

**ANNUAL REPORT 2007**  
**PUBLIC LAW 5-32/10-66**



**OCTOBER 31, 2007**

**NORTHERN MARIANAS COLLEGE**

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## MESSAGE FROM THE PRESIDENT

Hafa Adai, Tiroow Wami, and Greetings!

The Northern Marianas College is currently facing great change that simultaneously presents us with significant challenges and unprecedented opportunity.

There is no question that the last year alone has been one of the most difficult for the College. Faced with limited economic resources, budget cuts, decreasing student enrollment, and instructor turnover, the faculty, staff, and Board of Regents have had to make difficult decisions to continue providing high-quality educational and training programs mandated by Public Laws 5-32 and 10-66.

Nonetheless, I am proud to report that despite these setbacks, the College has made great strides toward providing unparalleled opportunities for our local workforce. And throughout this report, you will see how the achievements of our dedicated team of students, staff, faculty, and board members have become important milestones. For instance,

- In addition to seeing an increase in the number of business associate degrees awarded in the 2007 academic year, the Business Department also continues to form strategic partnerships with local businesses by providing internships that help prepare students for careers in the private sector.
- The Nursing Department has also seen an increase in its enrollment, and continues to enhance student learning by employing multiple learning approaches with the use of computer-aided lessons, cutting edge technology, and hands-on training. This has resulted in more students passing the NCLEX and more students securing employment at the Commonwealth Health Center.
- With its highly-regarded bachelor's degree program in elementary education, the School of Education continues to be a significant source of highly qualified teachers and teachers' aides for the Public School System. The program faculty continue to employ innovative approaches in the way they deliver instruction as well as in the content of the courses taught.

These accomplishments attest to the talent and commitment of the people that work for the College. Yet, they also serve as a springboard as we anticipate greater achievements in the coming years.

We have already begun a more proactive and energetic approach to addressing all-too-familiar challenges like recruiting and retaining qualified faculty, increasing professional development opportunities, updating instructional equipment and materials, and securing funds for facilities expansion. The College has also begun a transformation into becoming a

more “evidence based” institution, which can be seen in our inclusion of the Student Learning Outcomes (SLO) in this and the most recent accreditation related reports. This emphasis encourages the institution to be more accountable to both the WASC accreditation agency as well as the CNMI government.

We will work aggressively on building on these successes and progress. More importantly, we look forward to working with all the College’s stakeholders to expand current programs and implement new ones that ensure the CNMI’s workforce is the most highly skilled and educated in the region.

We are also thankful to the people and the leaders of the CNMI for their continued support of NMC. We will continue to work with dedication to fulfill our duty to provide a competitive workforce for the CNMI.

Sincerely,

Dr. Carmen Fernandez  
NMC President

## INTRODUCTION

On August 1, 1997, Acting Governor Jesus C. Borja signed H.B. 10-330 into law, thus creating Public Law 10-66 (see Appendix B). This new law amended Public Law 5-32, which was originally created in 1987 as "The Alien Labor Act", also referred to as "The Non-Resident Workers Act" (see Appendix A). The intent of P.L. 5-32 was to reduce the CNMI's reliance on non-resident workers by funding appropriate education and training programs at Northern Marianas College (NMC).

Due to the dynamic changes taking place in the overall economic development of the CNMI, the 10th Commonwealth Legislature enacted P.L. 10-66 because the members found that circumstances required a new direction in providing education and training for residents to gradually replace guest workers in technical and professional fields. Purposefully, both P.L. 5-32 and P.L. 10-66 recognize NMC as the institution to provide the educational and training programs necessary to meet the human resource development needs of the Commonwealth.

P.L. 10-66 also identified funding for the Business Development Center (BDC) and Work Experience Training Program (WETP) and continued to provide funding to provide education and training in technical and professional fields. Since Academic Year 1997-1998, education and training funds authorized under P.L. 10-66 have been used for the Business Department, the Nursing Department, the School of Education, and the Technical Trades/Vocational Education Program. This report describes each of these programs and provides information about each program's accomplishments, challenges, and concerns for AY 2006-2007. The primary purpose of these programmatic areas is to provide education and training for local residents so that the CNMI can gradually reduce its dependence on foreign labor in these technical and professional fields. As such, the programs comply with the funding objectives of P.L. 10-66 and the overall philosophy, mission, and goals of NMC.

## **PURPOSE OF THE ANNUAL REPORT**

As mandated by law, NMC submits annual reports to the CNMI Legislature to advise policymakers of the programmatic activities and status of programs funded by P.L. 5-32/10-66. The college administrators of the programs funded under P.L. 10-66 present this Annual Report for AY 2006-2007 to address the following purposes:

1. To inform policy-makers about the progress, accomplishments, challenges, and future expansion plans of all NMC educational programs funded by P.L. 5-32/10-66;
2. To provide a detailed management and fiscal report on the funds received by NMC under P.L. 5-32/10-66;
3. To document the current status and departmental performance of programs funded under P.L. 5-32/10-66;
4. To demonstrate program accountability and to monitor program effectiveness of each educational area funded by P.L. 5-32/10-66; and
5. To communicate the actual programmatic results and provide useful feedback to other stakeholders in the community.

## **NMC VISION, VALUES, MISSION, AND GOALS AND STATEMENT OF VISION**

Northern Marianas College will be recognized for its excellence in education and student success. The College will be the primary choice of the people of the Commonwealth seeking higher education, preparing for the job market, and pursuing career advancement and personal growth opportunities.

**The College, in partnership with the Commonwealth's secondary schools, business groups, and governmental agencies, will contribute to an educational system that enhances economic development and quality of life as the Pacific region moves into the new millennium.**

The College's Small Business Development Center Director, in coordination with Workforce Investment Agency, organized the Work Development Summit on November 30<sup>th</sup> 2006. The results of the Summit have helped the institution begin work on meeting the employment requirements identified in the Summit. Specifically, the following actions by NMC were recommended:

- Revise the Accounting Program so a Public Advisory Committee has been formed to examine the Accounting curriculum.
- Revise the Hospitality Program so a Public Advisory Committee has been formed to examine the Hospitality curriculum.
- Revise the Office Technology Program.
- Examine the feasibility of the Allied Health Program.
- Strengthen its academic efforts through the completion of the assessment activities currently underway.
- Revamp its Technical Education Program (formerly its Vocational Education Program) through the development of an Apprenticeship program.
- Continue to work with the PSS system in increasing opportunities for smoother transition of PSS students into NMC. Efforts along these lines include accepting Advanced Placement coursework at the PSS high schools for college credit at NMC.
- Continue to expand its efforts at attracting International students.
- Continue to offer Non-Credit Training as well as degree programs to both Private and Governmental Organizations as is being done in the current Fire Safety Certificate Program.

Several of the recommendations highlighted above have already been implemented and are at various stages of development.

### *Statement of Values*

Northern Marianas College respects the diversity of its student body, faculty, and staff and recognizes the worth and potential of each student and employee. Accordingly, the College affirms the following values and beliefs:

**Commitment to Students and to Excellence in Education.** The College believes in providing, with accountability, the finest instruction, resources, and support services to enhance the growth and development of students in a multilingual and multicultural setting.

**Commitment to Faculty and Staff.** The College recognizes the importance and contribution of all employees who collectively create a positive teaching–learning environment.

**Commitment to Access and Diversity.** The College believes in providing access to programs and services to all students and that the student population should reflect the diversity of the community.

**Contribution to Community.** The College is committed to enhancing the economic vitality of the Commonwealth and the quality of life of its citizens.

**Commitment to Quality Campus Environment.** The College recognizes the importance of providing a working and learning environment that is characterized by integrity, clear communication, open exchange of ideas, involvement in decision-making, and respect for all individuals.

### *Statement of Vision*

In 1985, the Second Constitutional Convention included the College in the CNMI Constitution. The Constitutional provision became the milestone of NMC's foundation and protects its autonomy as an institution of higher education. The NMC mission as stated in the CNMI Constitution:

**The mission of Northern Marianas College shall be to provide the best quality and 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 shall be responsible for providing education in the areas of adult and continuing education, postsecondary and adult vocational education, and professional development for the people of the Commonwealth.**



### *Institutional Goals*

To ensure that NMC meets its constitutionally mandated mission, internal and external stakeholders developed the following institutional goals to guide its educational programs and services:

1. NMC's instructional programs and services will meet the needs of the community by providing quality opportunities for the growing number of individuals seeking higher education, by preparing students to succeed in a changing workforce and workplace, by raising the skill levels of all students, and by improving the quality of life for the individual and for the Commonwealth as a whole.
2. The quality of academic, administrative, and support staff will be assured by the provision of maximum opportunities for continuous professional growth and by the recognition of excellence in employee performance and contribution.
3. Funding sources will be diversified and properly managed in order to ensure financial stability.
4. Student support services and programs will assist students in the achievement of their educational and personal goals.
5. NMC will be recognized for its excellence in providing instruction, research, and public service.
6. Facilities will be designed, constructed, and maintained to create an environment that is conducive to learning and working and that will support and enhance the College's delivery of its programs and services.
7. A broad-based and integrated system of research and evaluation will be used to assess institutional effectiveness, including the achievement of identified institutional outcomes, and the results will be used to guide institutional planning and improvement.
8. NMC's communication methods and processes, internal and external, will be both efficient and effective.

## **SUMMARY OF RESULTS**

The administrative and academic leadership at NMC supports the vision of our legislators in recognizing the private sector's value and importance in the overall economic development of the CNMI. The intended purpose of P.L. 5-32/10-66 is to provide education and training programs for local residents so they are qualified to hold jobs in various employment sectors. All programs funded by P.L. 5-32/10-66 have been purposefully designed to meet the work place needs of the private and public sectors in the CNMI.

During AY 2006-07, educational programs offered as a result of P.L. 5-32/10-66 offered a total of 182 college courses, served 2,142 students (duplicated enrollment), and awarded 90 certificates and degrees. The program offerings are deemed to have had a definite positive impact on improving the knowledge, skills, and attitudes of our resident population with respect to the aforementioned professional and technical fields.

## **FUNDING AND EXPENDITURES**

Public Law 5-32, as amended by P.L. 10-66, stipulates that all available funds from the Nonresident Worker Fee be made available to Northern Marianas College after the distributions specified in the law are made. However, the College has historically received only a fraction of these annually collected fees. In FY 2001, the Comprehensive Budget Act for the CNMI Government suspended all earmarking laws, including the provisions of P. L. 10-66, and limited funding to Northern Marianas College to \$1,191,680. Furthermore, the historic funding levels received by the College under P.L. 10-66 have never adequately met the financial resource needs of the vocational programs offered by the College, as shown in Table 1 and Graph 1. Due to this inadequate funding level, it has become necessary to make supplemental budget requests on an annual basis in order to approach even minimally essential funding levels.

Public Law 15-28 appropriated approximately \$1,090,860 under this funding source for FY2007. Although the College was authorized to hire up to 49 FTEs for its vocational programs under this funding source, as has been the case since FY 2001, the funding available was only adequate to fund approximately only 19 FTEs (approximately 38% of the authorized FTEs), based again on the funding level of \$1,090,860. As this funding was subject to the provisions of Public Law 15-24, as amended by Public Law 15-27, the final amount actually available for expenditure to NMC under this funding source was \$1,036,317. As a result of this downward adjustment, the College was forced to freeze hiring of various positions vacated at the institution on the operations side of its funding to ensure that it continued the educational services constitutionally mandated mission and Public Law 5-32/10-66.

Of the approximately \$1,036,317 appropriated to NMC, as adjusted to reflect the austerity provisions of Public Law 15-24, as amended by Public Law 15-27, one percent (\$10,364) was earmarked for the Office of the Public Auditor as mandated by Public Law 9-58. The remaining funds were used exclusively for personnel costs for the School of Education, the Nursing Program, and the various programs offered by the Business Department.

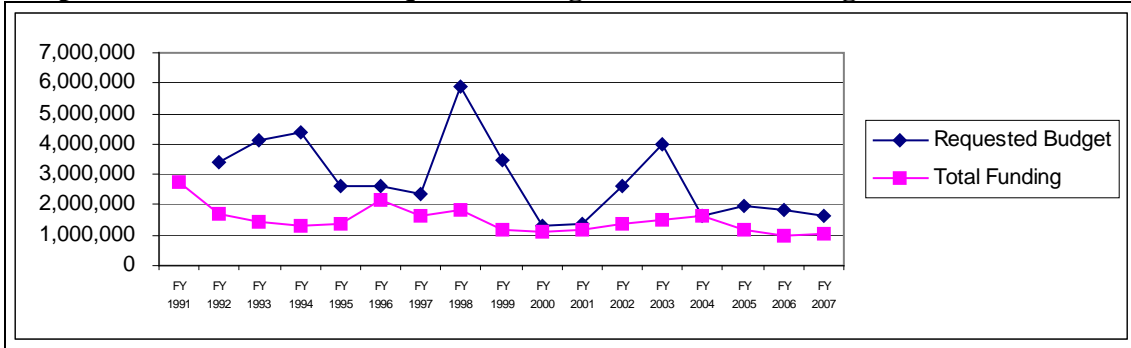
The following tables and graphs show the history of personnel funding for NMC's vocational programs as well as funding from the General Fund.

**Table 1: Historical Funding of NMC Vocational Programs under P.L. 5-32/10-66**

VOCATIONAL EDUCATION (P.L. 5-32/10-66)						
Fiscal Year	Public Laws Budget Appropriations	Requested Budget	Legislative Appropriation	Additional/ Special Appropriation	Total Funding	Appropriated vs Request
FY 1991	P.L. 7-13/21		1,541,326	1,207,783	2,749,109	
FY 1992	P.L. 8-2	3,425,831	1,432,335	237,043	1,669,378	(1,756,453)
FY 1993	CR Level	4,096,463	1,432,335		1,432,335	(2,664,128)
FY 1994	CR Level	4,367,300	1,325,595		1,325,595	(3,041,705)
FY 1995	P.L. 9-25	2,605,455	1,371,155		1,371,155	(1,234,300)
FY 1996	P.L. 9-66 (CR)	2,591,159	1,371,200	800,000 –a	2,171,200	(419,959)
FY 1997	P.L. 10-41	2,374,800	1,376,200	227,029 –b	1,603,229	(771,571)
FY 1998	CR Level	5,908,880	1,376,200	482,135 –c	1,858,335	(4,050,545)
FY 1999	P.L. 11-41	3,500,000	1,354,500	(181, 638) -d	1,172,862	(2,327,138)
FY 2000	CR Level	1,308,407 -e	1,133,923 -f		1,133,923	(174,484)
FY 2001	CR Level	1,403,500	1,191,680 -g		1,191,680	(211,820)
FY 2002	CR Level	2,611,000	1,191,680	209,958-h	1,401,638	(1,209,362)
FY 2003	P.L. 13-24	4,000,000	1,191,680	297,920-i	1,489,600	(2,510,400)
FY 2004	CR Level	1,643,675	1,191,680	438,000-j	1,629,680	(13,995)
FY 2005	CR Level	1,951,795	1,191,680 –k		1,191,680	(760,115)
FY 2006	CR Level (less 18.78%)	2,455,152	967,882 –l		967,882	(1,487,270)
FY 2007	P.L. 15-28 (less Austerity Law Adjustments per P.L. 15-24 as amended by P.L. 15-27)	1,620,401	1,036,317 - m		1,036,317	(584,084)

- NOTE:
- a. \$800,000 was a supplementary appropriation authorized under P.L. 10-25.
  - b. \$227,029 was reprogrammed to NMC from the Governor's Office.
  - c. \$482,135 was reprogrammed to Voc Ed from NMC General Operations.
  - d. \$181,638 represents the 13.41% adjustment to the FY 99 Budget.
  - e. \$1,308,407 was the amount requested, while \$1,157,390 was the ceiling given by OMB.
  - f. \$1,133,923 was the amount allotted to NMC based on the allotment advice from OMB for FY 2000.
  - g. \$1,191,680 was the amount allotted to NMC based on the allotment advice from OMB for FY 2001.
  - h. \$209,958 was the amount reprogrammed to Voc Ed from NMC General Operations.
  - i. \$297,920 was the amount reprogrammed to Voc Ed from NMC General Operations.
  - j. \$438,000 was a supplemental appropriation authorized under P.L. 14-179.
  - k. \$1,191,680 does not include the \$310,000 special appropriation from the Tobacco Control Fund for the hire of nursing faculty.
  - l. \$967,882 reflects amount expected under Continuing Resolution adjusted downward to reflect the 18.78% budget cut implemented in FY2006.
  - m. \$1,036,317 is reflective of the downward adjustment of the amount appropriated for FY2007 as per the austerity law requiring a 10% reduction in pay for all un-exempted positions.

**Graph 1: P.L. 5-32/10-66 Requested Budget vs. Total Funding for FY 1991 – FY 2007**

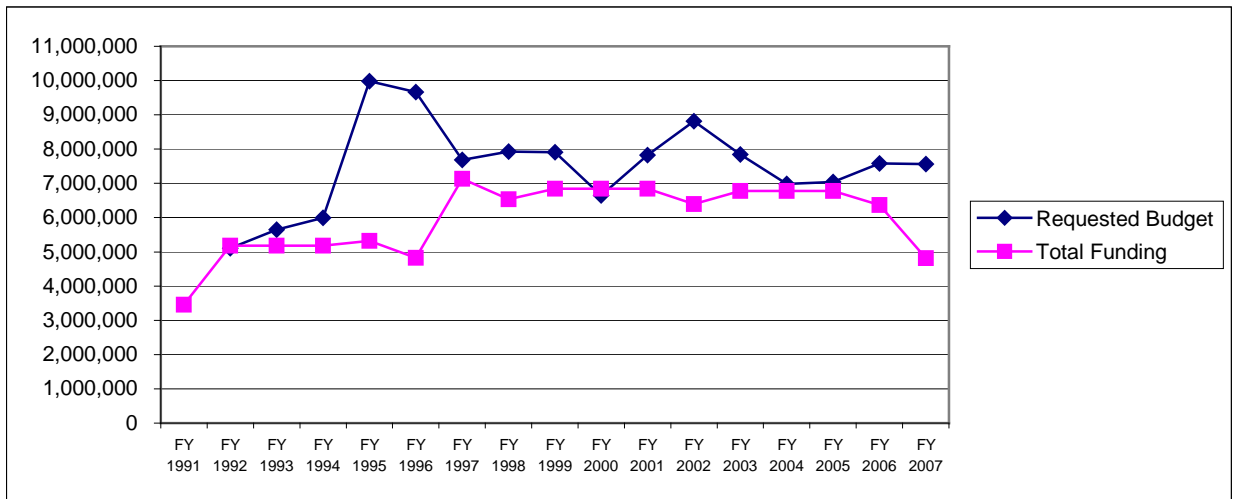


**Table 2: Historical Funding of General Fund (Operations)**

GENERAL FUND (OPERATIONS)						
Fiscal Year	Public Laws Budget Appropriations	Requested Budget	Legislative Appropriation	Additional/ Special Appropriation	Total Funding	Appropriated vs. Request
FY 1991	P.L. 7-13/21		3,458,862		3,458,862	
FY 1992	P.L. 8-2	5,108,150	5,182,200		5,182,200	74,050
FY 1993	CR Level	5,645,480	5,182,200		5,182,200	(463,280)
FY 1994	CR Level	5,993,552	5,182,200		5,182,200	(811,352)
FY 1995	P.L. 9-25	9,986,003	4,829,402	490,800 -a	5,320,202	(4,665,801)
FY 1996	P.L. 9-66 (CR)	9,661,920	4,829,402		4,829,402	(4,832,518)
FY 1997	P.L. 10-41	7,680,807	7,130,800 -b		7,130,800	(550,007)
FY 1998	CR Level	7,932,150	6,430,800 -c	102,260 -d	6,533,060	(1,399,090)
FY 1999	P.L. 11-41	7,907,100	7,907,100	(1,060,342) -e	6,846,758	(1,060,342)
FY 2000	CR Level	6,649,907 -f	6,846,758 -g		6,846,758	196,851
FY 2001	CR Level	7,827,000	6,846,758		6,846,758	(980,242)
FY 2002	CR Level	8,816,602	6,298,075		6,396,793	(2,518,527)
FY 2003	P.L. 13-24	7,846,924	6,775,388		6,775,388	(1,071,536)
FY 2004	CR Level	6,988,740	6,775,388		6,775,388	(213,352)
FY 2005	CR Level	7,039,318	6,775,388 -h		6,775,388	(263,930)
FY 2006	CR Level (Less 18.78%)	7,579,542	6,368,059			
FY 2007	P.L. 15-28 (Adjusted for P.L. 15-24, as amended by P.L. 15-27)	7,559,639	4,769,626 -i	300,000 -i	5,069,626	(2,490,013)

- NOTE:
- a. \$490,800 was reprogrammed to NMC from the Governor's Office.
  - b. \$7,130,800 includes the additional \$700,000 appropriation for the NMC Multipurpose Gym
  - c. \$6,430,800 does not include \$700,000 from P.L. 10-41 (FY 97).
  - d. \$102,260 was reprogrammed to NMC from the Governor's Office.
  - e. \$1,060,342 represents the 13.41% adjustment to the FY 99 Budget.
  - f. \$6,649,907 is the ceiling given by OMB.
  - g. \$6,846,758 is the current CR Level based on FY 99.
  - h. \$6,775,388 does not include the \$208,000 special appropriation from the Tobacco Control Fund for Summer session adjunct faculty.
  - i. Sum includes supplemental funding provided from Compact Impact funds to address WASC concerns relative administrative capacity.

**Graph 2: NMC Requested Budget vs. Total Funding for FY 1991 – FY 2007**



## PROGRAM REPORTS

### A. Business Department

#### *Program Description*

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

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

#### *Accomplishments*

1. The Department continued to provide quality education and training to prepare people of the CNMI for business leadership and management careers in the private and public sectors. A number of students were provided with internship opportunities with various private sector companies and CNMI government agencies. Many private sector employees took advantage of the Department's offerings to upgrade their job skills in specific areas during the academic year.
2. The number of business associate degrees awarded in the 2007 academic year exhibited a 28% increase over the previous year, from 36 associate degrees in AY 2006 to 46 in AY 2007. Business certificates awarded displayed a slight increase over the previous year, from 12 in 2006 to 13 certificates awarded in 2007. Total student enrollment in business courses exhibited a slight decrease over the previous year, down 14%, from 1,197 in AY 2006 to 1,029 in AY 2007.
3. The Department faculty has been diligently reviewing and updating its Course Guides to reflect changes and trends in the business world and to incorporate measurable student learning outcomes, or competencies, and assessment measures. Many of the required textbooks and instructional materials for business courses have been updated.

4. The Department was unable to renew the accounting instructor's contract after the fall semester due to institution-wide budget reductions. Another full-time business instructor who was transferred from the Small Business Development Center due to budget reductions at the beginning of the fall semester resigned during the first half of the spring semester. The department chair, another full-time faculty member and an adjunct instructor successfully completed the resigned instructor's five courses.
5. The department's computer courses were transferred to two newly designated instructional labs in building V. One of the department's computer instructors was tasked with setting up and managing the labs for the year. This resulted in a course load reduction of a total of 18 credits for the instructor which had to be covered by adjunct instructors. The department also encountered the additional expense in having to install and subscribe to a telephone connection and a dedicated DSL connection for those computer laboratories.

### ***Business Department Challenges and Concerns***

1. The Department finds it very difficult to recruit well-qualified faculty for many of its programs because of the low mandated ceiling on salaries of public employees. Many years ago, when legislation in this area was first enacted, it may have made some sense to limit public employees to salaries of no more than \$50,000 per annum. Currently, however, persons with extensive qualifications in fields such as accounting, business management, and computer science, to name but a few, expect to earn well in excess of \$50,000 per annum. The Department requires a minimum of a master's degree in any field under its purview, but finds it difficult to acquire personnel with such degrees because they would have to accept significant reductions in real income to accept positions within the Department. Given that NMC is mandated by law to pay no more than \$50,000 even to highly experienced holders of doctorate degrees, the College is noncompetitive in the area of salaries. This affects the quality of instruction and the attractiveness of the programs the Department offers to potential students, in addition to creating a heavy burden on the better-qualified instructors to offer the number of advanced courses that will satisfy student demand.
2. The college's budget reductions for the year resulted in the loss of the department's full-time accounting instructor, so the accounting courses had to be covered by adjunct instructors. The non-renewal of the instructor created significant tension in the department as the instructor filed a discrimination complaint with the EEOC, and several of the other faculty members supported the renewal of the accounting instructor. The budget cuts also led to the transfer of a business consultant from the Small Business Development Center to a full-time faculty member in the department, which caused considerable aggravation due to personnel problems with the instructor with respect to non-performance of duties.
3. Currently, buildings V (Business Department classrooms and offices) and W (computer labs) are not connected to the college's backup generator system. In the event of a typhoon and the island's power supply to the NMC campus is not operational, all



4. The decision to move the department's instructional computer labs to building V resulted in increased expenses for the department and delayed internet connectivity. The labs did not have internet access until about six weeks into the fall semester.

2003–2007

Type of Award	Academic Year				
	2003	2004	2005	2006	2007
Certificate of Completion: Accounting	1	0	1	3	2
Certificate of Completion: Business Management	0	7	2	3	2
Certificate of Completion: Computer Applications	0	0	3	2	3
Certificate of Completion: Sales and Marketing	0	0	0	2	3
Certificate of Achievement: Accounting	0	0	2	1	1
Certificate of Achievement: Business Management	0	1	1	1	0
Certificate of Achievement: Computer Applications	0	0	1	0	1
Certificate of Achievement: Hospitality Management	0	1	0	0	1
Certificate of Achievement: Sales and Marketing	0	1	0	0	0
A.A. International Business	0	1	0	0	1
A.A. Business	0	0	0	0	2
A.A.S. Business Administration – Accounting	9	13	5	7	15
A.A.S. Business Administration – Business Management	8	15	10	22	22
A.A.S. Business Administration – Computer Applications	6	8	4	4	3
A.A.S. Business Administration – Data Processing	1	0	0	0	0
A.A.S. Business Administration – Office Technology Admin.	2	0	0	0	1
A.A.S. Business Administration – Sales and Marketing	0	0	0	1	0
A.A.S. Hospitality Management	0	0	0	2	2
<b>Total</b>	<b>27</b>	<b>47</b>	<b>29</b>	<b>48</b>	<b>59</b>

**TOTAL STUDENT ENROLLMENT AND NUMBER OF CLASSES IN BUSINESS  
BY SEMESTER AND CAMPUS  
Academic Year 2007**

Semester	Number of Classes				Enrollment (duplicated headcount)			
	Saipan	Rota	Tinian	Total	Saipan	Rota	Tinian	Total
Fall 2006	33	3	4	40	450	18	27	495
Spring 2007	29	0	5	34	475	0	37	512
Summer 2007	2	0	0	2	22	0	0	22
<b>Total</b>	<b>64</b>	<b>3</b>	<b>9</b>	<b>76</b>	<b>947</b>	<b>18</b>	<b>64</b>	<b>1,029</b>

**STUDENT ENROLLMENT IN BUSINESS BY CLASS AND SEMESTER  
FALL 2006**

Alpha numeric	Sect.	Course Name	Credits	Enroll.	Instructor
AC220	001	Accounting Principles I	4	11	Conner, Perry
AC220	002	Accounting Principles I	4	5	Conner, Perry
AC221	001	Accounting Principles II	4	13	Conner, Perry
AC230	001	Intermediate Accounting I	3	14	# Kurapati, Raaj
CE250	001	Introduction to Cooperative Education	3	23	Lee, Lawrence
CE250	031	Introduction to Cooperative Education	3	5	Lee, Lawrence
CS103	001	Introduction to Computers	3	14	Sharer, Dirk
CS103	002	Introduction to Computers	3	19	Maui, Wilhelm
CS103	003	Introduction to Computers	3	21	Maui, Wilhelm
CS103	005	Introduction to Computers	3	9	Sharer, Dirk
CS103	021	Introduction to Computers	3	7	Atalig, Adrian
CS131	001	Word Processing Macintosh	3	17	# Sablan, Bernadita
CS140	001	Database Applications I	3	13	Maui, Wilhelm
CS150	001	Spreadsheet Applications (Microsoft Ex)	3	7	Maui, Wilhelm
CS222	001	Web Design and Programming	3	13	Laurie, Robert
CS227	001	Introduction to Programming	3	7	Laurie, Robert
EC211	001	Principles of Macroeconomics	3	20	Maui, Wilhelm
MG206	001	Business Communication	3	16	Sharer, Dirk
MG206	031	Business Communication	3	5	# Blanco-Maratita, Lucia
MG220	001	Applied Math in Business	3	6	Villegas, Daniel
MG220	002	Applied Math in Business	3	13	Conner, Perry
MG231	001	Introduction to Business	3	19	Villegas, Daniel
MG231	002	Introduction to Business	3	16	Villegas, Daniel
MG232	001	Introduction to Marketing	3	14	Villegas, Daniel
MG234	001	Introduction to Management	3	13	Villegas, Daniel
MG238	001	Business Law	3	33	# Camacho, Joseph
MG240	001	Personnel/Human Resource Management	3	16	Plinske, Eric
OT100	001	Intro to Office Technology Admin.	3	8	Sablan, Bernadita
OT101	001	Keyboarding/Typewriting	2	16	# Pagapular, Kathy
OT101	002	Keyboarding/Typewriting	2	16	# Pagapular, Kathy
OT101	003	Keyboarding/Typewriting	2	20	# Johnson, Delia
OT101	004	Keyboarding/Typewriting	2	16	# Johnson, Delia
OT101	021	Keyboarding/Typewriting	2	10	Atalig, Adrian
OT101	031	Keyboarding/Typewriting	2	11	Cole, Howard
* TS101	001	Intro to the Travel & Tourism Industry	3	6	# McAlister, Charles
* TS103	001	Introduction to the Hospitality Industry	3	3	Lee, Lawrence
* TS103	021	Introduction to the Hospitality Industry	3	1	Lee, Lawrence
TS103	031	Introduction to the Hospitality Industry	3	6	Lee, Lawrence
TS177	001	Basic Travel Agency Skills	3	9	# Mendiola, Glenda
TS298	001	Internship Training	3	4	Lee, Lawrence

\* Taught utilizing videoteleconferencing facilities on Saipan and Tinian sites.

# Courses taught by adjunct instructors – Operations Budget funded.

**SPRING 2007**

<b>Alpha numeric</b>	<b>Sect.</b>	<b>Course Name</b>	<b>Credits</b>	<b>Enroll.</b>	<b>Instructor</b>
AC220	001	Accounting Principles I	4	23	# Nakamura, Mitsuyoshi
AC221	001	Accounting Principles II	4	14	# Kurapati, Raaj
AC226	001	Computerized Accounting	3	13	# Waldo, Richard
AC231	001	Intermediate Accounting II	3	12	# Kurapati, Raaj
CE250	001	Introduction to Cooperative Education	3	19	Lee, Lawrence
CS103	001	Introduction to Computers	3	21	Maui, Wilhelm
CS103	002	Introduction to Computers	3	20	Maui, Wilhelm
CS103	003	Introduction to Computers	3	17	# Busby, Belen
CS103	004	Introduction to Computers	3	19	# Busby, Belen
CS103	031	Introduction to Computers	3	13	Cole, Howard
CS150	002	Spreadsheet Applications (Microsoft Ex)	3	20	Maui, Wilhelm
CS222	001	Web Design and Programming	3	16	Laurie, Robert
CS227	001	Introduction to Programming	3	9	Laurie, Robert
CS246	001	Database Applications II	3	7	Maui, Wilhelm
EC212	001	Principles of Microeconomics	3	15	Maui, Wilhelm
MG206	001	Business Communications	3	18	Lee, Lawrence
MG220	001	Applied Math in Business	3	15	Villegas, Daniel
MG231	001	Introduction to Business	3	26	Villegas, Daniel
MG231	002	Introduction to Business	3	27	Villegas, Daniel
MG232	001	Introduction to Marketing	3	16	Villegas, Daniel
MG234	001	Introduction to Management	3	11	Villegas, Daniel
MG238	001	Business Law	3	24	# Camacho, Joseph
MG238	031	Business Law	3	1	LaMarche, Daniel
MG239	001	Principles of Customer Service	3	17	Villegas, Daniel
MG250	001	Small Business Management	3	9	Plinske, Eric
MG250	031	Small Business Management	3	7	Plinske, Eric
OT101	001	Keyboarding/Typewriting	2	24	# Busby, Belen
OT101	002	Keyboarding/Typewriting	2	28	# Sablan, Bernadita
OT101	003	Keyboarding/Typewriting	2	22	# Sablan, Bernadita
TS101	001	Intro to the Travel & Tourism Industry	3	6	Lee, Lawrence
TS101	031	Intro to the Travel & Tourism Industry	3	7	Lee, Lawrence
* TS185	001	Intro to Food & Beverage Management	3	7	Lee, Lawrence
* TS185	031	Intro to Food & Beverage Management	3	9	Lee, Lawrence
TS298	001	Internship Training	3	4	Lee, Lawrence

\* Taught utilizing videoteleconferencing facilities on Saipan and Tinian sites.

# Courses taught by adjunct instructors– Operations Budget funded.

**SUMMER 2007**

<b>Alpha numeric</b>	<b>Sect.</b>	<b>Course Name</b>	<b>Credits</b>	<b>Enroll.</b>	<b>Instructor</b>
MG 220	001	Applied Math in Business	3	1	# Lee, Lawrence
OT 101	001	Keyboarding/Typewriting	3	21	# Sablan, Bernadita

# Courses taught by adjunct instructors– Operations Budget funded.

## **B. Nursing Department**

### ***Program Description***

The mission of the Nursing Department of Northern Marianas College is to provide career guidance and education in nursing to those students of the CNMI and the Pacific Basin who desire to become Registered Nurses. Upon completion of the Associate in Science in Nursing 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 CNMI and in the United States.

The vision of the Nursing Department is to increase the number of locally-trained and licensed nurses working in various health care provider agencies in the CNMI as well as the Pacific region.

The learning experience for NMC's nursing students encompasses instruction by Registered Professional Nurses in classroom theory, nursing skills laboratory, computer skills and clinical patient care. The classroom instruction focuses on those nursing concepts necessary to prepare the student nurse to understand and provide patient care. The nursing skills laboratory provides a simulated hospital setting where students can practice and satisfactorily demonstrate nursing skills before giving patient care in the clinical setting. The computer laboratory provides students with simulated patient situations, communication with faculty via college e-mail for assignments and practice questions in preparation for the NCLEX-RN examination. Clinical instruction gives the student nurse the opportunity to apply the nursing concepts and skills learned in the classroom to patient care at CHC and other local health facilities (physician's offices and community health clinics). This experience also allows the student nurses to observe a variety of health career opportunities in all areas of clinical practice.

The Goals of the Northern Marianas Nursing Program are:

**Goal 1. To prepare a competent, novice practitioner with essential nursing skills. Skills development includes communication, analysis, computer technology and interpersonal relations in order to facilitate critical thinking and a holistic, caring approach to the health care needs of society.**

Upon completion, the graduates of the Northern Marianas College Nursing Programs will be able to demonstrate the following learning outcomes:

1. Provide nursing care based on standards of professional practice within legal, ethical, and regulatory frameworks;
2. Communicate effectively with clients, families, and other members of the healthcare team;

3. Assess clients and families comprehensively, including physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status;
4. Assess student learning and retention of nursing knowledge including the physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status;
5. Provide nursing care for the medical-surgical client in the hospital, community or home integrating cultural, sociological, spiritual, biological and psychological knowledge;
6. Use caring interventions to assist the client in meeting his/her needs;
7. Use teaching and learning processes with clients, significant support person(s), and other members of the healthcare team to promote and maintain health and reduce risks to health;
8. Collaborate with clients, significant support person(s), other members of the healthcare team, and community agencies to assist in meeting client needs;
9. Manage care for a group of clients; and
10. Demonstrate proficiency in pharmacological management.

**Goal 2. To provide a nurturing and intellectually stimulating environment that encourages the pursuit of knowledge and facilitates personal growth, accountably, respect for self and others, and contribution to the community.**

Upon completion, the graduates of the Northern Marianas College Nursing Programs will be able to demonstrate the following learning outcomes:

1. Continuously assess and evaluate his or her own individual needs for advanced and/or continuing education as a part of personal and professional development as an accountable and responsible member of the nursing profession;
2. Utilize critical and creative thinking in all settings to facilitate problem solving and decision-making in both themselves and clients;
3. Communicate through the use of verbal skills;
4. Communicate through the use of written skills; and
5. Communicate through the use of computer skills.

### ***Program Accomplishments***

1. In Academic Year (AY) 2006-2007, the Nursing Program continued to offer a full range of courses leading to an Associate in Science Degree in Nursing. The program consists of cohort groups who attend all classes sequentially.
2. The number of students enrolled in the Nursing Department has increased in recent years and this trend is expected to continue. Thirty-eight students enrolled for fall 2006. Of this 10 students began the fall class and 28 students started the second year. One student did not pass both the classroom and clinical portion of the course and was dropped but 37 students were retained.
3. To improve student learning, department faculty used multiple approaches in implementing the nursing curriculum. Since students have demonstrated enthusiasm and interest in using computer-based learning materials and interactive computer lessons are now threaded throughout the program. The nursing faculty have purchased a new technology called “clickers” that allow for immediate feedback on student understanding of the material and encourages participation by all students, even those reticent to speak up in class. To date, this has not been implemented but with its assistance, we hope to have this technology implemented in Fall 2007.
4. In AY 2006, students and instructors were involved in numerous activities, including school visits, related to promoting the profession and recruiting new students. As always, the purpose of these visits was to provide information about nursing as a profession and about health in general. Several class presentations about health were presented in the grade schools as well as Marianas High School. Nursing students frequently received public recognition from participating in diabetes health screening and blood pressure checks during numerous island activities like the annual fun walks and community health days. They also participated in two flu shot clinics giving hundreds of shots.
5. In AY 2006, nursing students made repeated visits to the Legislature to request support of the nursing program and the hiring of faculty. They were also involved in the passage of Senate Bill 15-58 waiving the 2-year nursing experience for non-resident workers. CHC now accepts their two-year of training during the program as that experience.
6. Improvements continued to be made in the department in equipment supplies and audio/visual materials, as well as a new ceiling in the lab that had fallen in due to termite damage. The department reprogrammed funds to begin termite treatment to protect from further damage. Our new construction in the lab last year has already been eaten through and needs to be replaced.
7. The faculty continue to improve their assessment of student learning outcomes in the cognitive skill and attitudinal areas with changes made in the program as a result we continue to receive favorable comments from the students of their experience in the program.

8. Thus far, 9 students from the May 2005 class have passed NCLEX and five are already working or hired by CHC. Many are doing volunteer work at the various clinics to refine their skills. The NCLEX Review course for Summer 2007 just was completed and 23 students attended. Many are scheduled to test in the next few months.
9. In AY 2006 one of our faculty was awarded a PhD in Rural Health Nursing from the Philippines; a second earned an MS in Nursing Education, and a third is pursuing her Masters' in Nursing Education online. We are proud of the faculty's commitment to upgrading their knowledge and skills level, which ultimately benefits the students.
10. The Nursing IDP was changed in AY 2006 to require Human Anatomy & Physiology I & II as prerequisites for acceptance into the program. We have noted a remarkable change in the quality of the students grades since making this change. Students are better prepared and do consistently better in the classroom and the hospital. We also changed our Pharmacology class to include a Clinical Math component, as students did not do well in this area. Evidence shows that the students have improved their math skills since making this change.

### ***Program Challenges and Concerns***

1. NMC needs to be able to employ and retain qualified nursing faculty. The high turnover means that consistent improvement in the program is difficult to maintain. Currently, there is a national shortage, not only of nurses, but also of nursing faculty. Last year, US Colleges turned away 32,000+ students from schools of nursing due to a lack of instructors. Although we believe teachers would be willing to take a cut in pay to travel to the CNMI and teach at NMC, the funding to advertise in national magazines or on nationally-recognized websites is not available. Until we can recruit properly, we will continue to have a shortage. The CNMI needs to be more competitive in terms of salaries if the college is to be able to secure and retain the services of qualified instructors. Sadly, a Nursing Assistant's average pay in the United States is higher than the salary any member of this faculty is receiving.
2. Other funding issues facing the Nursing Department involve a need for upgrading the computers in our nursing computer lab. The newest is very old in computer years and are extremely slow and frustrating to use.
3. Faculty must renew their license every two years and require 30 CEU's over that time to renew. The College recently presented a 2-day assessment workshop that will provide approximately 16 hours toward that total but gaining continuing education credit remains a problem on the island. The teachers, despite having 10-month contracts, teach year round and have neither the time nor money to attend offerings off-islands.
4. The preparation of nurses is not, and has never been a significant source of revenue for a college and it should never be expected that the program pay for itself. It must be viewed as providing a public service to the community when its citizens are the most vulnerable and needy. The nursing student begins community service in his/her very first semester of



training by participating in many health-related events and continues this service throughout his/her career. This service comes at a cost to the citizens of the community above that of other departments, but it is always worth the investment. We ask more, and need more from the community, because we give more, and if the citizenry wants the most professionally trained nurses, they have to provide appropriate funding for this. The old adage, “You get what you pay for” has never been more appropriate than in this time of financial crisis. It’s like a doctor saying, “Let’s cut out six of this patient’s chemotherapy sessions because it will save us a bunch of money.” When this is done, the cancer of short-sightedness, cutting corners and getting by with less than is possible for training competent, caring nurses will eat away at the safety and protection of the society that is the CNMI.

5. Health issues have caused great stress to the Nursing Program. One instructor has been intermittently hospitalized in the Philippines while one instructor resigned due to insufficient health care available to take care of her child, she but returned to complete the current semester.

**TOTAL NUMBER OF AWARDS IN NURSING  
2002-2007**

Types of Award	Academic Year					
	2002	2003	2004	2005	2006	2007
A.S Nursing	5	3	14	13	19	26
C.C. Hemodialysis						6
<b>Total</b>	<b>5</b>	<b>3</b>	<b>14</b>	<b>13</b>	<b>19</b>	<b>32</b>

**TOTAL STUDENT ENROLLMENT AND NUMBER OF CLASSES IN NURSING  
BY SEMESTER ACADEMIC YEAR 2007**

Semester	Number of Classes	Enrollment
Fall 2006	3	48
Spring 2007	6	63
Summer 2007	1	11
<b>Total</b>	<b>10</b>	<b>186</b>

**STUDENT ENROLLMENT IN NURSING  
BY CLASS AND SEMESTER**

**FALL 2006**

<b>Alpha Numeric</b>	<b>Course Title</b>	<b>Credits</b>	<b>Enrollment</b>	<b>Instructor</b>
NU 105-01	Basic Nursing Concepts & Skills	9	10	C. Tice
NU 124-01	Pharmacology & Clinical Math	4	10	L. Curtis
NU 207-01, 2, 3	Medical-Surgical Nursing II	8	28	K Sabaot, P. Taylor, C. Johnson

**SPRING 2007**

<b>Alpha Numeric</b>	<b>Course Title</b>	<b>Credits</b>	<b>Enrollment</b>	<b>Instructor</b>
NU 107-01	Medical Surgical Nursing I	8	10	C. Tice
NU 209-01, 2, 3	Nursing Issues and Trends	2	25	Lynn Curtis
NU 212-01, 2, 3	Medical Surgical Nursing III	8	28	C. Johnson, J. Sabaot, P. Taylor

**SUMMER 2007**

<b>Alpha Numeric</b>	<b>Course Title</b>	<b>Credits</b>	<b>Enroll.</b>	<b>Instructor</b>
NU 203-01	Maternal & Child Health Nursing	8	11	C. Tice, J. Sabaot

NU 108 Nursing Assistant was offered in Summer session 2007 as part the Area Health Education Council grant and not funded by legislative appropriations.

**C. School of Education**

***Teacher Preparation Program***

The NMC 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. An endorsement program for specialized training beyond the B.S. degree is provided in Special Education.

A Curriculum Resource Center (CRC) supports the Teacher Preparation Program. The CRC serves as a specialized resource center that is linked to the main NMC library system. Its holdings include texts for educational research and curriculum materials to enhance constructivist-teaching methodology and provide primary resources for education students, teachers-in-training, and mentor teachers. Any student registered for an education course has access to the resources available in the CRC.

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. The educational faculty design courses to incorporate the cultural strengths of the children of the CNMI and teach how to match those strengths to teaching practices.

### ***Statement of Philosophy***

The Commonwealth of the Northern Marianas Islands is geographically isolated, culturally diverse, and rich in human resources. It is populous and growing, and every day brings forth new challenges to traditional ways and fresh opportunities for insights and growth. For a society to prosper and thrive, it requires individuals who can sustain tradition while accommodating change. As the primary provider for initial teacher education in the CNMI, Northern Marianas College's School of Education is committed to preparing knowledgeable and dedicated teachers for the community.

Teachers are essential conduits of culture. They provide insights into the past; they enlarge world views; they deepen understanding of both the familiar and the arcane. They develop all the intelligences that make up humanity. At their best, they lead students to an awareness of the way life works. They supply students with the emotional skills needed to understand themselves and to get along with others.

To contribute fully to society, individuals need a foundation of knowledge, good communication and interpersonal skills, the capacity to think critically and creatively, and the ability to solve problems. The School of Education endeavors to provide teachers-in-training with the content, theories, methods, and practices necessary to facilitate the transfer of such knowledge and skills to their students. The department's Teacher Preparation Program strives to instill in its participants the fundamental competence they need to observe, contemplate, evaluate, and instruct learners of all ages, backgrounds, and abilities.

The School of Education faculty and staff are equally dedicated to personal growth and self-improvement. Faculty work to keep abreast of insights and innovations in the fields of Early Childhood, Elementary, English as a Second Language, Multicultural Education, and Special Education. They seek to use and instill what is viewed as the most effective practices in all areas of education. Faculty work to implement fresh directions in curriculum and instruction. Innovative approaches and research-based practices are the foundation of the School of Education curriculum. School of Education faculty set high standards and hold high expectations for all students and mentors.

### ***Program Standards***

The School of Education serves the CNMI by providing a teacher education program for students seeking baccalaureate degrees. In preparing this program's curriculum, the School's faculty has been guided by standards developed by the National Council for Accreditation of

Teacher Education (NCATE) and their affiliates. The NCATE has also been involved in creating Program Standards for Elementary Teacher Preparation. A committee comprising representatives from 19 national standard-setting associations, organizations, and projects has prepared these standards, a work in progress. The School of Education wholly endorses these standards as program guidelines.

**Standard 1. DEVELOPMENT, LEARNING, AND MOTIVATION.** Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

**Standard 2. CURRICULUM.** Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-8 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels:

- A. Candidates demonstrate a high level of competence in the use of English Language Arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
- B. Candidates know, understand, and use the fundamental concepts in the subject matter of science – including physical, life, and earth and space sciences – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;
- C. Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data;
- D. Candidates know, understand, and use the central concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology) – to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;
- E. Candidates know, understand, and use – as appropriate to their own understanding and skills – the content, function, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students;
- F. Candidates know, understand, and use the comprehensive nature of students' physical, mental, and social well being to create opportunities for student development and the practice of skills that contribute to good health;

- G. Candidates know, understand, and use – as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students;
- H. Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

**Standard 3. INSTRUCTION.** Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community:

- A. Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse learners;
- B. Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills;
- C. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

**Standard 4. ASSESSMENT.** Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of each elementary student.

**Standard 5. PROFESSIONALISM.** Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher:

- A. Candidates are aware of and reflect on their practices in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally;
- B. Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social, and emotional growth of children;
- C. Candidates foster relationships with schools, colleagues, and agencies in the larger community to support students’ learning and well being.

### ***Student Learning Outcomes***

As indicated by the standards listed above, the SOE provides students with courses rich in both theoretical foundations and practical experiences. In line with this, the SOE states that, upon completion of the B.S. degree in Elementary Education, students will be able to:

### ***1. Cognitive (Knowledge/Understanding)***

- A. Describe the history of modern education and explain the roles that pedagogic, philosophic, and social movements have had in the development of the modern school;
- B. Explain the development and evolution of various schools of psychology and the impact these schools have had on current educational concepts and practices;
- C. Describe and explain the stages of child and adolescent physical, cognitive, affective, and social development; analyze and explain the impact that current global, regional, national, and local issues have on students, families and schools in the CNMI.

### ***2. Skills/Abilities***

- A. Explain and demonstrate basic educational methods and techniques.
- B. Identify regional and national subject matter standards and plan and teach lessons that meet those standards.
- C. Develop and write teaching plans, long- and short-term integrated units, lessons and activity objectives, and plan, teach and evaluate classroom lessons at all levels K-8.
- D. Incorporate multimedia, audio materials, computer software and the Internet in classroom lessons.
- E. Design and teach lessons that reflect and respect the various cultural influences that make up modern society.
- F. Design and teach lessons and activities that develop deductive reasoning, problem-solving and critical thinking skills.
- G. Design and teach lessons that meet the learning needs of students with less than academic level fluency in English.
- H. Design and teach lessons that encourage the development and growth of inquiry strategies.
- I. Use a variety of assessment tools and techniques to evaluate student work and achievement.

### ***3. Affective Outcomes (Beliefs, Values, Opinions)***

- A. Demonstrate belief in the value of diversity in the community and classroom by modeling and developing respectful behavior of students toward all others.
- B. Demonstrate pride in the teaching profession by following high standards of personal and professional behavior and by continuing professional growth.

The SOE has participated in an Assessment Training Workshop conducted by Guam Community College and one member of the SOE faculty is serving on the PROA (Programs, Research, Outcomes, and Assessment) Committee. The participation in the training and committee work allows us to assess the BSEE program and all our certificates and endorsement. For example, NMC has adopted a 5-column approach that includes:

- Expanded Statement of Institutional Purpose, e.g. ED 211

- Program Intended Educational Outcomes, e.g. Student Learning Outcomes
- Means of Program Assessment and Criteria for Success, e.g. “90% of assessed students will demonstrate \_\_ at the “acceptable” or “exceptional” levels on the \_\_\_\_.”
- Summary of Data Collected
- Use of Results

This is to be an ongoing process that will result in a better program for education students in the CNMI.

## **CURRICULUM GUIDELINES**

### ***Model Teaching***

School of Education faculty share a belief that students will teach as they have been taught. When SOE faculty sends students for classroom observations, they expect them to identify and recognize effective practices. Likewise, when they teach college courses, they exhibit model teaching for their students. The SOE faculty provides a multitude of approaches to the content of their courses. Self-reflection is valued and encouraged.

### ***Integrated Curriculum***

In elementary schools, an integrated approach allows students to put ideas into perspective and to see and make connections across content areas. Current research in brain-based learning demonstrates that integrated, thematic teaching approaches help students to form clearer ideas and concepts about subject matter and to remember those concepts longer. In developing the teacher preparation program, SOE faculty concluded, after much research, that a similar approach would be effective with teachers-in-training. Thus, faculty designed the courses to complement one another, to run in coordinated sequences, and to review, highlight, and preview material across the curriculum.

### ***Cultural Diversity***

The SOE recognizes that schools in the CNMI are made up of students from a variety of cultural backgrounds. Heterogeneity in the classroom is strength; the varying world views and perceptions of different students combine to form broad pictures and to enhance understanding of cognitive, social, and emotional issues and concerns. The School of Education faculty value cultural diversity and provide teachers-in-training with the methodology necessary to tap the cultural strengths that they will find in their classes.

### ***Purposeful Learning***

Elementary students learn best when they create and produce products for a purpose. Purposeful learning enhances intrinsic motivation and silences unwanted distractions. As it is for elementary students, so it is for adults in college. The School of Education faculty provides learning experiences that will result in students working with purpose toward objectives. By focusing on projects and products, students gain practical experience and develop confidence that comes with demonstrable knowledge.

### ***Cooperative and Collaborative Learning***

As humans are social beings, so learners of every age thrive in social settings. Pacific islanders have long known the value of assistance and the power of the group mind; brain research shows group minds to be wiser than individual minds. Learners working in groups often discover previously unconsidered strengths, weaknesses, and perspectives. Important social values are developed and enhanced. The School of Education faculty encourages a healthy mix of group and individual work in classes.

### ***Writing Across the Curriculum***

The most important skill that can be learned in school is literacy. The ability to read and write is the foremost determiner of success in school and, in many cases, life itself. Teachers need to model and encourage effective writing whenever possible. SOE courses explicitly develop reading and writing approaches for every topic prospective teachers may encounter. Likewise, students in many courses keep reflective, interactive journals to consider ideas and express opinions. The journals are then used to link and make connections among the various curriculum topics covered across the program.

### ***Multiple Intelligences***

Educators throughout the world have slowly come to accept the idea that intelligence is more than the ability to choose correct answers on an IQ test. Intelligence is now seen as *a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture*. Furthermore, intelligence is multiple rather than singular; the intelligences include the verbal-linguistic, mathematical-logical, spatial, musical, bodily-kinesthetic, naturalistic, interpersonal, and intrapersonal. Information and material in SOE courses is therefore presented and examined from a variety of perspectives to include all types of learners.

### ***Authentic and Portfolio Assessment***

As intelligence is multiple, it follows that learners cannot express the totality of what they know or can do on simple pen and paper tests. Programs therefore encourage a variety of approaches and use of authentic assessment. These assessments are determined at the planning stage and are in line with course objectives. Students are thus expected to develop portfolios of materials they create and evidence of activities and projects.

### ***Field Experience***

Field experience is the core of the SOE program. Ultimately, everything begins and ends with the field experience. The CNMI Public School System and private schools provide for observation and practice teaching. The SOE faculty demand from students extensive field experience and they gain experience from the beginning of their educational careers.

### ***Ongoing Development***

School of Education faculty is sincerely dedicated to providing the CNMI with the best possible teachers. SOE faculty strive to accomplish this by assisting SOE teachers-in-training to develop, recognize, and realize their strengths as teachers and as human beings. School of Education faculty examines and re-examines the School's approaches and methods and stay active professionally and personally.



### ***Curriculum Resource Center***

The Curriculum Resource Center (CRC) is a teaching and learning resource for School of Education students and for all NMC faculty. The purpose of the CRC is to provide SOE students and faculty with appropriate and relevant information for their research, coursework, educational pedagogy, and methodology. The CRC is a specialized resource center linked to the College's main library system, and the collection includes materials for both educational research and hands-on activities. The SOE has particularly used the CRC for all its practicum courses, such as our capstone class, ED 492 Student-Teaching Practicum.

The CRC Librarian is an integral part of the School of Education's efforts to integrate information literacy across the curriculum. The CRC supports this goal by facilitating intellectual and physical access to materials in a range of formats. The CRC Librarian provides bibliographic instruction to students and faculty in the use of computerized resources and Internet resources, and both recommends and provides current educational resources to SOE faculty.

#### **TOTAL NUMBER OF AWARDS IN EDUCATION AY2007**

<b>Type of Award</b>	<b>Fall 2006 to Spring 2007</b>
Certificate of Completion: Early Childhood Education	1
B.S. Elementary Education	32
<b>Total</b>	<b>33</b>

#### **TOTAL STUDENT ENROLLMENT AND NUMBER OF CLASSES IN EDUCATION BY SEMESTER & CAMPUS AY 2007**

<b>Semester</b>	<b>Number of Classes</b>				<b>Enrollment</b>			
	<b>Saipan</b>	<b>Rota</b>	<b>Tinian</b>	<b>Total</b>	<b>Saipan</b>	<b>Rota</b>	<b>Tinian</b>	<b>Total</b>
Fall 2006	29	0	0	29	334	0	0	334
Spring 2007	27	0	0	27	344	0	2	346
<b>Total</b>	<b>56</b>	<b>0</b>	<b>0</b>	<b>56</b>	<b>680</b>	<b>0</b>	<b>0</b>	<b>680</b>

**STUDENT ENROLLMENT IN EDUCATION BY CLASS AND SEMESTER  
FALL 2006**

	<b>Alpha Number</b>	<b>Section</b>	<b>Course Title</b>	<b>Credits</b>	<b>Enrollment</b>	<b>Instructor</b>
1	ED105	001	Introduction to Computers for Education	3	9	Folta, Gregory
2	ED105	002	Introduction to Computers for Education	3	13	Folta, Gregory
3	ED105	003	Intro Comp for Ed. (PSS SPED)	3	11	Folta, Gregory
4	ED205	001	Child Development	3	17	Schultz, Robert
5	ED210	001	Intro to Teaching	4	9	Buckingham, Pam
6	ED247	001	Medical Implications of Special Education	3	9	# Sarich, Julie
7	ED282	001	Multicultural Foundations	3	19	Sablan, Sallie
8	ED282	002	Multicultural Foundations	3	1	Sablan, Sallie
9	ED300	001	Educational Psychology*	3	12	Schultz, Robert
10	ED306	001	Teaching Linguistically Diverse Students	3	11	Bohman, Amy
11	ED315	001	Inclusive Prac for Children w/Learn Prob	3	11	Dashiell, Brante
12	ED315	002	Inclusive Pra for Ch(PSS SPED)	3	8	Dashiell, Brante
13	ED315	003	Inclusive Prac for Children(PSS)	3	13	Dashiell, Brante
14	ED315	004	Inclusive Prac for Children w/Learn Prob	3	2	Buckingham, Pam
15	ED319	001	Children's Literature*	3	15	Bohman, Amy
16	ED320	001	Fine Arts for Elementary Teachers	3	10	# Miura, Dora
17	ED321	001	Literature & Language Arts for Elem. Tchrs	4	13	Bohman, Amy
18	ED351	001	Instructional Strategies & Classrm Mgmt	3	16	Merfalen, Barbara
19	ED352	001	Behvr Mod Classrm(PSS SPED)	3	16	Dashiell, Brante
20	ED370	001	Integrated Plan & Progs	3	7	Schultz, Robert
21	ED432	001	Math for Upper Elem(ONLINE)	3	18	Sablan, Sallie
22	ED432	002	Math for Upper Elem Teachers	3	8	Sablan, Sallie
23	ED434	001	Social Studies in Action	3	22	Merfalen, Barbara
24	ED435	001	Diags & Prescrps:Rdng	5	17	Bohman, Amy
25	ED450	001	Assessment & Evaluation	3	5	Merfalen, Barbara
26	ED471	001	Integrated Lessons and Activities	4	12	Sablan, Sallie
27	ED480	001	Ed Technology	3	13	Folta, Gregory
28	ED492	001	Student Teaching Practicum	12	11	Buckingham, Pam
29	ED492	008	Student Teaching Practicum	12	6	Merfalen, Barbara

# Courses taught by adjunct instructors– Operations Budget funded.

**SPRING 2007**

	<b>Alpha Number</b>	<b>Section</b>	<b>Course Title</b>	<b>Credits</b>	<b>Enrollment</b>	<b>Instructor</b>
1	ED105	001	Introduction to Computers for Education	3	12	Folta, Gregory
2	ED105	002	Introduction to Computers for Ed	3	11	Folta, Gregory
3	ED205	001	Child Development	3	25	Deleon Guerrero, Velma
4	ED211	001	Introduction to Teaching	4	18	Buckingham, Pam
5	ED211	002	Introduction to Teaching	4	19	Buckingham, Pam
6	ED282	001	Multicultural Foundations	3	18	# Jenkins, John
7	ED282	002	Multicultural Foundations	3	1	Buckingham, Pam
8	ED300	001	Educational Psychology*	3	13	# Manalo, Monica
9	ED315	001	Inclusive Prac for Children w/Learn Prob	3	10	# Lieberman, Ed
10	ED315	002	Inclusive Prac for Children w/Learn Prob	3	3	Buckingham, Pam
11	ED320	001	Fine Arts for Elementary Teachers	3	13	# Schultz, Brenda
12	ED321	001	Literature & Language Arts for Elem. Tchrs	4	15	Bohman, Amy
13	ED330	001	Math for Elementary Teachers	3	11	# Miura, Dora
14	ED351	001	Instructional Strategies & Classrm Mgmt	3	10	Merfalen, Barbara
15	ED360	001	Mod & Adaptations of Curr SpEd Stud (PSS)	3	17	# Sarich, Julie
16	ED362	001	Student Evaluation: Special Ed (PSS)	3	11	* McGee, Mary
17	ED370	001	Integrated Planning and Programs	3	14	Folta, Gregory
18	ED406	001	Teaching Linguistically Diverse Students	3	14	Bohman, Amy
19	ED433	001	Science as Inquiry Methodology	3	26	Bohman, Amy
20	ED434	002	Social Studies in Action: A Methods Cours	3	1	Merfalen, Barbara
21	ED435	001	Diagnostic & Prescriptive Reading	5	13	Bohman, Amy
22	ED450	001	Assessment & Evaluation	3	23	Merfalen, Barbara
23	ED471	001	Integrated Lessons and Activities	4	16	Merfalen, Barbara
24	ED480	001	Educational Technology	3	16	Folta, Gregory
25	ED492	001	Student Teaching Practicum	12	12	Buckingham, Pam
26	ED492	002	Student Teaching Practicum	12	4	Merfalen, Barbara

# Courses taught by adjunct instructors– Operations Budget funded.

\* Grant Funded

***Program 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 2003, graduated 33 students in Spring 2007 of which 77% are now working for PSS. In addition, the College’s Office of Institutional Effectiveness performed an analysis of school year 2006-2007 personnel data from the CNMI Public School System (PSS) that shows a significant number of NMC graduates are currently employed as Classroom Teachers and Teachers’ Aides. According to this data, nearly 20% of all Classroom Teachers and 33% of all Teachers’ Aides are NMC graduates.

Each School of Education faculty member has continued to conduct workshops, training, seminars, and consultations at the request of PSS and private school administration and principals. These activities have been provided at no cost and cover such topics as Cultural Awareness and Understanding, Portfolio Development, Brain Research and How We Learn, Curriculum Alignment, Diagnostic Reading, Integrated Curriculum, Math, ESL, and many

others. These one- to two-hour sessions are provided after school or during professional development days. However, some events have extended as long as three days.

Another area of accomplishment is the School of Education faculty's commitment to serve its students with less staff. The School of Education should function with seven faculty members in order to provide the best services possible to our students. However, we are currently operating with only five faculty members because of budget cuts. Despite this circumstance, the SOE still does an excellent job at providing the CNMI community with quality teachers. For example, we are offering more on-line/blended courses than before so students can take classes even if there are less faculty members to teach. In addition, the SOE created the class ED 493 Community Education Practicum in order to address the need of students who wish to work in an educational organization, such as a library, but not teach in the classroom. This was soon followed by SOE offering ED 495 Student Teaching Internship so teachers with non-education baccalaureate degrees can receive the "practicum" experience necessary for teacher certification.

Quality assurance can be seen in the revision of the Individualized Degree Plan (IDP) and the updating of the requirements for teacher candidacy. Every year the School of Education faculty scrutinizes the BS in Elementary Education degree in order to align the program with best teaching practices. For example, the IDP has been updated to include courses such as ED 330 Mathematics for Elementary Teachers: An Activity Approach, ED 353 Health and PE Methods for Elementary Teachers, and ED 432 Teaching Elementary and Middle School Math Developmentally. Another course that has been added is ED 493 Community Education Practicum that offers students an alternative to teaching in the classroom, such as library work or counseling. Furthermore, teacher candidacy now requires, in addition to the other requirements, that students pass PRAXIS I in order to be accepted into the program. They also must take PRAXIS II and complete a student teaching or community education practicum to graduate. The practicum is an essential aspect in fostering student teachers and those who intend to work in the field of education as it is an application of the amalgamated knowledge and skills developed over the course of their program studies.

The SOE has also been offering to PSS classes through NMC's Community Development Institute for PSS Special Education Certification and NMC's own certification in Related Services Technician and Early Childhood Education via federal grants administered by the University of Hawaii.

MENTOR (Mathematics Education for Novice Teachers: Opportunities for Reflection) is a National Science Foundation-funded project implemented through Pacific Resources for Education and Learning (PREL). The federal grant for the program has expired; however, NMC is working with PREL and its partners to renew the grant for 2008.

The WASC (Western Association of Colleges and Schools) accreditation visiting team recommended in 2002 that the College institutionalize an integrated systematic process for evaluating program effectiveness. It was also recommended that this process include a definition of learning outcomes for all programs, and objective measures of student performance, which can inform and guide decisions to improve programs. The School of

Education continues to refine its assessment and evaluation procedures in accordance with guidelines laid down by the Commission. Course guides are currently being reviewed and modified through a “mapping” process. Instructors are specifying more precise measures of student performance for each course, and data collection is ongoing for five selected program-level student learning outcomes. In addition, assessment measures are being developed that are in alignment with the program-level student learning outcomes. Most recently, the SOE participated in an Assessment Professional Development Workshop conducted by Guam Community College. This workshop will allow the SOE to be aligned with other units of the college. Furthermore, the SOE has prepared a flashlight survey that has gone out to its alumni in order to gain data on the BSEE program’s effectiveness.

### ***Program Challenges and Concerns***

Determining the effectiveness of the School of Education’s program and curriculum is a goal of the SOE. NMC’s PROA (Programs, Research, Outcomes, and Assessment) Committee is actively meeting to determine the effectiveness of the institution as a whole. One faculty member on this committee represents SOE.

Lack of faculty in the SOE is a constant challenge. The School should have a total of seven instructors in order to provide for the best learning experience possible within the BS in Elementary Education program; however, the School currently has five instructors. This is due in large part to two faculty members leaving during the summer and the inability of the college to receive an adequate number of applicants. Efforts are being made within the community and the College to resolve this problem in order for the SOE to provide the Public School System with teachers.

The School of Education previously had a dean and director guiding all the programs in the SOE. As a result of the reorganization from the previous NMC administration, the SOE dean’s position was eliminated and the director and faculty absorbed the responsibilities. We no longer have a dean under the current organization of the SOE. However, the director and faculty have absorbed the responsibilities. As the SOE continues to develop we find it necessary to evaluate the current administrative role of the director. The current director and SOE faculty proposed that the Planning, Budget, and Evaluation Committee (PBEC) audit and evaluate the director’s job description and responsibilities. PBEC will gather the necessary data needed to recommend and take the necessary steps to address the SOE’s concern and issue.

Because of the financial instability of the CNMI, NMC students have been experiencing difficulties with receiving their scholarships on time. As a result, students may not be able to enroll in courses on time and this affects their program of study in the SOE. Additionally, instructional supplies that students need cannot be purchased without the support of Scholarship funds. Currently, the College is taking measures to address this situation.

Bilingual issues continue to affect the School of Education. Most SOE students and most of the students in the public schools of the CNMI speak non-standard English. However, the textbooks, standards, tests, and curriculum for NMC, the CNMI Public School System, and

local private schools are based on U.S. mainland curriculum standards, and Standard American English is the official medium of instruction. To further complicate the situation, the PSS has a bilingual policy that does not follow the usual procedure of providing mother tongue instruction to students as a transition to English. The policy of the PSS is to maintain the Chamorro and Carolinian languages. Children whose mother tongue is other than English, Chamorro, or Carolinian must attend either Carolinian or Chamorro classes. The CNMI is absorbing increasingly large numbers of immigrants from the Philippines, Korea, Japan, China, and the other Pacific Islands. However, no ESL instruction is provided in the PSS. There are no ESL specialists in the schools, nor are ESL classes available even for beginning speakers of English. Since the regular classroom teacher has the task of meeting the needs of children with a wide range of English language abilities, the SOE has the task of providing CNMI teachers with the necessary language teaching skills.

One approach to dealing with these challenges is found in the SOE courses, ED 282 Multicultural Foundations and ED 406 Teaching Linguistically Diverse Students. ED 282 provides the necessary foundation and awareness of the various cultures, ethnicities and languages found in the CNMI and region. ED 406 is a required methods course that develops the capacity of future teachers to assess language abilities, use second-language teaching techniques, and design and teach lessons that integrate ESL objectives with content instruction. The ED 306 instructor is a consultant to the PSS Bilingual Program.

On the basis of assessments of student teacher performance and observation of PSS classroom teachers, the SOE has determined that corrective measures should be taken with regard to the English ability of teachers. Many PSS teachers are hired from outside the U.S. and its territories and their English is often unintelligible and nonstandard English. NMC also admits students who have transferred from non-U.S. institutions, and their English is often inadequate for college-level work. The SOE, through NMC's Community Development Institute, is working with PSS to meet their needs by providing their teachers pass-fail courses that do not carry college credit.

There is constant tension between the effort to meet the needs of the CNMI within the realities of the cultural context, on the one hand, and that of meeting U.S. institutional standards of performance, on the other. There is also the need to remain mindful of NMC's mission, which is to provide the best education to adults in the CNMI. It is often difficult to determine whether the maintenance of a specific standard will result in the desired level of excellence, or in the exclusion of large segments of the population.

The School of Education is working with the College's Languages and Humanities Department to address these problems. Some of the measures currently being implemented are:

Strict adherence to the English prerequisites before education courses can be taken.

Working with other departments to raise the English prerequisite levels for core required courses at the freshman and sophomore levels, in math, science, and the social sciences, from 93/94 (Developmental English) to EN 101.

Administering PRAXIS I as a requirement for admission to the upper-division education courses.

Advising education students who appear to need greater oral/aural competency to enroll in one or more Speaking and Listening Development courses.

Both the SOE and the Languages and Humanities Department believe that using a test of oral English proficiency, such as SPEAK (Spoken Proficiency English Assessment Kit), would help identify students who need further remedial work. Trained staff and materials are available at NMC; however, at present there is no mechanism in place to require students to take the test. The SOE is exploring possibilities for increasing student use of that resource.

Another objective of the SOE is to strengthen auxiliary programs so that they further complement the baccalaureate degree program. Although coursework is provided for the Certificate of Completion in the areas of Related Services and Early Childhood Education and individualized endorsements in Special Education, the School faces a number of challenges relative to these programs: meeting the needs of the programs with small numbers of students; ensuring that students enter the programs with adequate backgrounds in prerequisites needed to meet the academic and practical demands of specialized areas; and securing qualified faculty for the programs.

There is an ongoing, critical need for additional faculty to teach these courses. The current SOE faculty cannot handle this additional teaching responsibility, so the programs must rely on adjunct faculty, primarily principals and teachers from PSS, if these courses are to be taught and these endorsements and certificates offered. However, adjunct instructors may be qualified to teach particular courses but do not have the necessary investment in the overall education program, which is viewed by the SOE as a whole. These certificate and endorsement programs are not individual parts that can be separated from the overall goal of producing quality teachers. Also, because of low salaries for adjunct instructors, attrition is a constant problem and a factor that works against the development of stable programs. Hiring additional full-time faculty is a priority in meeting the needs of the Public School System and the community.

President Bush's No Child Left Behind Act has had a particular impact on the SOE in the areas of K-3 language arts and mathematics. Currently B.S.E.E. students complete coursework in children's literature, literacy and language arts, and diagnostic reading. Based on the recommendation of the mathematics education faculty and PSS's need to focus on early elementary mathematics, the previous mathematics education course was separated into a lower elementary course (focusing on K-3<sup>rd</sup> grade mathematics) and an upper elementary course (focusing on middle school 4<sup>th</sup> to 8<sup>th</sup> grade mathematics). Pre-service teachers' pedagogy has improved through incorporation of performance-based projects. The implementation and effectiveness of these curriculum changes is being studied.

In addition, a primary-level (K-3) endorsement program focusing on teaching and math has been requested by PSS, as well as an endorsement in library science. Additionally, PSS needs to certify their secondary teachers. Many secondary teachers do not have the

educational training in the content area they are teaching nor do they have the training in pedagogy. The institution is seeking alternative venues for students and public and private school teachers to pursue other educational degrees and opportunities.

Due to NMC's ongoing financial constraints, there is still inadequate classroom space as well as a deficiency in ergonomically effective classroom design. Every semester the SOE is left with the challenge of finding extra classrooms as well as designing classrooms that assist students with optimum learning experiences. In addition, SOE faculty offices are spread across the campus, greatly complicating collaboration, coordination, and communication within the School. The SOE fully supports and endorses any plan to construct a permanent School of Education flagship building on the Saipan campus when fiscally feasible.

Finally, the SOE is challenged to assist faculty with professional development. In this fast-paced, interconnected world in which we live today, students need to develop capacities that enable them to function well. Therefore, it is critical to the operations of any tertiary institution that faculty participate in professional development. Unfortunately, the College has not provided the necessary funds to support professional development, and if this continues, it will become increasingly difficult for the SOE to assist its students with learning experiences that are in alignment with the "best practices" of the education profession.

#### **D. Technical Trades / Vocational Education Program**

##### ***Program Description***

The Vocational Education Programs is committed to serving not only those students who enroll in regular academic programs, but also non-traditional students enrolling in non-academic credit courses. The mission of the department is to provide educational opportunities and support services to the entire CNMI community through various programs.

The Vocational/Technical courses offered at the Saipan, Tinian and Rota Campuses offers students the option of pursuing an Associate in Applied Science (AAS) degree, a Certificate of Completion, or a Certificate of Achievement in various areas of Construction Trades, Electrical Installation and Maintenance, Electronics/Computer Technology, Air Conditioning, Refrigeration, Special Projects, Blue Printing/Drafting, Building Codes, and Auto Services.

The Program is facilitated by adjunct instructors only. Ten (4) courses were offered in Fall Semester, but no students enrolled in AY2006-2007.



**Total Student Enrollment and Total Number of Technical Trades/Vocational Education Courses by Semester and Instructional Site**

**AY 2006-2007**

Semester	Number of Courses				Enrollment			
	Saipan	Rota	Tinian	Total	Saipan	Rota	Tinian	Total
Fall 2006	4	0	0	0	0	0	0	0
Spring 2007	0	0	0	0	0	0	0	0
Summer 2007	0	0	0	0	0	0	0	0
<b>2006 Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Student Enrollment in Technical Trades/Vocational Education  
By Course, Semester and Campus AY 2006-2007**

**FALL SEMESTER 2006**

Fall 2006	Course Title	Credits	Enrollment	Instructor
CT 110 01	Construction Trades I	6	0	Staff
CT 112 01	Construction Trades II	6	0	Staff
CT 190 01	Special Projects (Construction Trades I)	1	0	Staff
CT 191 01	Special Projects (Plumbing)	1	0	Staff

***Program Accomplishments***

NMC offered its standard Technical Trades courses during Fall Semester but no students enrolled.

***Program Challenges and Concerns***

1. Public Law 15-5 brought hope to the institution that it could better meet community needs through the provision of services through the implementation of the United States Registered Apprenticeship Training Program. While PL 15-5 identified \$1.5m towards the establishment of an Apprenticeship Training Program, no funding was allocated to the college.
2. With the steady decrease in funding and equally steady decline in enrollment, the sole remaining technical trades instructor resigned prior to Fall, 2006 Semester.
3. Also in line with the decrease in funding for the previous fiscal year, the college was forced to move out of the rental facilities housing the School of Education. Due to the limited spacing available on campus, the rooms that were unused by the technical trades/vocational education program were converted to classroom and computer lab space. Also, the Small Business Development Center was relocated from Building T to Building V and is now housed with the Business Department. In addition, the remaining classrooms for the Technical

Trades/Vocational Education program are being converted to Distance Education classrooms leaving only 1 room currently available for possible use by that program until other facilities are identified.