Chinese, and Japanese. CDI also focused on increasing collaboration with various tour agencies to deliver alternative educational markets. The Institute teamed with Mode Tour Agency to conduct a CNMI Business and Economic Environment Workshop for a group of 60 individuals from the Yonsei University Graduate School of Economics Alumni Association.

In AY 2005 CDI was able to reach out to more CNMI youth through such summer activities as Camp LIFE and Project LIFE, as well as through classes tailored to children and young adults. Camp LIFE and Project LIFE received a boost in attendance when CDI obtained funding and recruitment help from corporate sponsors, and from satisfied parents and students who participated in last year's summer activities. Corporate sponsors such as the Saipan Mayor's Office, DFS Galleria, Saipan Chamber of Commerce, Joeten Enterprises, and Saipan Shipping helped reduce the cost of participation in the program. The summer activities were retooled to provide month-long leadership and developmental opportunities. Camp LIFE offered developmental and entrepreneurial training to students between the ages of seven and eleven, while Project LIFE—dubbed the "Future Leaders" camp of the CNMI—furnished hands-on leadership training to teens between the ages of 12 and 15. In addition, CDI expanded its regular community offerings to attract children and young adults through classes such as Ukulele for Kids and other skill-building activities.

CDI continues to play a vital role in the Northern Marianas Alliance for Safety and Health (NMASH) group. NMASH was formed through collaborative agreement by government and private agencies and OSHA Region 9 officials. In AY 2005 NMASH sponsored the Governor's Second Annual Conference on Safety and Health at the Dai-Ichi Hotel Saipan Beach. Over 280 participants received training in Occupational Safety and Health as well as official OSHA Region 9 certification for successful completion of the training provided.

CDI's personal enrichment curriculum continued to evolve in response to the community's needs. In AY 2005, classes found not to be in particular demand were eliminated from the schedule and greater emphasis was given to classes with high demand. Quality instructors with a wealth of experience were hired to teach. CDI has consistently sought out the CNMI's best educators and performing artists to share their knowledge, methods, and experiences with interested community members. More than 350 community members in AY 2005 enjoyed the diversity and high-caliber instruction of CDI's personal enrichment offerings.

CDI continues to play another important role in the CNMI as facilitator of Cooperative Extended Programs, which partners with U.S.-accredited institutions to provide baccalaureate, master's, and doctoral degree programs to the community. The second CNMI cohort of Framingham State College's Master of Education degree program graduated in Spring 2005. By Summer 2005, CDI had opened two simultaneous cohorts for Framingham State College in order to meet the growing local demand for a master's degree in education. More than 50 individuals make up the two cohorts.

CDI also partnered with the Commonwealth Ports Authority's Airport Rescue and Fire Fighting department to deliver training academies at the new firefighting facility. As a result of this partnership, the CNMI is now capable of providing firefighting training to individuals throughout Micronesia and the Pacific region. The facility and trainers are now authorized to provide National Fire Board certification to all who successfully complete the training.

CDI works closely with NMC officials, employees, and students to deliver professional development and other training opportunities to College employees. In AY 2005 such opportunities included a "Managing Your Department's Budget" workshop, computer skills enhancement workshops for employees, and a series of five workshops on leadership development skills for the elected officers of the Associated Student of Northern Marianas College (ASNMC).

COOPERATIVE RESEARCH, EXTENSION, AND EDUCATION SERVICE (CREES)

Overview

NMC's Cooperative Research, Extension, and Education Service (CREES) provides quality technical programs, services, and information to benefit the CNMI's people, environment, and economy. Its mission is accomplished through a range of technical programs offered through its agriculture research and extension services and its family and consumer sciences activities.

Accomplishments

From AY 2004 through AY 2005, CREES expanded its program by almost 30 percent. Through collaborative efforts with local partners, including various CNMI government departments such as Land and Natural Resources, Public Health, Environmental Quality, Public Safety, and Public Works, the Workforce Investment Agency, Marianas Visitors Authority, and local companies, CREES was able to develop new methods and models that greatly assisted the public to identify economic opportunities for themselves.

In AY 2005 CREES organized and conducted over 200 Family and Consumer Sciences (FCS) workshops, field demonstrations, conferences, and seminars on money management, food safety measures, occupational knowledge, parenting guidelines, nutrition/diet/health, community development, food and oil processing, and sewing. The Agriculture Research and Extension Services offered workshops on shrimp production, coffee production, irrigation, crop management, pesticide applications, livestock feed and disease, water quality, soil treatment, betel nut disease control, invasive species control, and nursery development.

Over the course of the academic year CREES trained more than 1,000 participants and established direct contacts with over 13,000 local residents. Programs were expanded throughout the CNMI in terms of people reached and levels of production. It is unfortunate that typhoons have continued to influence the ultimate outcomes of most of the agriculture programs.

CREES was awarded competitive grants of more than \$250,000 and \$30,000 from the CNMI Legislature to facilitate various research and disease control projects. The acquisition of land for further development at Pau Pau Beach, and of land in As Perdido for agricultural research, also highlighted CREES's AY 2005 achievements.

Family and Consumer Sciences

Community Resource Development Program

The Community Resource Development Program continued to create awareness and heightened knowledge within the CNMI community on such crucial areas as family financial management, filing and bookkeeping (Saipan Man 'Amko), legal issues facing older adults in the CNMI, and reducing water and power consumption. In AY 2005 the Program conducted six, two-hour class sessions on Occupational Knowledge. Over 250 adults attended the sessions and were issued a Certificate of Completion. The Program continues to address the need for better management of family resources by providing informational sessions and educational activities to clients from different backgrounds. Program activities

were also offered on Saipan, Tinian, and Rota to individuals who were interested in developing skills in wood carving, handicraft processing, gift wrapping, leadership, and team building.

Expanded Food and Nutrition Education/Food Stamps Nutrition Education Programs

The Expanded Food and Nutrition Education Program (EFNEP) entered into an MOA with the CNMI's Nutrition Assistance Program in an effort to help families with children acquire nutritional knowledge and skills, with the expectation that they will gradually show behavioral changes by consuming nutritionally sound diets and improving their personal health.

The creation of the Food Stamps Nutrition Education Program (FSNEP) in AY 2005 tripled the number of clients served on Saipan, Tinian, and Rota. EFNEP/FSNEP together established over 7,000 direct and indirect contacts on all three islands. The two programs assisted food stamp recipient households to adopt healthy eating habits and active lifestyles consistent with dietary guidelines for Americans and with the USDA "MyPyramid." Program staff developed and delivered educational modules based on training materials available from other recognized institutions, teaching food stamp recipient households how money can be managed to ensure that food is always available without needing to resort to emergency food assistance.

Food Safety and Quality Program

In AY 2005 the Food Safety and Quality Program continued its efforts to identify opportunities for local people to process, package, label, and sell foods in local stores, with specific emphasis on fruit, vegetable, and root crops. The Program was able to generate an annual revenue of nearly \$1,000,000 from processed jams, chips, sauces, paste, pickles, powder, spices, and essential oils. It has also expanded to include plants with medicinal benefits such as noni and da'ok. Workshops were conducted on all three islands and served almost 300 participants.

4-H/Youth Development Program

The 4-H/Youth Development Program presently has four officially chartered 4-H Clubs: one on Rota, one on Tinian, and two on Saipan. The 4-H/Youth Development Program strives to instill in youth the importance of teamwork, setting short- and long-term goals in life, leadership, and the value of life. Effective collaboration with the public and private sectors has enabled the Program to reach more than 1,000 young people, more than 800 of whom actively participate in events hosted each year by the FCS 4-H/Youth Development Program.

In AY 2005 the Program organized, carried out, and/or otherwise engaged in activities such as goal setting, team building, money management, Nutrition Month and the Family Wellness Fair, the annual Saipan Agricultural Fair, camping, fundraising, a fishing derby, container gardening, the collection and study of plant pests, cooking, pumpkin carving, gift wrapping, arts and crafts, and environmental beautification.

Limited Resources Sewing Program

The Limited Resources Sewing Program was created to teach low-income families and individuals ways to save money by sewing clothes for themselves and their families. The Sewing for Beginners class is now offered at the NMC campus on Saipan, the FCS Sewing Center in Garapan, and on Rota and Tinian. In AY 2005 the Program served over 700 adult walk-in clients, and more than 400 youth also participated in the After School and Summer Sewing Programs for Youth.

Nutrition, Diet, and Health Program

The Department of Public Health reports that 30 percent of CNMI children up to the age of 15 are diagnosed as being overweight or obese, and that this figure increases to around 40 percent for individuals 15 to 19 years of age.

In AY 2005, FCS extension agents went on a campaign to promote healthy food and lifestyle choices. Program staff conducted workshops and a variety of training for parents and teachers in the CNMI. Educators were trained on the basics of child nutrition and on nutrition integration in the classroom. Effective collaboration with external government agencies (the Public School System, Department of

Public Health, Office of Women Affairs, etc.) has enabled the Nutrition, Diet, and Health Program to reach thousands of people throughout the CNMI. The "Health Walk," which takes place on the first and last Saturdays of each month on the island of Rota, showed an increase in the number of regular participants as well as in new faces from all walks of life. The Nutrition, Diet, and Health Program continues to be very instrumental in promoting stress-free activities, family fitness and health, family fun and wellness, healthy diet reading, agricultural development, and regular exercise through CNMI-wide events.

Parenting Program

In AY 2005 the Parenting Program focused on activities relating to the relationship between parents and children, with emphasis on developing good parenting skills and on building children's respect for their parents. The Program's training activities covered personal hygiene for young children, managing a child's homework, family fashion show, children's short story reading, money management, packing healthy snacks, child safety at home and during transport, and events planning and preparation. Program staff conducted workshops at many day care centers on Saipan and participated in other activities organized by various government departments, including the Department of Public Safety, Division of Youth Services, Parole and Probation Office, Public School System, Office of Women's Affairs, and Head Start.

Agriculture Research and Extension Services (ARES)

Aquaculture Development Program

As a direct result of the shrimp production workshop conducted on Saipan this past academic year, there was an increase in the number of shrimp and tilapia farms established on the island. Of the 12 individuals who attended the workshop, three have gone into commercial farming using the Recirculating Aquaculture System (RAS). This recent development in the CNMI's aquaculture industry has a promising future ahead of it, as one of the newly established farmers has begun developing a shrimp hatchery to reduce the need for imported shrimp post larvae.

Aside from the normal routine of servicing clients, the Program in AY 2005 laid the foundation for a stable aquaculture future. The eventual construction of the hatchery and demonstration production facilities on Pau Pau Beach will create a "platform" for the Program to provide hands-on production training to farmers and students, conduct research in new aquatic plants and animal species for production, and give farmers the post larvae and finfish fry for grow-out. The Program was able to convince a private investor on Saipan to set up a small-scale shrimp hatchery capable of producing half a million post larvae each month. A CNMI-based hatchery will encourage more growers to venture into the shrimp production industry since the seedstock will be locally available.

Another round of aquaculture workshops was conducted on Saipan and Tinian in August 2005. This was the second year that a workshop on marine shrimp production was held due to continued public demand for information on this subject. As a result, one of the participants in the Saipan workshop has erected a backyard production unit to begin culturing shrimp and has ordered 5,000 PLs. A total of 15 farmers attended the workshops on Tinian and Saipan.

The Aquaculture Development Program continues to provide technical assistance to clients on Saipan, Rota, and Tinian. Assistance is given in the form of production unit design, water quality testing and training, equipment sourcing, ordering and installation, fry and post larvae ordering and acclimation training, on-site construction supervision, and so forth. Sixteen farmers from throughout the CNMI have benefited from the technical assistance provided by Program staff.

In AY 2005 the Program acquired tilapia breeders from the University of Guam, and stocks were raised until they were mature enough for breeding. The breeders were then transferred into broodstock tanks and are now in production.

Betel Nut Bud Rot Disease Control Program

This new program is off to a very effective start. To date 5,278 betel nut trees have been injected with Fosphite fungicide to fight against the *Phytophthora* fungus. Areas targeted included Capitol Hill, As Gonno, Navy Hill, Tanapag, San Roque, Gualo Rai, Chalan Laulau, and Kagman III.

Crop Improvement Program

In AY 2005 the research team for crop improvement continued testing varieties of high-priced vegetables. The team planted five varieties of sweet corn in the experimental field at Kagman Agriculture Station and determined that the corn from the University of Hawaii was best because of its resistance to diseases found in the Pacific Basin. The Hawaii No. 9 and 10 corns, both silver and yellow varieties, have performed outstandingly. The Kalakoa Super Sweet is also recommended due to its strength and resistance to high winds.

The best-performing tomato variety was the Daniella. This is the main gourmet tomato grown in Queensland, Australia in an environment similar to that of the CNMI. The Juliet produced many small, heavy fruits and is a "paste" tomato that is not too sweet but is meant for cooking into sauce. The Cascade resisted diseases and produced clusters of juicy, sweet, medium-sized fruit. Onions were grown and tested to identify varieties that will produce saleable bulbs at tropical latitudes with short days. The Red Creole onion produced bulbs that were almost marketable in size.

The best-performing melon variety was the very sweet and early cantaloupe, EarliDew. While not as early, the Eastern Eclipse gave high yields of excellent cantaloupe. Bell pepper trials showed that this crop does much better on Tinian and Rota with their low salt water and less-cropped soils. The Valencia and Vidi bell peppers performed best because of their large size and thick walls that withstood virus diseases.

The Program also initiated ongoing trials on Saipan to determine the suitability and marketability of four different sweet citrus cultivars, namely Temple Tangor, Chironja Grapefruit hybrid, Temple X Dansey Mandarin, and Mars Early Orange. These varieties were selected for their exceptional sweetness, flavor, size, color, and tropical origins. Other varieties have been identified for further research, most if not all of which will be tested at CREES's new property in As Perdido.

Crop Protection / Integrated Pest Management (IPM) Program

Advancement of the Program's IPM methodology and management strategies, which incorporate best practices, was actively supported by a total of 49 full- and part-time farmers/growers in the CNMI—25 on Saipan, 17 on Rota, and seven on Tinian.

Promotion of the IPM Program in AY 2005 saw client skills improving through frequent on-farm visits by extension agents providing technical advice. Handouts and brochures were also developed and published or otherwise made available to participants in various IPM and Pesticides Safety Education Program workshops. Displays on IPM practices and the CNMI-wide Melon Fly and Sweet Potato Weevil Control Program were mounted for a number of agricultural fairs and environmental symposia in the CNMI. Well over 1,000 visitors, mainly school-age children and farmers, attended the fairs. Media releases in newspapers and by the local TV station, public school presentations, and student field trips continued to provide avenues for dissemination of crucial technical information.

Recent evaluation indicates that pesticide use in the CNMI has decreased by 60 percent, while the use of lower-risk techniques has increased significantly. This has resulted in a lowering of production cost and savings of roughly \$1,500 per farmer, and has increased the farmer's net income by an additional \$2,000 per planting season.

Livestock Improvement Program

In February 2005, 11 new CNMI paravets successfully completed the Para Veterinary Training Course jointly administered by Northern Marianas College and the Secretariat of the Pacific Community (SPC). Paravets are able to recognize signs of disease in animals, treat sick animals (under the supervision of the CNMI Government veterinarian), advise farmers on correct livestock management practices, and ensure that animals are properly cared for. SPC is currently developing the next phase of the course, which by early 2006 will offer a higher level of training in specific skill areas to the successful graduates of the introductory course.

Participants from throughout the Pacific region attended the Livestock Improvement Program's presentation of the Dry Litter Waste Management System at the Pacific Islands Environmental Conference on Guam in June 2005. The system focuses on protection of water quality and prevention of public health diseases in island settings. This presentation resulted in invitations to conduct demonstrations of the system on the islands of American Samoa, Palau, and the Federated States of Micronesia.

The Livestock Improvement Program is continuing to assist the CNMI Department of Land and Natural Resources in finding ways to provide feed at a lower cost to ranchers. After getting approval from USDA-APHIS, feed analysis is now on schedule for FDA approval before feed importation commences. In-farm seminars, consultations, and workshops on animal diseases, animal health, and animal husbandry were offered to some 50 ranchers during the academic year. Program staff also began developing a proposal to Western Sustainable Agricultural Research and Education (WSARE) that will provide options for ruminant producers in the improvement of cattle and goat production, and encourage pasture development for disposal of manure from farms.

Nursery Development Program and Propagation of Seedlings

The CREES nursery was rebuilt (again) in 2004, directly following the devastating typhoons of that summer. CREES has implemented the plant promotion project to actively endorse cultivation of economically viable plants to the CNMI farming community. In AY 2005 the Program propagated close to 10,000 seedlings and cuttings of noni, da'ok, citrus, betel nut, coffee, cacao, calamansi, mango, hot pepper, and many others. Nearly 5,000 seedlings were distributed to farmers throughout the CNMI to allow for planting and testing of new varieties. Recipients included non-commercial farmers aspiring to make money as well as full-time farmers taking advantage of a particular plant's desirable traits. The remainder of the seedlings are scheduled for planting on CREES's new agricultural property in As Perdido.

Rodent Control Program

Common rats (Cellar and Roof) are the pests that cause the most damage to crops on Saipan. CREES is leading the CNMI's efforts to control rats by establishing rodent bait stations in the farming areas of Saipan. In AY 2005 the Rodent Control Program tested three different types of rodent bait stations to see which worked best to safely reduce rodent numbers to a reasonable level. The top performer was a CREES design made from a wooden pallet covered with a 6' X 6' sheet of heavy plastic, and weighted down with two hollow blocks.

The team tested every rodenticide that can be bought on Saipan, and currently recommends to farmers the most effective baits at a reasonable price. Program research has confirmed that farmers should add water and a pre-bait (such as rice) into the bait station, to attract rats on a regular basis after the primary bait has disappeared.

Soil Management Program

Program staff built a ridge maker from a converted disk plow that can ridge an acre in three hours. During the heavy rains of Summer 2005, the ridge permitted CREES to grow crops on flooded fields when the neighbors' crops would die from lack of oxygen. Besides offering good aeration, the high ridges

covered with mulch help keep the soil from washing away, unless a typhoon removes the mulch. Following testing of mulch (straw and plastic) to cover ridges, the straw mulch made from vetiver or lemon grass was recommended because the fragrant leaves repel insects and last a long time before composting. By contrast, mulch from normal tall grass (napier) attracted many insects and composted too quickly.

Water Quality Program

To disseminate information obtained from the Region 9 Water Quality Public Attitudes Survey, Program staff prepared a final report in AY 2005, which highlighted priority issues for future water quality extension and education programs.

As a pollution prevention measure, and to facilitate a community-driven recycling program on the island, the Water Quality Program joined with the Tinian Resource Conservation and Development Council, Natural Resources Conservation Service, Tinian Mayor's Office, Tinian's legislative delegation, and the Department of Public Works to secure funding through the USDA Rural Development Office for the purchase of 85 aluminum recycling bins and recycling bags. This project will include an outreach component featuring radio ads, brochures, and recycling competitions for the schools and villages.

In an effort to promote best management practices for animal waste management, NMC-CREES collaborated with the USDA-Cooperative State, Research, Extension, and Education Service (CSREES) to establish a demonstration of the Dry Litter Waste Management System at the Macaranas farm on Tinian. Upon completion of the piggery renovations, outreach materials such as a video, posters, and brochures were created and disseminated to the general public.

PUBLIC RADIO (KRNM)

Overview

KRNM is a public, non-commercial radio station licensed to, and located 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, and other independent syndicated sources. Diverse programs range from news and financial updates originating from the U.S. and England, to jazz, blues, classical, Celtic, new age, and world music shows, interviews, satires, technological reports, readings, and plays.

In addition to providing the community with programming that can't be heard through any other media outlet in the area, the station also serves as a valuable training facility for students and residents. Many of KRNM's entertaining music and feature programs, as well as informative and educational shows, are locally produced and performed. 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).

Listeners can log on to www.krnm.org for background information about the station and the latest news concerning KRNM activities, descriptions of its syndicated and locally produced shows, as well as the most recent weekly program schedule. Fans of the station can be included on the station's mailing list, by utilizing the Contact Us section of the site.

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 at the College, and 89.1 from the translator located on the government tower (through an arrangement with EMO) on Mt. Tapochau. Residents living in the southern section of Saipan report that 88.1 FM offers them the clearest reception, while those who live in the northern and eastern villages hear a stronger signal at 89.1 FM.

Accomplishments

KRNM benefits the people of Saipan by providing them not only with entertaining music and feature programs, but with informative and educational shows as well. Locally produced programs in AY 2005 were broadcast in Chamorro, Carolinian, Chinese, Tagalog, 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. As part

of the station's ongoing "Humanities Roundtable" series, an interview was conducted with Dr. Cecilia Lizama Salvatore, who spoke with Elizabeth Rechebei and Paz Younis about ethics and technology.

Five new volunteers started weekly programs during the academic year, all benefiting from ongoing instruction and acquiring hands-on experience in producing and hosting their own respective shows.

In September 2004 the station submitted the required documents to the Federal Communications Commission in order to renew its 10-year broadcast license. Also in AY 2005 the station began preparing for NPR's Content Depot project, as the distribution of programs over the satellite feed will be changed from an analog to a digital signal. This entails a comprehensive, collaborative effort involving KRNM and KPRG on Guam, engineers from both islands and at NPR, and technicians at KRNM's uplink station in Brewster, Washington.

The station's General Manager raised over \$42,000 in FY 2005. 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 (businesses that sign annual contracts to sponsor specific programs aired by the station). Other businesses made direct contributions, three grants were obtained, and listeners donated money during two on-air pledge drives held in the spring and fall.

Fundraising events also bring in money for public radio stations, and on May 13, 2005, KRNM coordinated a blues concert at AJ's Restaurant which featured guitarist John Hoffman and other musicians from Guam.

SMALL BUSINESS DEVELOPMENT CENTER (SBDC)

Overview

NMC's 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, Youth Entrepreneurship Program, Internship Program, and Economic Development 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, the University of Guam, University of Hawaii, and mainland U.S. educational institutions, to meet the specialized and complex needs of the local, increasingly diverse small business community.

To foster the economic goals of the Commonwealth, the 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 the 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, free access to a conference room, and use of office equipment including typewriters, computers, a photocopier, and a fax machine.

The NMC SBDC slogan is, "*Our Business Is Your Business Success!*"

Accomplishments

Client Counseling Program

In AY 2005 the SBDC provided technical assistance to numerous local entrepreneurs and small business owners, a majority of whom were seeking to start their own business and were in the feasibility and/or business plan development stage. Several of these individuals fit into one of two categories:

(1) government workers planning to retire by the end of calendar year 2005 in order to take advantage of the 30% retirement bonus; (2) private sector workers who are experiencing reduced working hours or are losing their jobs due to the downsizing of the garment and tourism sectors.

Summer 2005 saw the beginning of an increase in the number of clients referred to the SBDC from the Commonwealth Development Authority (CDA) for business plan development and loan package assistance, due to the fact that CDA recently decided to restart its commercial lending program. Although the CNMI economy is expected to decline further in FY 2006, due to the recent pullout of Japan Airlines and the reduction in Continental Airlines service to Saipan, the SBDC anticipates that more individuals will seek startup business assistance owing to the increasing number of displaced private sector workers, and to CDA's commercial loan program being restored as an option for borrowers unable to secure a loan from a commercial bank. Of the individuals assisted by the SBDC in AY 2005, most were in the retail, service, and commercial fishing industries.

Workshop and Seminar Program

In AY 2005 the SBDC collaborated with its network partners to conduct 21 small business workshop and seminar events on the islands of Saipan, Rota, and Tinian. The events attracted approximately 300 attendees and provided approximately 7,400 training hours. Participants in the boat captain/maritime training programs each averaged 144 hours per person per training event. For the eighth consecutive year, the SBDC and CDA worked in concert to offer multiple workshops for the residents of the CNMI as part of Small Business Month in June 2005. Self-Esteem and Confidence Building, Personal Finance, Occupational Safety and Health, and Computer Graphics workshops were delivered on Saipan, Tinian, and Rota. The Lt. Governor signed a proclamation declaring June to be Small Business Month in the CNMI, and media coverage of this event provided the College and the SBDC with positive publicity. This continued throughout the entire month as the media printed numerous business-related articles and SBDC clients' success stories, and actively covered all the workshops, to a favorable response.

The SBDC forged a unique public—private partnership with Marine Tech International, to provide education and training opportunities for CNMI residents interested in the growing maritime industry. In AY 2005 a variety of training and certification courses were conducted at the SBDC by Marine Tech International. Upon completing the courses, students are gaining jobs in the maritime industry and having a chance to see the world. Jervy Babauta, a recent graduate of the Marine Tech Boat Captains course, reported, "I got hired full time with Saipan Crewboats, Inc. and I will be making three times more money with full benefits when my license comes in a week." The partnership has also led to opportunities for employment with Norwegian Cruise Lines (NCL), a firm operating cruise ships in and around the Hawaiian Islands. The company is currently looking to hire several thousand people over the next two years to work aboard its cruise ships. The U.S. Coast Guard has designated the SBDC seminar room as an approved maritime training site.

In preparation for expanding the SBDC's workshop and seminar capabilities in AY 2006, the SBDC purchased instructor manuals for a 12-part Supervision Series from Vital Learning that will be used to conduct workshops and customized training for entrepreneurs and existing businesses. Additional workshop instructor guides were purchased for topics such as Customer Service, Numbers Skills, and Professionalism in the Office. In addition, meetings with CDA officials have resulted in a plan to revive the CDA/SBDC business startup workshop series, which is designed to educate prospective borrowers about the critical business planning and loan application steps that should be taken in order to improve their chance of success.

Youth Entrepreneurship Program

Through the Youth Entrepreneurship Program, the SBDC seeks to generate student, teacher, and community interest in, and understanding of, business and entrepreneurship. The vision of the program is to expose youth (grades K-12) to the excitement of entrepreneurship through an experience-based learning program that provides the knowledge and skills necessary for successful small business ownership and management.

In AY 2005 the Program solicited project proposals for the acquisition and dissemination of a youth entrepreneurship curriculum, and for teacher training in the use of the curriculum. Following the RFP process, Making Cents International and its Business Ventures Curriculum were selected for the project.

Participation in the Program was promoted throughout the CNMI's public schools through attendance at administrator meetings, visits to the school sites, and presentations to teachers. During this time, schools wishing to introduce an entrepreneurship component in the classroom were invited to apply to become a pilot school site. Applications were accepted and reviewed, and of the submissions, six schools were selected to serve as pilot school sites for AY 2006. The Program also sponsored a two-week, 8 hour/day teacher training, facilitated by a trainer from Making Cents International, for 20 individuals, most of whom represented the six schools selected to pilot a youth entrepreneurship component in the classroom. The training focused on entrepreneurship education, facilitative teaching, and the use of the Making Cents Business Ventures curriculum.

The Program also assisted other units within COMPASS (Community Programs and Services) during the planning stages for the second annual Camp LIFE and Project LIFE summer program.

Internship Program

In AY 2005 the SBDC and the University of Hawaii's Pacific Business Center Program (PBCP) entered into a MOA to initiate an Internship Program for NMC business students. Funding for the Program is provided by the UH PBCP through a grant from the U.S. Department of Interior's Office of Insular Affairs. The annual budget for the Program in the CNMI is \$10,000 and the term initially was from May 1, 2004, through April 30, 2005; this was later extended to May 31, 2005. The purpose of the Internship Program is to provide NMC business students with the opportunity to apply their knowledge in the real world by working on small business- and economic development-related projects in the CNMI. Participating students work up to 20 hours per week and earn up to \$6.00 per hour while in the Program.

Two such interns were assigned a market research project to determine the demand for a University of Hawaii Bachelor of Business Administration (BBA) degree program in the CNMI. Two survey instruments were developed and administered among members of the community members, and the results were tabulated for review by NMC and UH officials. The results of the surveys indicated that there is strong demand for a UH BBA program in the CNMI, particularly focused on either Management or Accounting. The surveys also indicated that the preferred program format is primarily in-class instruction supplemented by teleconferencing and the Internet. Second-year funding of \$12,000 for the Internship Program was recently approved, so the SBDC is now collaborating with the Business Department to identify and interview interested candidates for AY 2006.

Special Projects

In AY 2005 the SBDC was involved with several special projects related to CNMI workforce and economic development. These included:

- Serving as a co-implementation leader for the Governor's Workforce Management Improvement Plan (WMIP) which included projects such as the development of a web-based distance learning program, expansion of the film and television program, and implementation of a youth entrepreneurship program at NMC
- Providing planning support for a CNMI Economic Summit that was hosted by the Saipan Chamber of Commerce and the U.S. Department of Interior's Office of Insular Affairs
- Collaborating with the University of Hawaii to determine the feasibility and possible implementation of a UH Bachelors in Business Administration degree program on Saipan
- Co-chairing a committee to plan for a Workforce Development Summit that will be hosted by NMC and held in February 2006

- Initiating a business plan competition, in partnership with NMC's Business Department, in which business students competed for cash prizes donated by private businesses such as DFS Galleria and Tan Holdings Corporation
- Coordinating with the Workforce Investment Agency (WIA), and with NMC's Sciences, Mathematics, and Technology Department and Community Development Institute, to establish a cohort training and certification program for 12 WIA clients interested in construction trades

UNIVERSITY CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES (UCEDD)

Overview

The Northern Marianas College University Center for Excellence in Developmental Disabilities (NMC UCEDD Program) is one of 61 such programs throughout the United States and its territories. Developed in 1993 by the University of Hawaii UCEDD Center, NMC UCEDD is a partner program with American Samoa's AS UCEDD Program. The office is staffed by a full-time Coordinator and a full-time administrative manager.

The Program operates under a five-year renewable grant and is in the fourth year of the current grant cycle. The UCEDD Program is mandated by the Developmental Disabilities Assistance and Bill of Rights Act of 2000, PL 106-402, which also directs a tri-agency relationship with the CNMI Developmental Disabilities Council and NMPASI (a protection and advocacy program), with UCEDD as the lead agency. A Consumer Advisory Council (CAC) directs the Program's outreach efforts and annual scope of work, guiding the goals and objectives of the Program. UCEDD operates on a fiscal year spanning July 1 to June 30.

The NMC UCEDD Program is committed to the development of culturally complementary outcomes while promoting equal opportunity, independence, and productivity, promoting self-determination, and supporting an improved quality of life for people with developmental disabilities in their villages, the Commonwealth, and the wider world.

Accomplishments

In AY 2005 the NMC UCEDD Program played an active role in the Pacific Basin Interagency Leadership Consortium (PBILC), in which more than 200 individuals from throughout Micronesia, the Pacific region, and the U.S. mainland participated.

Program staff also contributed to the "Parent and Teacher at the Frontline" training sessions held on Saipan, Tinian and Rota. This was a tri-agency, collaborative effort with NMPASI and the Developmental Disabilities Council in celebration of the 2005 March Developmental Disabilities Awareness Month.

A workshop entitled "Intro to Computer for Parents of Children with Special Needs" was conducted on Rota to meet a request by parents of individuals with special needs on the island. Program staff also facilitated a Leadership Seminar involving more than 20 NMC employees, tri-agency partners, and other collaborators.

STUDENT DEVELOPMENT

General Overview

NMC's Student Development unit is dedicated to the development of the interpersonal, intellectual, wellness, and leadership skills of all students. It is committed to providing programs and comprehensive student services that facilitate and enhance the developmental process. Every effort is made to create and maintain an atmosphere where students may develop the complete person to their maximum potential. Student Development administration and staff facilitate non-academic learning through emphasis on 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 contribute to the total experience of each student at Northern Marianas College.

Student Development facilitates student transition into and throughout the campus learning community, promotes student involvement, assists student organizations, provides leadership training and programming assistance, encourages campus and community service, and emphasizes social and civic responsibility. Its programs and services both challenge and support students as they develop the attitudes, abilities, and skills for lifelong learning in an ever-changing global environment.

ADMISSIONS AND RECORDS

Overview

The Office of Admissions and Records (OAR) assists students in their academic careers from start (recruitment and admissions) to finish (certification 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 clients to related services offered by Northern Marianas College.

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

Accomplishments

International Students

The CNMI Attorney General's Office, the Department of Immigration, and the President of NMC designated three College employees to process international student entry permits as well as to ensure that all international students attending classes at NMC comply with CNMI laws and regulations.

Furthermore, OAR has reinforced the reporting procedures through the use of the "non-attendance" forms submitted by faculty each term. The reporting procedures shared by OAR, the International Student Counselor's office, and the office of the Dean of Student Development have been clearly defined to ensure that information is provided to the Department of Immigration in compliance with the laws and regulations of the CNMI concerning international students.

International Student Application Package

The new international student application package was revamped in August 2005, adding important information for potential students and taking on a more professional appearance. The new package includes admissions information, tuition and fees information, instructions for completing the application, maps of the campuses, and important names and telephone numbers under the Student Development and Academic Programs and Services units.

Registration

OAR validated a combined total of 2,818 registration forms during the Fall 2004, Spring 2005, and Summer 2005 registration periods. Due to its primary function as official repository of student records for the institution, OAR serves as the gatekeeper for the student database system known as PowerCAMPUS. Since its re-implementation of this system in Fall 2003, the registration process has been decentralized to the departmental level, and the APS administrative managers and CPS counselors assist OAR in the registration of students each term.

NMC's total enrollment (Saipan, Tinian, and Rota) for each term in AY 2005 was as follows:

- Fall 2004: 1,285 students
- Spring 2005: 1,167 students
- Summer 2005: 350 students

Graduation

For AY 2005, OAR reviewed and certified a combined total of 196 Individual Certificate Plans (ICP) and Individual Degree Plans (IDP) submitted by students who petitioned to graduate and were so recommended by their academic advisor, for the program/curriculum completed in Fall 2004 or Spring 2005. NMC's 25th Commencement Exercises were held in the MHS Gym on Saipan and the Tinian Dynasty Ballroom on Tinian, the first on-site commencement ceremony for the Tinian Campus. The Registrar served as Chair/Co-Chair of the committees planning the College's Spring 2005 Commencement Exercises and as advisor/trainer for the Tinian campus's Commencement Exercises.

The certificates and degrees awarded in the 25th Commencement Exercises for AY 2005 were as follows:

Certificate of Completion

- Accounting 1
- Business Management 2
- Computer Applications 3
- Early Childhood Education 8
- Related Services Technician 14

Certificate of Achievement

- Accounting2
- Audio/Video Production35
- Business Management1
- Computer Applications1

Degrees

- A.A. in Liberal Arts 50
- A.A.S. in Business Administration - Accounting 5
- A.A.S. in Business Administration - Business Management 10
- A.A.S. in Business Administration - Computer Applications 4
- A.A.S. in Audio/Video Production 3
- A.A.S. in Criminal Justice 7
- A.S. in Nursing 13
- B.S. in Elementary Education 27

A grand total of 266 degrees and diplomas were awarded during the Spring 2005 Commencement Exercises. This figure includes Adult Basic Education’s 53 graduates (35 Adult School and 18 GED) and the Community Development Institute Extended Programs’ 27 graduates (23 master’s degree recipients from Framingham State College and four master’s degree recipients from San Diego State University).

Academic Honors

NMC’s Academic Honors Program is administered by the Office of Admissions and Records. In AY 2005 the Registrar certified 95 Part-Time Honor students, 62 Dean’s List Honor students, and 166 President’s List Honor students, recommending them as such to NMC’s President and to the Dean of Academic Programs and Services. These students are considered to be the top 10 percent of their class and are therefore recommended to the National Dean’s List, the largest, most respected publication in the U.S. recognizing the achievements of today’s college students. OAR expects to receive a certificate certifying that Northern Marianas College was represented in the 2004-2005 editions.

Probation and Suspension Program

OAR’s Probation and Suspension Program is successful due in large part to the recent creation of the Probation, Suspension, and Dismissal Program (PSD), a supportive service within Counseling Programs and Services. PSD works collaboratively with OAR in the interpretation of all probation, suspension, and dismissal policies, in relevant decision making, and in the identification and notification of students and their academic advisor of the student’s academic status. Continued support and funding for this important program during AY 2005 has meant that students are assured of continued services and assistance in reaching their academic goals and objectives while at NMC.

Personnel

In Summer 2005, OAR welcomed one new, temporary, full-time staff member funded by WIA for a period of six months. This position will eventually be funded through a Professional Services Contract for one year, beginning in AY 2006. The primary responsibility of this position is the data transfer of individual academic records, from the Champlain system to the PowerCAMPUS system, for active students attending NMC.

PowerCAMPUS Use and Training

Through its work on the PowerCAMPUS Committee in AY 2005, OAR continued its efforts to ensure that the College better utilizes the student information software for the collection, analysis, and use of data in effective decision making throughout the institution. In Fall 2004, the Committee prioritized updating and correcting student major data in the database; worked with departments to contact all enrolled students to verify their majors; prioritized the use of the Education Tab by OAR; and, as of Summer 2005, entered data on high school and prior postsecondary experience for all new students. In September 2005, OAR, together with APS administrative managers, the PowerCAMPUS Committee, and the ILT department,

provided training to new employees requiring access to PowerCAMPUS in their work, along with refresher training to those already using the software. Beginning in Spring 2006, such training for new and ongoing users of the software will routinely be held.

Family Educational Rights and Privacy Act (FERPA) Training and Educational Materials

In June 2005 OAR purchased the video on “FERPA Fundamentals.” OAR staff were reoriented on the basics of the Family Educational Rights and Privacy Act (FERPA) through the video, which provides a comprehensive introduction to FERPA regulations, compliance, student rights, and the right to inspect and review records. Beginning in 2006 OAR will offer regular workshops to the campus community to keep everyone abreast of updates, amendments, and changes to the law, as well as to provide specific guidelines on complying with the law. OAR will be ordering additional books and materials to expand the current FERPA library collection.

FACT and FERPA Compliance

OAR purchased a heavy-duty commercial shredder to comply with terms of the Fair Accurate Credit Transactions Act (FACT) of 2003 that went into effect on June 1, 2005. The new disposal provision targets anyone who possesses or has access to consumer information derived from a consumer report, or anyone who possesses consumer information (such as Social Security numbers or other identifiable information) for a business purpose, to properly destroy documents before they are disposed of. In addition, the procurement of the heavy-duty shredder reinforced NMC’s commitment as an institution to comply with the Family Educational Rights and Privacy Act (FERPA) of 1974 by ensuring that personal identifiable information or records are properly destroyed before disposal.

AACRAO Membership

In AY 2005 OAR became a member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Membership in this organization provides NMC with the latest news on important issues faced by higher education institutions, legislative and regulatory developments in Washington, court rulings, industry trends, federal compliance issues, and international education. It also serves as a forum to voice concerns and contribute to the formulation of policies affecting higher education.

Subscription

OAR and the Information Technology Education Committee approved NMC’s subscription to CollegeSource Online, an online catalog library. The collection consists of over 28,000 cover-to-cover college catalogs, including two-year, four-year, graduate, and professional schools; International Colleges Online; Links to College Homepages; Search by Criteria including Tuition, Major, and Geographic Location; Local Maps to each institution; and Course Descriptions, Degree Requirements, and Academic Policies. The subscription was funded through the NMC’s Title III Strengthening Institutions grant and made available to all students, faculty, and staff in August 2005. This tool is proving invaluable to OAR, and to the wider College community, for the evaluation of transfer credit, for student transfer planning, and as a comprehensive source of information regarding other institutions.

ACADEMIC ENRICHMENT PROGRAMS

X.

XI. Overview

NMC’s Academic Enrichment Programs comprise the Educational Enrichment Center (English Language Institute Lab), Educational Talent Search Program, Student Support Services, and Upward Bound Program. These programs provide supplemental assistance and services to enhance student success in obtaining a postsecondary degree.

The *Educational Enrichment Center (EEC)* provides academic services to students, faculty, and staff of Northern Marianas College in order to help them achieve their respective goals. EEC staff deliver tutorial services for English Language Institute students, and assist instructors in administering placement tests

and make-up tests. Instructors are welcome to borrow materials and equipment when approved in advance by the Director. Computer and Internet access is made available at the EEC for all students, faculty, and staff. The Center can accommodate “special” classes, meetings, and workshops.

Educational Talent Search (ETS) 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 U.S. citizen or resident of the CNMI, FSM, Republic of Belau, 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 degree; be interested in enrolling in a college or vocational program after high school; and demonstrate academic potential.

Student Support Services (SSS) is a federally funded program that offers support services to NMC students from low-income families, first-generation college students, and students with disabilities. These services are designed to increase retention and graduation rates for such students, facilitate their transfer from two-year to four-year colleges, and foster an institutional climate supportive of their success. NMC’s SSS is mandated to serve 160 students per year, and has continuously expanded its services to meet student needs on the Saipan, Rota, and Tinian campuses. Since its inception in Fall 1984, the Program has provided assistance to over 1,500 participants.

The *Upward Bound (UB)* Program is a college preparatory program that assists disadvantaged high school students to overcome educational, social, cultural, and other barriers to higher education. Upward Bound 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, students take core courses for high school credit, may take college-credit courses, and take part in many field trips and enrichment activities. The Upward Bound Program provides tutorial services, counseling, advising, mentoring, and college campus visits for students, and workshops for both parents and participants.

Upward Bound is funded by the U.S. Department of Education through a four-year discretionary grant award to Northern Marianas College. The Program serves 120 eligible high school students on Saipan, Tinian, and Rota.

Accomplishments

Educational Enrichment Center

Educational Enrichment Center staff provided services to more than 64 ELI class sections throughout the academic year. The total number of lab sessions by students during the same period was 27,300. ELI instructors also assisted students in the Center during their office hours. The Center was utilized for the Framingham State College classes, Junior Statesman training, and Division of Youth Services’ web-based training.

ELI materials and supplies were sent to the Rota and Tinian campuses to supplement their student center labs.

EEC tutors attended several training sessions on mentoring, and on working with students with special needs; a 10-hour tutorial training activity; and a workshop on responding to students with seizure problems.

Educational Talent Search Program

NMC’s Educational Talent Search (ETS) Program was awarded \$290,272 for Project Year 2005. The project site included the NMC campuses on the islands of Saipan, Tinian, and Rota. ETS staff recruited participants from the public and private schools, churches, and other agencies on all three islands, and

facilitated ongoing communication between school officials, counselors, and community service programs. ETS conducted the 3rd Annual Six-Week Summer School Program for Hopwood Junior High School students and held a program graduation for the summer school participants. Six hundred active participants were served in the program during the project year.

During PY 2005, ETS met most of its goals and objectives by coordinating monthly workshops that addressed career opportunities and career explorations on each of the islands, financial aid (local and federal), study skills, preparing for college, library skills, management skills (time and stress), awareness and prevention of drug and alcohol abuse, and various cultural activities. In addition, ETS staff conducted computer training, discrimination presentations, and NMC campus tours.

Parents of project participants were offered workshops focusing on how they can help their children reach their educational and career goals. Other ETS services included four-hour daily and weekly tutorial assistance for at-risk participants and for out-of-school participants; monthly evaluation of the participants' academic growth through testing, grade reports, and instructors' evaluations; and counseling services (personal, group, and academic).

The Educational Talent Search Program placed tutors into elementary and junior high/middle schools to give tutoring assistance to ETS participants in language arts, mathematics, social science, science, and computer skills. In addition, on all three NMC campuses the Program provided more opportunities for students to use the ETS Center by expanding its lab hours.

To help out-of-school participants, ETS staff and tutors worked closely with the GED Program on all three NMC campuses to ensure that program participants received assistance in preparing them for the five GED tests. This assistance included but was not limited to work exercises, where participants were evaluated through tests to determine if the materials helped them prepare for the actual GED tests.

In PY 2005 ETS increased to 24 the number of computers available for participant use on the Saipan campus. Additional computers are located on the Tinian and Rota campuses, and all three sites afford students access to the Internet. This has been most helpful in allowing tutors and students alike to gather information on a variety of subjects that is not available in NMC libraries and other resource areas.

Also in PY 2005, with assistance from parents and guardians, Program staff arranged for participants to take field trips to local cultural events as well as educational field trips to various business establishments and to executive and legislative government offices. ETS students were also invited to perform in cultural and contemporary dances at the CNMI's annual Flame Tree Festival.

ETS sent two participant representatives to Pohnpei to attend a student leadership conference, an event which included educational workshops, a College of Micronesia-FSM campus tour, and cultural/social activities.

As part of their professional development, Program staff participated in weekly computer workshops offered by NMC's Information and Learning Technology department.

Student Support Services

In Project Year 2005, the fourth and final year of the current grant cycle, SSS recruited and served 160 students on all three campuses. With the exception of eight students, all SSS participants maintained the grade point average necessary to remain in good academic standing at NMC.

Twenty SSS participants graduated in PY 2005. Seven graduates received high honors, with one graduating Summa Cum Laude, and the Program celebrated its first baccalaureate graduate.

Workshops on Study Skills and Time Management were conducted on all three campuses for SSS participants, and a Test Taking Skills workshop was also provided on the Saipan campus. Resident FBI Agent Joe Authers continues to inspire those students interested in law enforcement careers. His annual visit to the As Terlaje campus has become a "must attend" event for SSS participants and other students alike.

SSS participants toured several government agencies and non-profit organizations during PY 2005. Among those visited were the Emergency Management Office, Office of Election Commission, Office of the Governor's Council on Developmental Disabilities, and Water Task Force Agency. Students also visited the CNMI Museum of History and Culture, and spent a wonderful afternoon at the Lao Lao Bay Golf Course learning a new sport. Twenty SSS participants from Saipan, together with a chaperone, visited NMC's Tinian campus and various cultural and historical sites on that island. Ten SSS participants from Tinian and two participants from Rota, together with Program staff, joined the Saipan SSS group at the annual Flame Tree Festival.

The Program's total grant amount for PY 2005 was \$228,825. Of this amount, \$29,000 in SSS student supplemental funding was disbursed to 65 eligible SSS participants. Work on the new SSS grant application was completed and submitted despite delays caused by last year's typhoons. Word was received in March 2005 that the NMC grant proposal had been accepted. Total funding for the next four years of the program is nearly one million dollars.

SSS staff attended a series of workshops entitled "Fiscal Management Under Federal Grants and Other Agreements," sponsored by the USDA on Guam, and the regional TRIO and Student Leadership conferences on Pohnpei.

Upward Bound Program

For AY 2005 NMC's Upward Bound Program was federally funded in the amount of \$483,800. In addition, the Program was awarded a \$3,803 supplemental grant to provide work-study opportunities for three UB participants in the summer component.

During the academic year Upward Bound 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, as well as a leadership seminar. A financial aid workshop and campus orientation workshop were also conducted for parents of UBP participants.

The Program provided extra opportunities for at least 11 students to attend a one-week Student Leadership Conference on Pohnpei, two students to attend a six-week summer component program at Leeward Community College in Hawaii, three students to visit Monterey Peninsula College in California, and one student to visit San Diego State University.

A total of 75 participants attended the summer component of the program. For six weeks the students attended college courses in writing, mathematics, and science. After six weeks, 15 program participants from the CNMI traveled to Guam for their summer component, college-visit "bridge." They toured Guam Community College, the University of Guam, and several historical and cultural sites.

One hundred percent of the seniors enrolled in the Upward Bound Program in AY 2005 graduated from high school and later enrolled in college. On Rota, the valedictorian and salutatorian were UBP students, with eight UB seniors among the top ten students in the graduating class. All of NMC's UB participants were promoted to the next grade level.

Over the course of the academic year, Program staff attended database training on Guam, a Professional Development Seminar on Pohnpei and in Hawaii, and the Western Association of Educational Opportunity Personnel seminar in Los Angeles. Topics covered included grant writing, reauthorization acts and federal regulations, counseling, financial aid, retention, annual performance reporting, and on-line tracking of students.

CAREER SERVICES

Overview

The role of Career Services is to stimulate the professional growth of students by providing assistance with career planning and placement options, career development, and experiential education to address the process of career motivation, selection, and preparation. Career Services assists the College in implementing its goal of providing a work-related experience for all students, whether paid or non-paid, prior to graduation. Workshops for NMC, local high school, NMA, and Upward Bound students, and others in the community are conducted upon demand. Career Services also sponsors job and career fairs that help impending NMC graduates connect with the local job market or further develop their career path. Workshop topics include Choices Career Software orientation, Student Work Experience, and resume writing and interview skills development.

The Career Resource Center (CRC) is furnished with computers equipped with career software and online resources to assist students in making career decisions and transferring to off-island colleges and universities. The Center houses a wide assortment of college catalogs, applications, test registration bulletins, books, pamphlets, newsletters, and magazines. Employer profiles and other materials related to career planning and development are also stored in the Center. The Center also serves as a resource to help students find meaningful volunteer experiences while rendering much-needed community services to local agencies.

Accomplishments

Career Resource Center

Daily CRC student/client logs show that in AY 2005, an average of 216 students per month used the computer lab to access career software and the Internet for research purposes and to work on class assignments. In March 2005, the Center's Program Coordinator conducted a Choices Career Software orientation for five Saipan International School students and nine NMC English 070-level students. Another Choices orientation was given to some 20 Upward Bound students in April and June 2005. On average throughout the academic year, two students per day visited the Center for career advising or for assistance with Choices.

Student Employment and Placement Services

Under the federally funded College Work Study program, the Center hired and coordinated the work assignments of 92 students in Fall 2004, 101 students in Spring 2005, and 47 students in Summer 2005. In February 2005 the Career Center conducted two workshops on resume writing and interview tips for NMC students. Workshops such as these are offered periodically, on demand.

The Career Resource Center, in conjunction with the Northern Mariana Islands Occupational Information Coordinating Council (NMIOICC), held an NMC Career Fair in Fall 2004. The fair attracted employers from a wide spectrum of business and occupational areas who connected with students from the College. The Center continued to carry out its broad function as a resource agency for students seeking and/or preparing for employment, providing them with job announcements by prospective employers and information on graduate/professional schools, for three to five years after graduation.

Service Learning Program

Northern Marianas College received a subgrant from Hawaii/Pacific Islands Campus Compact (HPICC), based at the University of Hawaii-Manoa, to implement a Service Learning Program at NMC. This federal subgrant, from Learn and Serve America (a program of the Corporation for National and Community Service), is designed to enable NMC to incorporate into its curriculum learning experiences that promote students' civic engagement and form partnerships among the students, their communities, and the College. In AY 2005 more than 80 students from Saipan, Tinian, and Rota were engaged in Service Learning activities relating to environmental stewardship, health education (promotion), after-school programs, and homeland security, with various community partner agencies and businesses. This figure represents a nearly fourfold increase in program participation by students over that of AY 2004.

In Fall 2004, Dr. Tanya Renner of Kapiolani Community College was sent to Saipan by HPICC to conduct an orientation to service learning and a workshop on student learning outcomes and assessment tools for

NMC faculty. A Service Learning Registration Social was hosted in Spring 2005 for interested NMC students. At the registration social, students were given the opportunity to sign up with public- and private-sector agencies to which they were interested in offering their services. The State Network Director and Executive Director of HPICC conducted a site visit in Spring 2005 to follow up on service learning activities and challenges on the Saipan and Tinian campuses. In Summer 2005, NMC's Service Learning Coordinator attended the 14th Annual Service Learning Conference in Arizona, entitled "Community Dialogue and Engagement—Valuing Our Partners." Attendance at the conference also allowed the Coordinator to be updated on changes to the Learn and Serve America grant requirements. Also in Summer 2005, Service Learning Program staff prepared the AY 2006 Request for Proposal (RFP) for submission to HPICC in the fall. The proposal included an increase to the Program's modest AY 2004 funding level, to provide support for the growing number of NMC students engaged in service learning activities.

Testing Program

The CRC's Testing Program coordinated an AY 2005 testing schedule of 12 national, paper-based tests, with an average of three tests per month being administered. Three new standardized tests were offered in AY 2005: the Multi-State Professional Responsibility Exam (MPRE), Praxis I (Pre-Professional Skills test), and Praxis II (Subject Content test). On average, five individuals visited or called the Center in AY 2005 for assistance in registering online or via mail for the Praxis I or II test. An average of three individuals visited or called the Center for information regarding the ten other standardized tests. At the beginning of each testing year, which begins in August, the testing website is updated to reflect new testing dates, deadlines, fees, and other important information. The Testing Program Coordinator proctored two community distance education tests in November 2004 and one in June 2005.

COUNSELING PROGRAMS AND SERVICES

Overview

In AY 2005, Counseling Programs and Services (CPS) continued to support NMC's mission and goals by focusing on improved accountability, professionalism, and continuous development of students. In addition, as part of ongoing accreditation-related efforts, the lead counselors for the various CPS services and programs evaluated performance in their respective areas, and reassessed their mission and goals for AY 2006.

However, the ability of CPS to offer its full range of programs at optimal levels of service was compromised in AY 2005 by ongoing budgetary constraints and staffing shortages, specifically in the following programs: Early/Special Admissions; Academic Advising Services; Probation, Suspension, and Dismissal; and Health, Wellness, and Prevention.

At the onset of Spring 2005, CPS dedicated a specific four-hour time block once a week for drop-in counseling, allowing students and other visitors access to any and all counselors of choice. As the number of counselors on staff declined during the semester, CPS was forced to cancel this service.

When fully staffed, CPS is able to offer a number of student-oriented workshops throughout the academic year. These workshops provide additional opportunities for student learning and exploration of various issues/topics relevant to student life at NMC. There is no sign-up requirement and no fee for these workshops; students may decide to drop in and participate in any given event. In AY 2005, because of staffing problems and other unforeseen circumstances, CPS conducted only two such workshops: a two-part session on "Probation, Suspension, and Dismissal (PSD): Moving Beyond the Gloom and Doom," and "Self-Care with CPS: Stress Management and Burnout Prevention."

Despite its current challenges, CPS continues to help students develop the awareness, skills, and motivation needed to succeed with their studies and enjoy their college experience. The counselors regularly help faculty, staff, and students with requests and actively serve on a number of institutional committees.

Accomplishments

Academic Advising Services

In Fall 2004, CPS worked collaboratively with the Office of Admissions and Records, Dean of Academic Programs and Services, and the Department Chairs for Languages and Humanities, Social Sciences and Fine Arts, and Sciences, Mathematics, and Technology, on a transition process for academic advisement at NMC. The responsibility for academic advising of students pursuing the A.A. degree in Liberal Arts was moved from CPS to the academic departments represented in the degree program. During this period, counselors reviewed their lists of advisees and updated their student files prior to transitioning student records to the new Liberal Arts advisors. Counselors also met with their advisees about changes in the registration process which would take place prior to Spring 2005. While responsibility for Liberal Arts advisees would shift to the academic departments, counselors maintained their academic advising duties to students who were undecided about a major, advisees who were graduating in Spring/Summer 2005, and students availing themselves of certain programs within CPS.

Academic Advising Training was held in Fall 2004 for advisors in all degree and certificate programs. In preparation for this training, the Academic Advising Handbook was updated and reprinted to serve as a guide for both new and ongoing advisors. CPS was unable to conduct Spring 2005 Academic Advising

Training due to the sudden resignation of the lead counselor days prior to the event. However, despite this drawback, CPS was able to provide refresher training to individuals or departments who requested assistance.

Early Admissions/Special Admissions Program

In Fall 2004 CPS hired a counselor specifically responsible for the Early/Special Admissions Program. Individual meetings with CNMI high school counselors, principals, and students aided in the re-establishment of the Program. College visits resumed for the Early Admissions Program and as a result, there was an increase in student enrollment from the high school sector. Unfortunately, the sudden resignation of the lead counselor and other circumstances brought a halt to some of the recruitment efforts. However, despite this challenge, counseling and advising of these groups of students continued and services were not disrupted.

Early Intervention Program

In AY 2005, CPS's decision to revise the mission, objectives, and procedures of the Program created new opportunities for faculty and counselors to work closely together to achieve those objectives. As a result of this collaboration, students referred to EIP were able to make their own choices about how to meet their personal objectives in specific courses.

Aside from personal counseling, students referred to the Program also were provided individual workshop sessions addressing specific needs, such as but not limited to improving study skills, note taking, and time management. These were offered on an as-needed basis.

CPS received 45 EIP referrals for Fall 2004 and 60 for Spring 2005. A referral is made when an instructor contacts a counselor regarding a concern with a student, and the counselor then asks the student to come in for counseling about the matter. Ultimately, in most cases, students will either continue in the course or will decide to withdraw from one or all courses, depending on their situation. Students are informed about the consequences of withdrawing from a course and how it would affect other areas of their lives as college students.

Probation, Suspension, and Dismissal Program

In AY 2005 the PSD Coordinator continued to work closely with OAR to ensure that Probation student listings were accurate. The task itself required the PSD Coordinator and the Registrar to review for accuracy every transcript of students on probation, prior to the start of each term. If the PSD Coordinator found errors on any of the transcripts, the transcripts were returned and changes were made to correctly reflect the student's standing.

Probation listings include students with Term Only, Cumulative Only, and Term AND Cumulative (At-Risk) probation statuses. Individuals who fall in the At-Risk category are required to have a follow-up contact with the PSD Coordinator, as are those students returning after a suspension or dismissal. Once the listing is finalized, the PSD Coordinator reviews all letters of notification sent out by OAR as an additional means of ensuring that information is accurate and the letters are sent. A copy of each letter is sent to the student's advisor and to appropriate College personnel at the satellite campuses, and another is kept on file with the PSD Coordinator.

Ideally, the listing is to be finalized once all grades have been submitted for all students and prior to the beginning of the following term. However, due to a shortage of manpower in AY 2005, OAR was not able to review transcripts in a timely manner which resulted in a delay in the process of notifying students of their status. During registration, students who were placed on academic suspension had their records flagged on PowerCAMPUS and were not allowed to register for that term.

Early in Spring 2005 the Program conducted a two-part workshop on "Probation, Suspension, and Dismissal: Moving Beyond the Gloom and Doom." This workshop was designed to educate students on NMC policies and procedures related to PSD, and to develop the knowledge and skills needed to avoid or remove oneself from poor academic standing.

In Fall 2004 there were 28 students placed on cumulative probation, 106 students on term probation, and 116 students on cumulative and term probation. In Spring 2005, 13 students were placed on cumulative probation, 82 students on term probation, and 99 students on cumulative and term probation; nine students continued on at-risk probation, 12 students were removed from probation, 27 students were suspended, and two students were dismissed. The PSD Program is one means by which CPS can assist with the College's student retention efforts and ensure that necessary counseling is provided for these students.

Disability Support Services

In AY 2005, NMC's Disability Support Services (DSS) Program provided reasonable accommodation to College students with disabilities. The Disability Services Coordinator performed 30 Assistive Technology Assessments for students with disabilities to determine the assistive technology needs and reasonable accommodations for each student. To better serve the students, more assistive technology devices and accommodations were added during this academic year. In collaboration with Student Support Services, a software program called "Testtalker" was purchased to provide testing accommodations to students with learning disabilities and visual impairments. The software will be installed on computers located in the Student Support Services and Counseling Programs and Services facilities, and appropriate training for students with disabilities, instructors, tutors, and concerned staff will be conducted. The Program Coordinator teamed with Library Programs and Services and Information and Learning Technology to launch the Audiobook Program, which aims to assist students with dyslexia and visual impairments.

To increase capacity in NMC's tutoring services for students with disabilities, in October 2004 the Coordinator trained the 11 tutors and staff of Student Support Services in types of disabilities, different assistive technology devices that assist students with disabilities in learning, accommodations for each type of disability, and communicating with people with disabilities.

Additional services are provided by DSS throughout the academic year in the area of Outreach and Community Awareness on Disability. DSS works to increase such awareness through the use of newspapers and television. The Coordinator reaches out to students by calling, visiting, and encouraging them to go back to school if they have stopped enrolling for some reason. Those with medical conditions are visited by the Coordinator, to assess the needs of students while at home or in the hospital and to provide appropriate advice (academic and personal) and accommodation during such times. Technical assistance is provided to parents of students with disabilities in terms of planning for transition, assistive technology devices and services, DSS services, and other disability-related issues.

Transitional Services are provided to students with disabilities in high school who intend to enroll at NMC. The Disability Services Coordinator assists PSS's Special Education Program with assessment of the assistive technology needs of students with disabilities in academic and non-academic programs. The Coordinator also attends Individualized Educational Plan (IEP) meetings of those students who plan to attend NMC.

To develop leadership qualities, responsibility, and independence of students with disabilities, in AY 2005 the Coordinator and students visited a number of government and community agencies and businesses such as the Governor's Office, NMPASI, Department of Public Safety, banks, shopping centers, and parks. In Fall 2004 the Empowered Students' League commemorated the events of September 11, 2001 in a gathering held in the Counseling Office.

DSS continued its practice of collaborating with numerous public and private disability-related agencies, locally, nationally, and internationally, for referral, resources, and information that will benefit CNMI individuals with disabilities.

In September 2004 the Coordinator made four presentations to 300 international participants during the 3rd Joint International Conference on Disability and Biophilia Rehabilitation Conference held in the Philippines. In the same month the Coordinator also held workshops for 25 NMC Upward Bound

students, providing information and an overview of the Disability Support Services Program as well as sensitivity training.

In AY 2005 the Coordinator attended workshops on the Americans with Disabilities Act, co-sponsored by the Council on Developmental Disabilities, UCEDD, and NMPASI, and NMC's Assessment Workshop.

From February to July 2005 the DSS Coordinator was on leave from work for health reasons. However, despite the absence of the Coordinator, CPS was able to provide the bare minimum of services needed to assist students and faculty under the Program.

FINANCIAL AID

Overview

The primary function of the Financial Aid Office (FAO) is to administer the various financial aid programs available to help eligible students defray their educational costs. The FAO's mission is to help students obtain adequate financial assistance (local and federal) when applying for admission to or continuing enrollment at NMC. Financial aid may come in the form of grants, scholarships, part-time on-campus and off-campus employment, and tuition waivers. 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, V.A. educational benefits, U.S. Army tuition assistance, and other forms of student financial aid.

Accomplishments

In AY 2005, the College's current "Reimbursement Status" was upgraded from "Cash Monitoring III" to "Cash Monitoring II" as a result of improved processes and controls within the Financial Aid Office. These improved processes and controls resulted in files being submitted to the Pell regional office for reimbursement with very few to no compliance exceptions. All reimbursement requests for Title IV programs for Award Year 2005 were completed on July 27, 2005 by the Financial Aid Office, and the last submission to the U.S. Department of Education was received on August 15, 2005.

In Award Year 2005 a total of 427 NMC students received \$1,124,327.26 in various Title IV funds. Of this amount, approximately \$674,596.36 or 60 percent was received by NMC and approximately \$449,730.90 or 40 percent was reimbursed. In the same period, 123 Pell Grant recipients received aid totaling \$27,016.00 from the Supplemental Education Opportunity Grant (SEOG). In addition, 34 students participated in the Federal College Work-Study (CWS) program with gross earnings of \$33,386.15.

INFORMATION AND LEARNING TECHNOLOGY

Overview

Information and Learning Technology (ILT) is responsible for supporting NMC students, faculty, and staff with technology tools, services, and training in order to meet the mission and goals of the College. In addition to the Office of the Director, ILT consists of three units: Information Services, Educational Technology and Media Services, and Web Services.

Accomplishments

The 2005 academic year was one of continuing progress in the use of technology to support learning at NMC. A number of technology initiatives were undertaken in the use of technology to support the learning mission of the College. Improvements and additions were made in the areas of student e-mail, online learning tools, classroom technology, faculty and student computer access, and networking. Support for these initiatives came from a variety of sources including federal grant programs.

Grant Projects

Federal grant funding for technology projects continues to be an important source of support for new technology initiatives at the College. In AY 2005 NMC successfully completed a three-year "Preparing Tomorrow's Teachers to Use Technology" (PT3) grant project funded by the U.S. Department of Education. The goal of that project was to increase the ability of future teachers to effectively use technology in the classroom. The project provided training and tools for faculty and public school mentor teachers to model the use of educational technology for NMC School of Education students.

AY 2005 also marked the third year of a five-year Title III Strengthening Institutions grant from the U.S. Department of Education. This project aims to increase student achievement and retention by using networked learning resources. Expansion of student access to computers, improved networking infrastructure, the use of online learning resources, and faculty training are all part of the strategies for the project.

Technology Improvements

Technology improvements continued to be made at NMC to better serve clients and support more effective learning in and out of the classroom. Improvements implemented this year included a new e-mail system, expanded online learning, classroom technology, faculty and student computers, and network enhancements.

Student E-mail

In January 2005 a new Student E-mail System was launched to provide all students enrolled at NMC with a College e-mail account. NMC Student E-mail serves as an additional means of official communication with students for both administrative and instructional areas.

Online Learning

AY 2005 saw continuing expansion in the use of the *NMC Online* (<http://courses.nmcnet.edu>) course management system that provides students with 24-hour access to course materials and online tools for communication and interaction with instructors and classmates. Launched last year, NMC Online experienced steady growth in the number of courses and the number of student users. Also this year, the NMC Online system was dual purposed to host a new NMC Institutional e-Portfolio site, to document institutional processes for and progress toward fulfillment of the College mission. ILT has provided numerous training opportunities for faculty and staff to learn the use of the new system.

Several new online learning resources were made available to the NMC community this year. These include campus-wide access to Atomic Learning, an online software learning tutorial service,

CollegeSource, an online library of over 30,000 college catalogs, Turnitin, an online plagiarism prevention and education service, and Flashlight Online, an online survey and assessment tools site.

Classroom Technology

NMC installed additional new multimedia projectors in its classrooms. These projectors can be connected to a computer to provide multimedia presentations or can be linked to classroom VCR or DVD players. Plans are to have all classrooms on all campuses equipped with multimedia projectors and Internet connectivity in the coming year.

Faculty and Student Computers

One of the goals of ILT is to increase the number of computers available for use by NMC students and faculty. This year, more than 40 new computers were provided for student use in the library and computer lab facilities at the College. A set of laptop computers was purchased for use by School of Education students during their semester of Student Teaching field experience. In addition, 16 new laptops were purchased as part of the ongoing Faculty Laptop Program. These laptop computers help faculty increase their technology skills, access Internet resources, create multimedia presentations, and use a variety of resources to support teaching and learning.

Network Improvements

In AY 2005 work continued on an NMC Network Improvement Project. The project aims to upgrade NMC's networking infrastructure to meet national guidelines for higher education campus networks. New equipment and fiber optic cable was purchased this year for high-speed inter-building connections. The new network will allow the College to expand the use of digital communication and multimedia learning technologies.

LIBRARY PROGRAMS AND SERVICES

Overview

Library Programs and Services (LPS) comprises the Olympio T. Borja Memorial Library, Oceanic and Special Collections, CNMI Archives, and the Curriculum Resource Center. LPS also works with the combined NMC-public libraries on Tinian and Rota. In support of NMC's institutional mission, the primary mission of LPS is to provide students, faculty, staff, and residents of the CNMI with resources and services that support and enhance academic and community-based programs. The Borja Memorial Library provides most of the support for NMC's two-year programs. The Curriculum Resource Center provides the majority of support for the School of Education's four-year program. In addition, the Oceanic and Special Collections and the CNMI Archives are tasked with the location and preservation of any/all materials relevant to the history of the CNMI. Finally, the Tinian Library provides support to students on NMC's Tinian campus and the Rota Library, when opened, will provide support to students on NMC's Rota campus.

Accomplishments

Borja Memorial Library

The Borja Memorial Library continued to improve services and expand access to resources in a variety of ways during AY 2005. Nearly 1,500 new titles were added to the Borja collection. Circulation has drastically increased: 11,086 books and audiovisual materials were checked out from August 1, 2004 through July 31, 2005, a 35 percent increase over the period ending July 31, 2004 and a 65 percent increase over the period ending July 31, 2003. More than 2,800 patron questions were answered and 46 interlibrary loan requests were fulfilled.

During the academic year 100 library instruction sessions were taught. During this period the library instruction program also went through some major changes and improvements. Instructors are now encouraged to bring their students in for multiple library instruction sessions so that students can get

more hands-on practice using and evaluating online and print sources. In addition, library instruction sessions are now tied to assessment activities and student learning outcomes. Finally, the Academic Librarian has expanded the program to reach students via NMC Online.

Borja Library acquired five additional laptop computers, bringing the total number of laptops available for student checkout to 11. Computer resources were further improved by upgrading staff computer software to Microsoft XP. Students continued to have access to Ebsco's Suite of 26 research databases.

During AY 2005 a great deal of progress was made toward getting the new online catalog running. A consultant from Dynix (the online catalog vendor) came to Saipan and installed a new web server and new production server in order to upgrade to the latest version of Horizon (the online catalog system). In addition, corrected records were loaded into the database and Library Services staff members worked on adding barcodes for all records. The new online catalog has been installed in the CNMI Archives and Borja Memorial Library. The system is expected to be up and running in full by the end of Fall 2005. Staff received training on circulation, cataloging, and Horizon Information Portal server administration in April.

Oceanic and Special Collections

In AY 2005 the Special Collections Curator initiated, formulated, and fabricated the first policy and procedure statement to address the concerns of standardized fee schedules for research, publication usage of Special Collections holdings in both "hard copy" and electronic versions, and copyright issues, with the intent of ensuring that the College receives recognition for any use of the holdings of these collections. After being approved by the College Council, the policy statement was submitted to the NMC Board of Regents for its review and approval and then was transmitted to the Commonwealth Register for Public Notice in order to attain the consensus of the CNMI public that this be made a document of legal merit. With these policies and procedures in place, the Special Collections are now empowered with the sanctioned authority to give patrons of the collections a more structured account of their respective limits and responsibilities in using these materials.

The Oceanic and Special Collections received from the publisher of the SaipanBalita/Napapanahong Balita Sa Sariling Wika a complete full run of the "hard copy" issues which were published on both Saipan and Guam from 1991 through 1993. This Filipino newspaper provides an invaluable insight into issues and concerns of the Filipino community in the Commonwealth during the early 1990s. The second major contribution to the Special Collections came from local media personality Bruce Lloyd, who donated 264 videos comprising Marianas Cable Vision News tapes; the original "raw" beta tapes from "Witnesses to War"; the 1993 coverage of the Article 12 issue including public hearings; copies of the National Archives Marine Corps films of Saipan and Tinian; various Saipan scenic advertising shots circa early 1990s; the inauguration of and numerous special events during the administration of Governor Froilan C. Tenorio, 1993-1997; gubernatorial debates, etc.

The Special Collections Curator collaborated with the media producer for the Micronesian Seminar on Pohnpei, in a project to provide videos and 16-mm. Pacific movie resources for incorporation into an online production which the Seminar has added to its website. The Special Collections Curator also assisted Borja Library staff in editing catalog records and bar coding the collection.

CNMI Archives

The CNMI Archives is mandated by Public Law No. 8-18, "Postsecondary Education Act," and Public Law 8-41, "Open Government Act," to collect all CNMI legal, political, historical, and other research materials or publications funded by the CNMI Government in order to preserve and to make them available to CNMI residents and scholars from abroad conducting research on the Northern Mariana Islands.

In AY 2005 a total of 387 patrons visited the CNMI Archives to do research, including NMC students, private attorneys, legislators, government officials and their staff, and World War II veterans. This number does not include the many phone calls received from CNMI government offices and private individuals. Throughout the year the Archives continued to receive government publications and adopted minutes of all boards and commissions, and continued to preserve all government documents by microfilming them and storing hard copies in acid-free boxes.

In 2005 the Chamorro and Carolinian Language Policy Commission requested the CNMI Archivist's assistance in working on the "Abiba I Lenggua hita" television program, which promotes local programs in the CNMI. The CNMI Archives Oral History Project, which featured Chamorros who migrated from the Marianas to Yap, Papua New Guinea, and Australia during the German and Japanese administrations, was shown during June and July 2005 on Marianas Cablevision's Channel 7. As a result, the CNMI Archives received numerous inquires about the project from relatives on Saipan, Tinian, Rota, and Guam.

Equipment upgrades for the Archives during the academic year included a counter component for the microfiche reader/printer, which has greatly improved the efficiency of searching, and the purchase of a microfilm cabinet to provide more space for film storage.

Curriculum Resource Center (CRC)

More than 1,300 items were added to the CRC collection in AY 2005. This brings the total number of items in the collection to approximately 10,000, a 15 percent increase in the collection size over last year. New acquisitions included award-winning children's and young adult titles; thematic units; elementary and middle school level nonfiction books; "how to" books; books on educational themes; nonfiction educational resources for future teachers; and a selection of videos and DVDs to support the curriculum. The CRC also received a sizable book donation from the College Lab School when it closed at the end of the 2004-2005 school year. To EBSCO's suite of databases and the Facts on File Curriculum Resource Center databases, the Children's Literature Comprehensive Database was added in 2005. Two new laptop computers, which students may use in the CRC or take to class for presentations, were also acquired.

Circulation in the CRC continues to increase. A total of 6,928 books and audiovisual materials were checked out from August 1, 2004 through July 31, 2005, a 6 percent increase over the period ending July 31, 2004 and a 44 percent increase over the period ending July 31, 2003.

May 2005 saw the departure of the CRC Librarian. However, a new CRC Librarian accepted the position at the end of July 2005.

Tinian Library

The Tinian Library collection has continued to expand. Some \$6,200 (\$4,900 books, \$1,300 magazines) was budgeted and spent for library materials in AY 2005, a significant increase from previous years. A major portion of the book budget was devoted to practical books for education majors. The Soka Gokkai, a large Buddhist denomination based in Japan, also donated a collection of materials. With the installation of the Horizon web server, the Horizon online catalog is now accessible and the Tinian Library collection can now be searched. Six public access Internet stations are available for student use.

At the beginning of Spring 2005 the College adopted Student Learning Outcomes (SLOs) as key indicators of course/program effectiveness. The Tinian Library identified SLOs for three groups of NMC Tinian students: (1) In Spring 2005, two classes of Adult Basic Education received instruction and demonstrated achievement of outcomes for dictionary use and basic Internet search; (2) the English 202 class received instruction and demonstrated achievement for the outcome of utilizing the EBSCO online

periodical database; and (3) the Children's Literature class identified 50 good children's books, cataloged them, summarized them on index cards, and reported on some of them in class.

Rota Library

During AY 2005 the Director of Library Programs and Services worked with the Rota Campus Administrator to draw up a collateral equipment plan for a proposed bid package. The opening date for the Rota Library has not yet been scheduled.

STUDENT ACTIVITIES AND LEADERSHIP

Overview

The Office of Student Activities and Leadership (OSAL) is committed to enriching the student learning experience by providing and promoting non-classroom educational activities that develop leadership qualities, character, integrity, responsibility, a positive work ethic, and teamwork. In order to increase overall student participation in NMC activities and promote a greater sense of "campus spirit," OSAL collaborates with the student government, NMC departments, faculty, staff, and community organizations in planning and carrying out a multitude of diverse student activities. At the present time, OSAL is active only on the Saipan campus.

Accomplishments

OSAL updated the Student Center computer room with six new computers, a scanner, and a laser printer. The Center also has wireless networking, allowing students to bring in their laptop computers and have Internet connectivity.

OSAL and ASNMC installed a projector for the Student Center's main room. The projector is used for presentations and "Student Center Movie Nights."

NMC students hosted students from Korea and Japan. OSAL student leaders, student club members, and SAPC members organized a tour, sports, and speech events for the visiting students.

OSAL and ASNMC chaired NMC's 24th Charter Day celebration. The event drew an estimated 6,000 visitors—the largest-ever turnout for this event. OSAL and ASNMC secured corporate sponsorship, with local companies donating over \$12,000 in monetary and in-kind contributions.

OSAL and ASNMC planned and coordinated New Student Orientation. Orientation activities included a campus-wide scavenger hunt to familiarize students with their surroundings; informational speeches and handouts by College administrators, staff, and faculty; and a welcoming barbecue sponsored by NMC for all new students and their family members.

Students learned about health and wellness through a series of presentations organized by an NMC instructor. The health and wellness series addressed issues important to students such as alcoholism and drug abuse, suicide, nutrition, diabetes, and how to deal with stress.

OSAL assisted in the selection of one NMC student to represent the CNMI as goodwill ambassador aboard the *Wakai Nekko no Kai*, a Japanese "floating university" that visits Saipan annually. The NMC student flew to Japan and then returned on board the ship, where she practiced her Japanese speaking skills and learned more about the Japanese culture through a series of classes and activities.

OSAL student leaders assisted in planning and coordinating a number of other events, including NMC's annual Monster Mash, billiards tournaments, student socials, and the "NMC Academic Challenge – Students vs. Faculty."

OSAL and ASNMC student leaders hosted an informational forum featuring the CNMI's gubernatorial candidates. Three of the four candidates were on hand to address student questions.

SUPPORT UNITS

General Overview

The following support units perform vital basic functions related to operating the College: Administrative Services; Auxiliary Services; Finance, Procurement, and Budget; Human Resources Office; Office of Institutional Effectiveness; and Office of Marketing and Public Relations. Collectively, these units function to ensure the continuous maintenance of systems that support the instructional programs and co-curricular activities of the College.

Essential services provided by these departments include the accurate and timely billing of student tuition and fees, acquisition and sale of textbooks, procurement of necessary supplies and materials, development of the annual budget, and maintenance of College facilities. These offices also perform human resource functions, process data and produce compliance reports, generate marketing efforts for the College, and manage its public relations.

ADMINISTRATIVE SERVICES

Overview

Administrative Services is tasked with a very broad range of responsibilities in support of the mission and goals of the College. The division includes the Facilities Maintenance and the Operations departments. Both are staffed with dedicated professionals whose areas of responsibility include facilities and equipment maintenance, ADA compliance, disaster preparedness and recovery, custodial and groundskeeping services, security services, telephone services, and facilities master planning.

Accomplishments

Over the course of AY 2005 Administrative Services revised several of its plans. The Operations and Maintenance Plan was revised in January 2005. This plan documents the work and schedules of many day-to-day activities for maintenance and custodial personnel.

In April 2005 the Facilities Master Plan was completed. This plan describes five major capital improvement projects that, when completed, would allow NMC to more than double its student capacity and improve the learning environment. A long-term renovation plan was revisited and revised in August 2005 to define the College's renovation needs for the next ten years. The renovation plan also takes into account short-term needs, and some of these projects would not be necessary if funding can be identified and secured for capital improvement projects.

The Administrative Information Manual was also updated during the academic year. It provides information about many of the services provided by the division, general campus information, floor plans for each building, and information on building use, space, and condition.

A Hazard Mitigation Grant in the amount of \$36,000 was approved by the Federal Emergency Management Agency during this period, and NMC is currently in the process of obtaining approximately 150 typhoon shutters for windows and doors most exposed to hazards. This project was contracted to a local firm and will be completed prior to the end of calendar year 2005.

In AY 2005 a telephone hotline system was contracted through Verizon. This system gives NMC an easy way to provide information to students, employees, and any interested individual about campus activities, registration, campus closures due to typhoons, and any other information that may be helpful. Access to the system is made by telephone at 235-NMC1.

A long-standing problem of the presence of hazardous chemicals on campus was resolved during this period. The federal Environmental Protection Agency contracted with a chemical disposal firm to remove the chemicals from the campus and ship them to a disposal center. This project saved the college approximately \$25,000 in disposal fees.

The recently completed Management Review Desk Audit (MRDA) indicates that the College's facilities are facing many age-related problems. It states, "The Saipan campus facilities are not considered adequate to meet current or future needs of the College" (p. 11). However, "It was consistently reported that the staff overseeing facilities upkeep are doing what is necessary to keep the campus functioning and in reasonably good appearance" (p. 7).

AUXILIARY SERVICES

Overview

Auxiliary Services supports the mission and goals of the College through the operation of the NMC Bookstore, which provides educational materials (primarily textbooks) and other retail items for sale to students, faculty, staff, and the CNMI community.

While the merchandise mix continues to expand and change, the NMC Bookstore's primary product—in terms of mission, image, investment, and sales—remains textbooks. The Bookstore strives to provide the campus community with essential services and materials that further the institution's educational mission and contribute to its intellectual climate.

Accomplishments

In AY 2005 the NMC Bookstore's new Point-of-Sale (POS) system was fully implemented and it continues to enhance the service and efficiency of the Bookstore's daily operations. With the new POS system the Bookstore is able to collect and utilize pertinent information on sales, and customer data produced to help management in the planning of monthly store activities, especially with the scheduling of staff during rush periods. For example, a Time-of-Day Analysis report enables the Bookstore to review the daily sales volume and utilize that information for staff scheduling to help provide efficient service and keep the flow of store traffic moving.

The reception area and sales floor/displays were regularly modified to create an open and more inviting atmosphere, which helped draw additional sales during slow periods in AY 2005.

While textbooks remained the primary product sold, sales in supplies and apparel (consisting of NMC insignia merchandise) increased during AY 2005, despite the decrease in enrollment. Of revenues

reported for AY 2005, textbook sales provided approximately 67 percent, supplies sales about 19 percent, and apparel sales some 7percent.

The textbook ordering process continued to be successful in AY 2005 as the Bookstore established business with new vendors/suppliers. The Bookstore now has more than 100 book vendors available to serve NMC with required textbooks and recommended trade books and reference materials.

The Bookstore continued its membership in Connect2One (a division of the Nebraska Book Company) which is a NACS-certified buying group in the college bookstore industry that helps institutional stores, such as the NMC Bookstore, stay competitive in today's marketplace. As a member of Connect2One, the NMC Bookstore can realize substantial savings in the purchase of general merchandise and supplies, textbooks, trade books, and other products/services.

The Trade Books selection improved in AY 2005 and more nationally best-selling titles have been acquired to serve Bookstore customers.

Throughout the academic year the Bookstore managed to gain new customers as well as maintain its regular base. The Bookstore has been receiving and accommodating book orders from private businesses and government agencies such as the Department of Public Safety's EMS and Corrections units, Department of Public Health's Nursing Division, and Northern Marianas Academy, for academic and professional materials essential for the training of their staff and clients.

FINANCE, PROCUREMENT, AND BUDGET

Overview

The Department of Finance, Procurement, and Budget constitutes the accounting and financial arm of the College. It includes the Finance (Accounting), Procurement, and Budget Offices. All accounting functions of the College are centralized and it is the Department's responsibility to provide this service to the entire institution. The Department of Finance, Procurement, and Budget is also responsible for translating administrative and academic plans into an annual budget, developing reports for assessing actual performance against plans, monitoring and assessing the College's fiscal performance, and providing analysis and decision support.

Accomplishments

Having successfully addressed the deficit it faced in FY 2004, the College in FY 2005 directed considerable effort to further stabilizing the finances of the institution and addressing long-outstanding audit issues. As was the case in the previous fiscal year, the College remained under continuing resolution funding levels in FY 2005 and thus prudent use of its financial resources was again of paramount importance.

The Department of Finance, Procurement, and Budget continued to move toward greater accountability, improved financial reporting, and financial stability. The following major accomplishments for AY 2005 provide evidence of such progress:

- Completion of the FY 2004 audit by the OMB Circular A-133 deadline with reduced levels of findings and questioned costs
- Resolution of a majority of outstanding questioned costs
- Development and federal approval of the College's Indirect Cost Rate for FY 2001—2004
- Facilitating the successful return of the La Fiesta Shopping Center to the Office of the Governor
- Establishment of the Contingency Fund with initial funding of \$300,000
- Ending the financial year with a balanced budget and another surplus

Completion of the FY 2004 audit by the OMB Circular A-133 deadline with reduced levels of findings and questioned costs. For the third successive financial year, the College completed its annual audit and a final report was issued prior to the June 30 annual deadline imposed by OMB Circular A-133. The audit report again evidenced continued improvement in the College's finances, with a substantially lower number of audit findings than those noted in the FY 2003 audit and with questioned costs at less than 5 percent of the amount questioned in FY2003.

Resolution of a majority of outstanding questioned costs. The College also embarked on a project to resolve long-outstanding questioned costs which have been cited in its audit reports. The total amount of such costs cited in the FY 2003 audit report was approximately \$1.8 million. As a result of locating documentation to support some of the questioned costs, installing additional procedures and controls to ensure that such findings were not repeated, meeting with federal agencies, and returning certain funds to various federal agencies, the College was able to resolve approximately \$1.6 million worth of questioned costs and to end FY 2004 with approximately \$200,000 in outstanding questioned costs.

Development and federal approval of the College's Indirect Cost Rate for FY 2001—2004. In FY 2005 the College began the task of calculating its internal indirect cost rate and justifying this to the U.S. Department of Health and Human Services (DHHS) for approval. The lack of a federally approved indirect cost rate for the institution has been a source of numerous audit findings and questioned costs. Unless such a rate were calculated and approved by the federal agency charged with such responsibility, which in the College's case is DHHS, the findings and related questioned costs would continue to be raised. After several meetings with DHHS officials in San Francisco, a retroactive rate of 38 percent for FY 2001—2003 and a go-forward rate of 38 percent for FY 2004 was approved by DHHS for all unrestricted federal programs administered by the College. This was another first for the institution.

Facilitating the successful return of the La Fiesta Shopping Center to the Office of the Governor. On assumption of the ownership and operations of the La Fiesta Shopping Center in January 2004, it quickly became evident that the College did not have the financial resources to operate the facility as a shopping center, nor the resources deemed necessary to renovate the facility into a college campus. As a result, the College began negotiating with the Office of the Governor to return the facility to the central government. After one year of operating the facility, the College officially transferred the facility to the Office of the Governor in early 2005.

Establishment of the Contingency Fund with initial funding of \$300,000. One of the concerns raised by the College's accrediting body, WASC, relative to NMC's finances, is its lack of proper planning for financial contingencies. As a result, the College developed and presented to the Board of Regents a policy requiring that the institution place at least 5 percent of its annual Operations Budget into a contingency fund which cannot be withdrawn without the approval of the Board of Regents. For FY 2005, the policy required that the College set aside \$150,000 for this purpose. Toward the end of the fiscal year the College actually set aside double that amount, or \$300,000, for a Contingency Fund held in the form of a time certificate of deposit at a local commercial bank.

Ending the financial year with a balanced budget and another surplus. Also in accordance with Board policy, the College ended fiscal year 2005 with a balanced budget. It expects, subject to audit, to post another considerable surplus for the year. This would be the second consecutive year that the College has ensured that it operated on a balanced budget and actually posted an operating surplus.

HUMAN RESOURCES

XII.

XIII. Overview

The Human Resources Office (HRO) supports the instructional programs, departments, and administrative units that help ensure student learning, by providing services that result in qualified and sufficient human resources for the College.

Accomplishments

Recruitment Program

In AY 2005 the College hired eight faculty members in science, nursing, education, computer applications, languages, and humanities; one librarian; and a total of three support staff. Due to the outdated NMC salary schedule it remains difficult to hire qualified faculty from outside the CNMI. Hiring remains at its lowest-ever level due to the ongoing austerity measures.

HR Policies and Procedures

New HR policies and procedures were drafted in AY 2005 and are now being reviewed by the Board of Regents for action. Each policy and procedure is developed essentially in response to changing issues and challenges faced by the College community.

Performance Evaluation Instruments

The purpose of the evaluation instrument is to serve as a foundation for aligning employee performance with institutional plans and goals. Performance ratings should be used to provide the basis for promotion, career development, training, and recording job performance strengths and weaknesses for future action. With the hard work of the Faculty and Staff Senates, NMC now has nine performance evaluation instruments in place and ready to be implemented in Fall 2005.

Employee Morale

In AY 2005 the Spirit Squad continued to boost morale and strengthen camaraderie among employees on Saipan, Tinian, and Rota with scheduled monthly activities such as Coffee Connection, SOUPer Day, NMC Pride Day, Pizza Connection, and Ice Cream Day. These activities are funded by employee donations and made possible by the dedication of Spirit Squad members. Employees have commended the Spirit Squad for its efforts in strengthening *esprit de corps* within the institution.

Employee Orientation

Orientation sessions for the new employee performance evaluation instruments were conducted in June and July 2005. In August 2005 the Faculty and Staff Senates held joint professional development days with HRO contributing several orientation sessions on different topics. Currently, mini orientations are scheduled on a quarterly basis to acquaint new and current employees with HR policies and procedures.

INSTITUTIONAL EFFECTIVENESS

Overview

The Office of Institutional Effectiveness (OIE) supports the mission of Northern Marianas College by coordinating program evaluation and the comprehensive assessment plan. In addition, the OIE directs the development of surveys and the reporting of results. The Office responds to internal and external requests for student information, collaborating with three other College departments to provide accurate, complete, and timely student data. The OIE also informs the Planning, Budget, and Evaluation Council of findings so that the necessary human, technological, physical, and financial resources can be allocated to meet institutional goals.

The Office coordinates production of the three yearly reports of the College: the *Annual Report*, *Performance Report*, and *Public Law 5-32/10-66 Report*. These reports are distributed to the College community and to the public. The OIE also assists the Accreditation Liaison Officer in preparing progress reports and self studies.

Accomplishments

In AY 2005 the OIE continued to make progress in program assessment, this despite the loss of the Director in December 2004. The College's efforts in program assessment are in concert with institutional goals and with a major Recommendation of the Accrediting Commission. NMC assessment activities include the development of student learning outcomes and objective measurements, the collection of student work, dialogue about student work, and improvements made to programs based on assessment results. During the academic year the Assessment Task Force revised the Institutional Assessment Plan, the draft of which is being reviewed by the College community for implementation in AY 2006.

The OIE collaborates with the Office of Admissions and Records, the Finance and Procurement Office, and Information and Learning Technology to ensure that the availability of student information is equal to

the requests made for such information. The PowerCAMPUS Committee brings these four departments together to discuss the various types of student information needed, and how to input this information into the system.

In AY 2005 the Institutional Researcher reported student enrollment and graduation information for institutional reports and otherwise as requested. This information is used by NMC for such varied purposes as program planning and assessment and in preparing grant applications, and is provided externally to meet local and federal reporting requirements and requests from the public.

OIE administered two surveys to students in AY 2005. The Noel-Levitz Student Satisfaction Inventory was administered to a cross-section of students representing all majors and enrollment statuses. This survey measures students' satisfaction with a wide range of college experiences, and measures how important these experiences are to NMC students. The report by Noel-Levitz of the survey results was distributed to the College community for use in program assessment and improvement. The NMC Graduating Student Survey 2005 was administered to students who had been certified to graduate by OAR. The purpose of this survey was to identify the graduates' levels of satisfaction with the programs and services of the College. Students were also asked about their perceived personal growth. The results of this survey are scheduled to be reported by the OIE and distributed to the College community in Fall 2005.

The OIE sent out Calls to the NMC community for three institutional reports in AY 2005: the *2004 Annual Report*, *2004 Public Law 5-32/10-66 Report*, and *Performance Report 2004*. These reports communicate to the institution and to the public the College's annual accomplishments and progress made toward meeting its institutional goals, and they provide an update to the Legislature on programs funded by P.L. 5-32/10-66. Assignments, guidelines, and instructions for report contributors were distributed along with each Call. The OIE conducted three orientations to these reports for the College community. The *Performance Report 2004*, the *2004 Annual Report* and the *2004 Public Law 5-32/10-66 Report* were produced and distributed during AY 2005.

INSTRUCTIONAL SITE REPORTS

NMC TINIAN

Overview

NMC Tinian is a satellite facility for Northern Marianas College located on the island of Tinian. With 15 full-time employees, it is responsible for offering the people of Tinian instructional programs and services in a variety of fields leading to certificates and degrees, as well as research and extension services. NMC Tinian operates an Adult Basic Education program for adult learners who wish to receive a high school diploma, and implements the TRIO academic success programs—Educational Talent Search, Upward Bound, and Student Support Services. NMC-Tinian CREES serves the community through its research and extension programs.

Accomplishments

NMC Tinian held its first-ever Commencement Exercises in May 2005. One B.S. degree in Elementary Education was awarded, along with two A.A. degrees in Liberal Arts, one A.A.S. degree in Business Administration, two A.A.S. degrees in Criminal Justice, three Certificates of Completion in Early Childhood Education, and 33 Adult High School diplomas.

In August 2004 a new DSL line was installed to allow Tinian students more and better Distance Learning opportunities. Instruction by this means was provided for courses in Chamorro, Introduction to Marketing, Fundamentals of Speech Communication, and Inclusive Practices for Children with Learning Problems.

The Student Appreciation/Arbor Day Celebration was held in October 2004, and in April 2005 an architect and engineering firm was selected for a new NMC Tinian Student Services Center Building.

A full-time English instructor was hired for NMC Tinian in AY 2005.

Information about AY 2005 accomplishments for the TRIO and CREES programs on Tinian may be found in those sections of this report.

NMC ROTA

Overview

NMC Rota is a satellite facility established to provide postsecondary, continuing, and adult education and training opportunities for the purpose of improving the quality of life for the people of Rota.

NMC Rota offers a variety of programs and services to the community: the A.A. degree program in Liberal Arts, the Certificate of Completion program in Business Management, Adult Basic Education, Upward Bound, Educational Talent Search, Student Support Services, CREES Agriculture Research and Extension, 4-H Youth Development Program, and Expanded Food and Nutrition Education Program (EFNEP).

Accomplishments

Academic

In AY 2005 seven A.A. degrees in Liberal Arts were awarded to NMC Rota students, along with one A.A.S. degree in Criminal Justice and one Certificate of Achievement in Related Services.

Nine Rota students graduated from the Upward Bound Program at the end of the Saipan Summer Component in July 2005.

Two Upward Bound students were selected to participate in a six-week math/science summer program in 2005. One attended Leeward Community College's UBP in Hawaii and another attended Monterey Peninsula College in California.

A total of 60 students ages 9 to 14 attended NMC Rota's 2005 six-week Summer Fun Program. This is an enrichment program that offers English reading and writing, math, and basic computer applications. This was the second year that the Rota legislative delegation sponsored the cost of tuition for this program.

The NMC Rota Distance Learning connection operated reliably in AY 2005, making it possible to schedule meetings with Saipan campus counterparts. It is hoped that NMC Rota will be able to offer course instruction through distance learning in Spring 2006.

Financial

In AY 2005 NMC Rota received \$36,000 from FEMA for damages caused by Typhoon Paka. Purchase orders were processed and checks were issued to most vendors. Some supplies and materials have been received while others are pending availability from off-island vendors. NMC Rota is also working with FEMA to complete damage claims for Typhoons Chaba and Pongsona.

NMC Rota received an in-kind donation (estimated value \$20,000) from the U.S. Military DRMO Surplus Outlet on Guam. The donation includes vehicles, furniture, equipment, and miscellaneous supplies. All college programs including the NMC-Rota Public Library are using these materials. NMC Rota paid only the freight cost for these donations.

A total of \$1,600 in classroom rentals was received from the Emergency Management Office for EMO workshops and meetings.

NMC Rota's Student Body Organization raised \$2,500 during the academic year to pay for students to travel to Saipan to attend the Commencement Exercises in May 2005.

Institutional Activities

A U.S. Presidential Mock Election event was sponsored by NMC Rota in November 2004 with a high level of participation by the community. The students were able to experience the process of public campaigning and running the election polls.

An International Education Week Festival was held for the first time at the Rota campus in November 2004. All public and private schools were invited to participate, relating the activity to class work and granting students extra credit for their participation.

Many students participated in the Service Learning Program during the AY 2005 Fall and Spring semesters.

In AY 2005, for the first time, Charter Day was celebrated on the Rota campus. The event emphasized the importance of educating the students and community about the value of a clean environment. Many government agencies and a number of private groups participated in Charter Day.

Tatachog News Network (TNN) has been established and is operated by NMC Rota staff and students, who gather news and videotape workshops, projects, and the like for airing on local T.V. Channel 5. TNN is doing very well, and NMC Rota hopes to be able to upgrade the media equipment to provide better training for staff and students.

Community Outreach

Throughout AY 2005, NMC Rota employees and students sponsored a bi-weekly, nine-mile roadside clean-up project to help beautify Rota and promote the College in the community.

NMC Rota assisted the CNMI Superior Court with its logistics needs when the Justice and Judges were on Rota to conduct legal education workshops for schools and the community.

NMC Rota made regular assessments of community education and training needs so that courses or workshops could be offered through the Community Development Institute.

NMC Rota is a member of the LUPOC Organization. LUPOC is composed of representatives from all government agencies and was organized to address economic and social needs on Rota. Through its participation in LUPOC, the College will receive assistance in marketing, logistics, and other areas when it schedules major events such as International Education Week.

A welcome partnership with the Department of Lands and Natural Resources has made it possible to promote NMC Rota through the printing of the College logo on DLNR tote bags that are distributed to local visitors, and in Japan and China, at no cost to NMC.

GOVERNANCE COUNCILS

COLLEGE COUNCIL

Overview

The NMC College Council serves as the executive leadership team of the institution. The Council deliberates on issues and challenges related to the programs, services, and operations of the College. Collectively, the members of the Council serve as a unit decision-making body of the College to ensure that NMC administrators, faculty, and staff members stay focused in meeting the vision, mission, and goals of the institution.

Through a collaborative and consultative communication process, the College Council reviews and recommends all policies, procedures, and actions needing approval or adoption by the NMC Board of Regents. This institutional decision-making group is comprised of the president, deans, directors, and various cross-functional representatives of the College community.

Accomplishments

The College Council facilitated a series of meetings in Fall 2004 with the Staff Senate, Faculty Senate, ASNMC Officers, and other members of the College community to explore best options regarding NMC's Proposal on the Utilization of the La Fiesta Shopping Mall. Ultimately, the Council's endorsement and decision to return the La Fiesta property to the CNMI Governor's Office was also unanimously supported and approved by the NMC Board of Regents.

The College Council in November 2004 approved the President's request to provide a professional development training by collaborating with the Research and Planning Group for California Community Colleges. The three-day Student Learning Outcomes (SLOs) and Assessment Workshop was attended by more than 80 NMC faculty, staff, and administrators in early January 2005. The training workshop helped enhance greater institutional understanding about SLOs and program reviews among NMC employees. The workshop also promoted greater dialogue on effective assessment practices that helped ensure the improvement of student learning becomes a college-wide endeavor.

To foster greater institutional collaboration and cooperation, the College Council expanded opportunities to improve communication and shared-governance throughout AY2004-2005 by engaging NMC employees in various college-wide planning activities, expanding membership in the College decision-making groups, and fostering organization-wide commitment to excellence and continuous improvement.

To address the increasing demands for educational accountability and to resolve institutional challenges, the College Council reviewed and updated the specific functions and membership compositions of all NMC decision-making groups and working committees during Spring 2005. This College Council initiative assisted NMC administrators and program managers in getting a more balance participation and engaging more employees in numerous college-wide activities.

Throughout AY2004-2005, the College Council reviewed, deliberated, and recommended a myriad of policies and actions needing approval or adoption by the Board of Regents. As the executive leadership

team of the College, the Council is committed to the continuous improvement of NMC's programs and services.

Membership

Antonio V. Deleon Guerrero, President
Joaquin M. Sablan, Jr., Dean of Academic Programs & Services
Jeanette Villagomez, Dean of Student Development
Jim Wedding, NMC Tinian Administrator
Severina Ogo, NMC Rota Administrator
Raajkumar Kurapati, Director of Finance & Procurement
Glenn Keaton, Academic Council Chairperson
Gerald Smith, Director of Information & Learning Technology
Greg Folta, Faculty Senate President
Agatha Ketebengang, ASNMC President
Lorraine T. Cabrera, Staff Senate President

FACULTY SENATE

Overview

The Northern Marianas College Faculty Senate is the legislative body of the NMC Faculty Assembly, which meets at least twice each semester. The Faculty Senate 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, which are a President, Vice President, and Secretary. The Senate holds regular meetings, as required by the Faculty Assembly Constitution.

The Faculty Senate President presides at all meetings of the Senate and the Assembly; actively seeks and encourages open and timely communication among all members of both the Senate and the 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 a voting member on the College Council; is the Faculty Representative to the Board of Regents; and is ex-officio member of all Faculty Assembly Committees, including the Professional Development Days Committee, but may not serve on any election committee.

Organization of and participation in the annual Professional Development Days (PDD) workshops is one of the most important roles assigned to the Faculty Assembly. Faculty and Faculty Senate members serve on a number of institutional committees in addition to coordinating and presenting at the PDD. These committees include the Planning, Budget, and Evaluation Council (PBEC), Academic Council, College Council, interview committees, grievance committees, employee recognition committees, evaluation committees, assessment teams, and self study committees.

Accomplishments

A major accomplishment for AY 2005 owed much to the hard work of the previous Faculty Senate President. A new permanent contract for both 10- and 12-month faculty was presented to faculty and staff before Summer 2005, approved by the College Council, and sent to the Board of Regents in Fall 2005.

The Faculty Senate President or representative attended most Board of Regents Meetings, which met almost monthly from January 2005.

Professional Development Days were held in August and September 2005. Faculty from Tinian and Rota were able to attend the August sessions.

The Faculty Senate has been working closely with the Staff Senate to improve faculty and staff morale. NMC staff were included in all PDDs, social events, and meetings in AY 2005.

STAFF SENATE

Overview

The Staff Senate serves as the official representative body of the Staff Assembly. The Senate acts in the Assembly's behalf in its relations with the College, and is accountable to the Assembly for its actions.

The Staff Senate provides an open forum for the concerns brought to it by the Assembly. The Senate also directly participates in the governance of the College by assisting in determining the need for, initiating and developing, and reviewing policies on administrative matters affecting the welfare of the College.

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

Accomplishments

AY 2005 accomplishments by the Staff Senate include establishment of the Staff Assembly Constitution, Staff Evaluation System, and Staff Senate budget. The Senate also helped organize and facilitate training activities, in conjunction with the Faculty Senate, as part of the Professional Development Days held in August 2005.

ASSOCIATED STUDENTS OF NORTHERN MARIANAS COLLEGE (ASNMC)

Overview

The Associated Students of Northern Marianas College (NMC's Student Government) fosters 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 Board of Regents, College Council, and Planning, Budget, and Evaluation Council (PBEC), and on such ad hoc bodies as the Tuition and Fees Committee, charter Day Committee, and Recruitment Committee.

Accomplishments

In AY 2005 ASNMC organized, facilitated, and otherwise engaged in a wide variety of activities consistent with its purpose and responsibilities. A description of these activities, by month, follows:

June-July 2004: ASNMC established its Code of Ethics, the ASNMC Officer and Advisor guidelines which include e-mail and telephone etiquette. ASNMC participated in a series of training sessions and leadership workshops. Oshima Minima High School from Japan visited the College on June 18, with NMC student volunteers giving the visiting students a campus tour and sharing lunch with them.

August 2004: ASNMC and the Office of Student Activities and Leadership (OSAL) co-hosted a welcoming barbecue for new students. This event provides an opportunity for new students to meet ongoing students as well as the ASNMC officers, staff, faculty, and administration. ASNMC and the NMC Volunteers Club also assisted with Fall registration.

September 2004: The ASNMC team successfully planned and organized the Annual Student Center Painting Party. About 23 students assisted, and had fun renovating the Student Center. ASNMC also held an informational forum with staff from the Financial Aid Office.

October 2004: ASNMC assisted the NMC Foundation with the Bayani Agbayani Concert. ASNMC was in charge of all food vendors and the coupon booth. ASNMC and OSAL planned and held the Annual Monster Mash in celebration of Halloween at the NMC Student Center.

November 2004: ASNMC, in collaboration with OSAL, successfully organized and coordinated International Education Week (Nov. 15-19); attended the Fall 2004 Phi Theta Kappa Induction; hosted the NMC Thanksgiving Banquet that was held at the Student Center; and assisted the Department of Public Safety in recruiting designated drivers for the month of December. The ASNMC Officers and the Interclub Council, along with several club members, attended a Leadership Seminar.

December 2004: A Christmas Drive was held from November 30 through December 17, with all items being donated to Karidat Social Services. ASNMC and the Interclub Council went Christmas caroling on December 17, to the Man'amko Center, the Commonwealth Health Center, the Mayor's Office, and the Governor's Office.

January 2005: ASNMC and OSAL planned and organized the New Student Orientation, assisted with Spring registration, and held a Spring Welcoming Party for students.

February 2005: A Super Bowl Breakfast bash was planned and hosted by both the student body and OSAL. An informational forum was held at the Student Center with the Director of Library Services.

April 2005: ASNMC co-chaired the NMC Charter Day event in celebration of the College's 23rd birthday. The event drew an estimated 6,000 people.

May 2005: ASNMC with the help of the OSAL Director prepared and hosted a Graduation Banquet for all students graduating from NMC. ASNMC and other student volunteers provided assistance to the Graduation Committee.

ACADEMIC COUNCIL

Overview

The Academic Council is responsible for all matters related to instructional programs and academic regulations. The Council has seven voting members (six department chairs or alternates from the Associate Degree program plus the director of the School of Education), and a nonvoting member in the person of the Accreditation Liaison Officer. The members of the Council serve during the relevant instructional year, including the summer term, and may be re-appointed.

The Academic Council convenes throughout the year. Meetings are held weekly, and all meetings are open to the public. The work of the Council is informed by guidelines and positions supported by the Western Association of Schools and Colleges (WASC). The activities of the Council include making changes to ongoing programs, review and approval of all updates to course content, and determining the

needs of various programs. In addition, the Council considers recommendations for the deletion of instructional programs.

The Academic Council also provides advice on proposed curricula for new instructional programs prior to their approval by the President, and makes recommendations regarding requirements for the degrees and certificates offered by the College. Additional discussion and action is taken with regard to course prerequisites, specific course requirements, and the sequencing of courses in a program.

Accomplishments

In AY 2005 the Academic Council continued to carry out its responsibility for all matters related to instructional programs and academic regulations. Specific accomplishments for the academic year included:

- Approval (and disapproval) of course guides
- Approval of IDPs and ICPs for Business, Languages and Humanities, and Nursing
- Review of substantive changes to the Natural Resource Management program;
- Review and updating of the List of Certificates and Degrees offered by the College
- Revision of the *Guide for Preparing Course Guides* to include Student Learning Outcomes and Assessment Measures
- Consideration and rejection of a proposal that the academic year be divided into three semesters (instead of two semesters and two summer sessions)
- Testing of the web template several times in order to expedite preparation of course guide proposals and revisions, for format consistency and posting of course guides on line
- Assistance in developing a 12-month faculty performance evaluation instrument
- Approval of policies (minimum C grade requirement for the Liberal Arts Program, inclusion of the UW grade, time limits for accepting courses for transfer)
- Support of the Sciences, Mathematics, and Technology Department's proposal of five new Associate in Science degree programs, subsequently approved by the Board of Regents

PLANNING, BUDGET, AND EVALUATION COUNCIL (PBEC)

Overview

The Planning, Budget, and Evaluation Council (PBEC) executes budgetary activities, including facilitation of NMC's annual budget development, during each fiscal year. This process involves aligning the institution's FY priorities with the Strategic Master Plan Goals; reviewing departmental budget submissions and returning them for revision; and recommending approval vis-à-vis Strategic Master Plan Goals, current budget ceilings, and previous department budgets.

Accomplishments

Development of the FY 2005 Budget

The budget for FY 2005 was again developed in accordance with the processes documented in *Integrating Assessment, Planning and Budgeting—Process Description and Review—Academic Year 2000—2001*, emphasizing the integration of resource allocation with established institutional priorities.

The FY 2006 budget reflects the College's continued efforts toward development of a Consolidated Budget, inclusive of all funding sources available for expenditure to the institution. Due to the lack of an approved budget from the central government, the FY 2006 budget assumes a Continuing Resolution level of funding from Appropriations. Emphasis was placed on ensuring that the budget would be flexible enough to adjust to changing circumstances during the financial year.

The FY 2006 budget includes funding for the following specific projects, deemed institutional priorities:

Contingency Reserve Fund

In accordance with Board Policy, the PBEC again provided funding in the FY 2006 Budget for additional allocations to the NMC Contingency Reserve Fund. The establishment of the Contingency Reserve Fund was positively received by the College's accrediting body, WASC, which had previously expressed concern about the institution's lack of planning for financial contingencies.

Supplemental Employee Retirement Plan

PBEC also allocated \$50,000 in the FY 2006 budget for the launching of a Supplemental Retirement Plan for interested College employees. This proposed plan, which is strictly voluntary, aims to provide a supplemental retirement savings option to the CNMI Retirement Plan. This plan would mirror the 401K plans abundant in the private sector. It is proposed that as an added benefit for employees the College would match, to a certain percent and to a maximum amount, employees' contributions to the plan. This is a small gesture of appreciation for the College's employees, many of whom have served the institution for years without any upward salary adjustments.

STUDENT DATA

Degrees, Certificates, and Diplomas Awarded Academic Year 2004-2005

DEGREES

AA: Liberal Arts-----	50
AAS: Audio/Video Production -----	3
AAS: Business Administration – Accounting-----	5
AAS: Business Administration – Business Management -----	10
AAS: Business Administration - Computer Applications -----	4
AAS: Criminal Justice-----	7
AS: Nursing -----	13
BS: Elementary Education -----	27

CERTIFICATES

Certificate of Completion: Accounting -----	1
Certificate of Completion: Business Management -----	2
Certificate of Completion: Computer Applications-----	3
Certificate of Completion: Early Childhood Education-----	8
Certificate of Completion: Related Services Technician -----	14
Certificate of Achievement: Accounting -----	2
Certificate of Achievement: Audio/Video Production-----	35
Certificate of Achievement: Business Management -----	1
Certificate of Achievement: Computer Applications-----	1

Total Certificates and Degrees Awarded----- 186

DIPLOMAS

GED -----	18
Adult High School -----	35

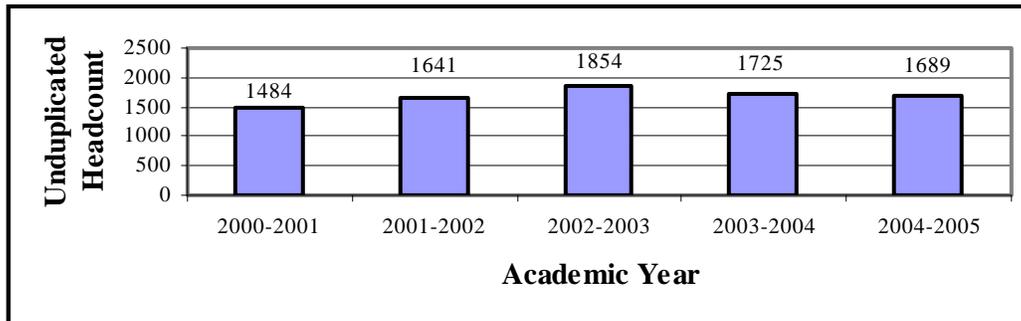
-----Total Diplomas Awarded 53

Total Degrees, Certificates and Diplomas -----239

Student Enrollment Data

- **Enrollment by Academic Year 2000-01 to 2004-05 (Unduplicated Headcount)**

<i>Academic Year</i>	<i>Enrollment</i>	<i>Percent Change</i>
2000-2001	1484	--
2001-2002	1641	+11%
2002-2003	1854	+13%
2003-2004	1725	-7%
2004-2005	1689	-2%



Academic Year 2004-2005

- **Enrollment by Gender (Unduplicated Headcount)**

	<i>Headcount</i>	<i>Percent</i>
Female	1088	64.4
Male	601	35.6
Total	1689	100.0

- **Enrollment by Ethnicity (Unduplicated Headcount)**

	<i>Headcount</i>	<i>Percent</i>
Chamorro or Part Chamorro	798	47.2
Carolinian or Part Carolinian	91	5.4
Chamorro and Carolinian	62	3.7
Other Pacific Islanders	164	9.7
Asian Ethnic Groups	486	28.8
Other Ethnic Groups	88	5.2
Total	1689	100.0

- **Enrollment by Location by Academic Term (Duplicated Headcount)**

	<i>Fall 2004</i>	<i>Spring 2005</i>	<i>Summer 2005</i>
Saipan	1132	1011	343
Tinian	83	97	7

Rota		70	59	0
Total	1285	1167	350	

- **Enrollment by Gender by Academic Term (Duplicated Headcount)**

	<i>Fall 2004</i>	<i>Spring 2005</i>	<i>Summer 2005</i>
Female	812	767	237
Male	473	400	113
Total	1285 1167	350	

- **Enrollment by Ethnicity by Academic Term (Duplicated Headcount)**

	<i>Fall 2004</i>	<i>Spring 2005</i>	<i>Summer 2005</i>
Chamorro or Part Chamorro	616	547	133
Carolinian or Part Carolinian	74	57	16
Chamorro and Carolinian	48	37	9
Other Pacific Islanders	128	109	23
Asian Ethnic Groups	354	356	152
Other Ethnic Groups	65	61	17
Total	1285 1167	350	

- **Enrollment by Age by Academic Term (Duplicated Headcount)**

	<i>Fall 2004</i>	<i>Spring 2005</i>	<i>Summer 2005</i>
Under 18	152	127	52
18 to 19	289	283	66
20 to 21	227	187	55
22 to 24	174	160	42
25 to 29	180	150	52
30 to 34	111	107	36
35 to 39	80	70	22
40 to 49	53	67	20
50 to 64	17	16	5
65 and over	2	0	0
Total	1285	1167	350

- **Enrollment by Enrollment Status by Academic Term (Duplicated Headcount)**

	<i>Fall 2004</i>	<i>Spring 2005</i>	<i>Summer 2005</i>
Full-time Student	904	771	172
Part-time Student	381	396	178
Total	1285 1167	350	

- **Enrollment by Tuition Status by Academic Term (Duplicated Headcount)**

	<i>Fall 2004</i>	<i>Spring 2005</i>	<i>Summer 2005</i>
Resident	1185	1089	302
Nonresident	73	51	25
International	27	27	23
Total 1285 1167	350		

- **Enrollment by Student Status by Academic Term (Duplicated Headcount)**

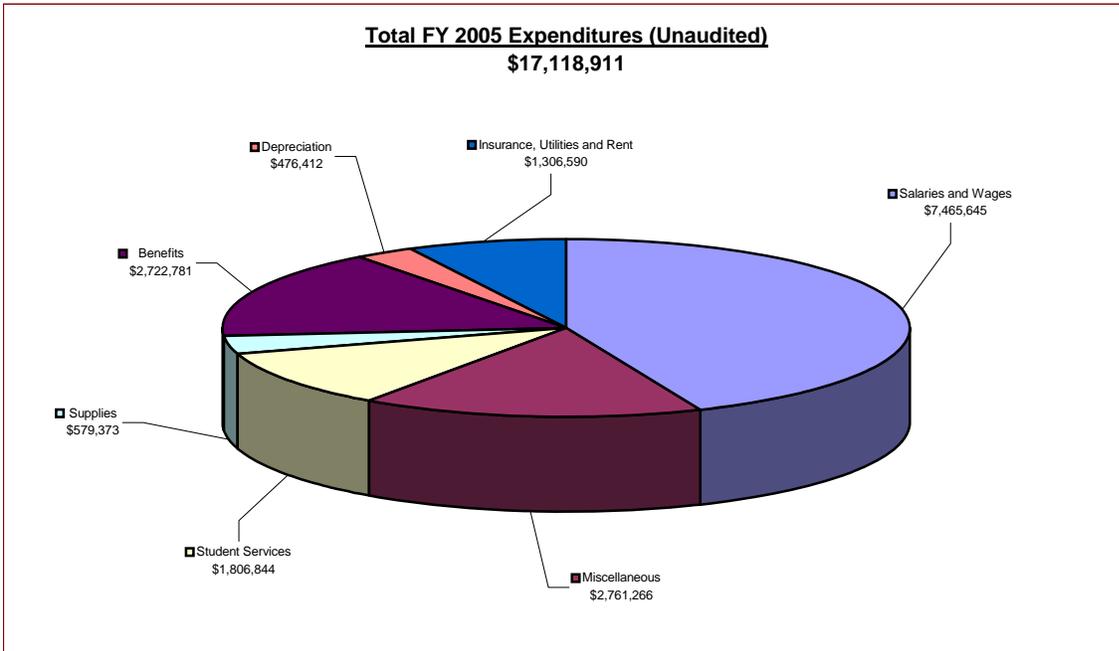
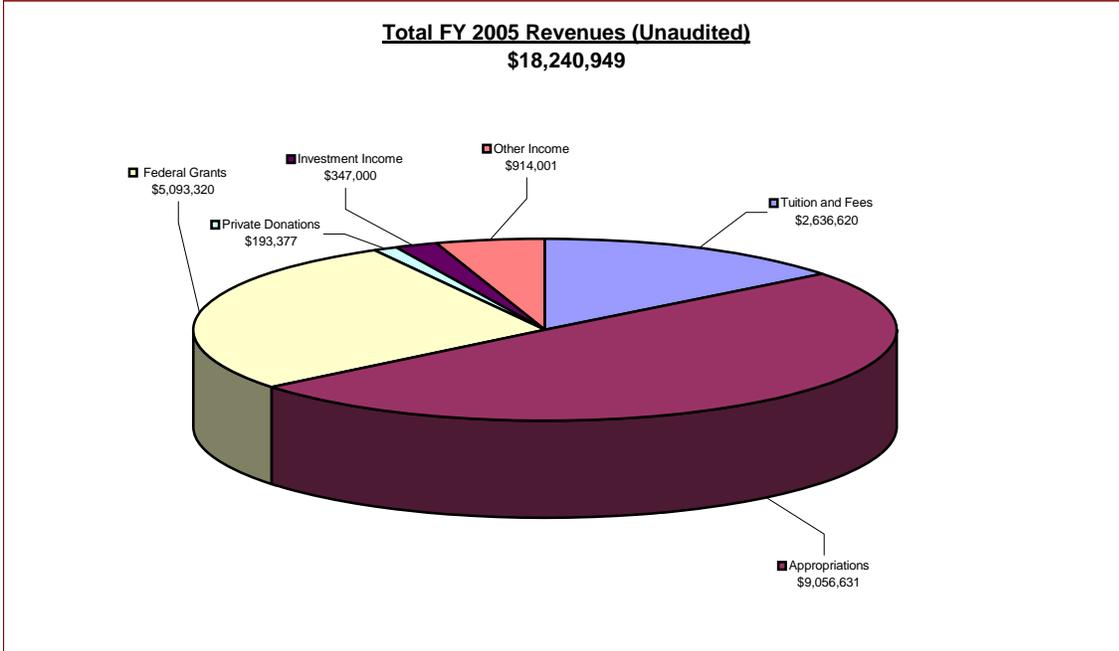
	<i>Fall 2004</i>	<i>Spring 2005</i>	<i>Summer 2005</i>
New Student	284	200	50
Continuing Student	913	885	284
Readmitted Student	88	82	16
XIV. Total 1285 1167	350		

Total Credits and Full-time Equivalency by Academic Term

	<i>Fall 2004</i>	<i>Spring 2005</i>	<i>Summer 2005</i>
Total Credits	14714	13081	2413
Full-time Equivalency	1226	1090	402
XV. Headcount 1285	1167	350	

Full-time equivalency equals total credits divided by 12 credits for Fall and Spring and 6 credits for Summer

Financial Data



APPENDIX

COMMENDATIONS FROM PROGRESS REPORTS BY WASC EVALUATION TEAMS

October 2004 and November 2005

Commendations from October 2004 Report

1. The institution has made outstanding progress toward fiscal stability since the last visit.
2. The institution has based the development of its budget on realistic enrollment projections that are quite conservative and this is helping rebuild trust in their process.
3. The College has responded in a timely manner to the recommendations made by the commission given the time constraints noted above and the team saw evidence throughout that the College has a genuine commitment and evidences a willingness to meet Accreditation Standards as a way of improving the institution.
4. The Board minutes noted statements asking all parties to be transparent and honest in their interactions with the Commission and the team experienced those efforts first hand.
5. The team saw a real turn around in the College's relationship with the Public School System (PSS) and noted the collaborative and positive relationship being developed by the School of Education and the PSS.
6. The team noted the outstanding staff work and leadership of the President, the Director of Finance and Procurement, and the ALOs (there are two, one for the senior commission and one for ACCJC), and the support given by the Trustees to the work of college staff and faculty.
7. Finally, the team wishes to thank the College and its personnel for the hospitality extended to the team and for the excellent accommodations that made our work enjoyable and easy.

Commendations from November 2005 Report

1. The college's progress report reflected a continuing commitment to open and honest communication about its status and progress and broad participation from the college community.
2. Since the last visit, the institution has continued to improve its fiscal stability including setting aside a contingency reserve and making progress in its advanced payments status with the U.S. Office of Education Pell Grants program.
3. The institution has invested significant funding in providing staff development resources in support of assessment and student learning outcomes.
4. The institution has invested significant fiscal and human resources in strategic planning and institutional effectiveness dialog.
5. The development of E-portfolios and the incorporation of student learning outcomes in course syllabi represent major improvements undertaken.

6. The School of Education has made progress in its work on assessment and student learning outcomes and in its relationship with the public school system.
7. The team expresses sincere appreciation to the College personnel for their assistance, cooperation, and hospitality and especially for their openness to seeking ways in which to continuously improve student learning and service to their community.