

2006 Annual Report



NORTHERN MARIANAS COLLEGE

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Message From The Acting President

It is a privilege to be in the position to present the Northern Marianas College's Annual Report that provides a summary of both the difficulties faced and accomplishments made by the college during the current 2005-6 academic year.

The College, along with the Northern Marianas Government, suffered budgetary reductions in early 2006. The college's personnel appropriations were reduced initially by approximately 19%, then reduced again for the current fiscal year a further 10%. This forced the College to seriously examine its personnel budget; its initial reaction was two-fold. First it froze all new hires except for critical instructional positions, and second the College was forced to reexamine its academic offerings. In addition to the budgetary reductions, the College, as is the rest of the CNMI, is now paying its utility bills, which in effect further reduced its budget by approximately \$1 million. These changes in budgetary allocations have had a marked negative effect on the College's ability to continue to meet its legislated mission.

Additional changes in the College's structure and operations also took place. These include:

- For five months there was no Board of Regents quorum. There were four Board vacancies in the fall, all of which were filled during the spring semester. The Board was able to conduct business again as of March 2006.
- The Board Chair resigned June 30th, leaving the Tinian regent's seat vacant until September.
- The College's President retired effective August 25th; the Board of Regents appointed the Acting President effective August 26th.
- In Spring Semester, the college raised tuition by approximately 40%; however, the anticipated increase in the operations budget has been negated by the requirement that the college pay its utility bills in their entirety from operations funding.
- As a result of the anticipated decrease in available operations budget, the College had to reexamine its proposed utilization of operations funding and has been forced to scale down its adjunct/overload and summer session budgets.
- The college completed and submitted its 2006 Self Study Accreditation Report by July, this in preparation for the Western Association of Schools and Colleges (WASC) visit scheduled for October.

With each new difficulty the College has faced, members of the college community have worked together to meet and address those issues. Progress made by the college includes the following:

- The College is implementing a plan to reduce rent payments by moving all college programs located in the Fina Sisu rental units to the upper campus.
- Since April, the College has been working to secure a \$250,000 loan in order to upgrade existing facilities; this loan is currently in the bank's hands for final review and, the College anticipates, approval. This loan will provide two to five additional classrooms, renovation of a condemned building into additional instructor office space, provide a dedicated classroom to the School of Education, and enhance VideoTeleConferencing (VTC) and Distance Education (DE) course offerings to all three instructional sites.
- With the hire of the Director of the Office of Instructional Evaluation in May, the institution is now in position to meet its mission of evaluating its instructional programs.
- The college completed its annual audit on time in 2006. Findings included that the College finished the year, despite austerity measures taken institution-wide, in surplus for the second year in a row. Further, the College had no questioned costs identified by the auditors for the first time in several years.
- The College completed and printed its Institutional *5 Year Strategic Plan* laying out the College's goals for 2006 through 2010.

Overall, the college faced a great many hurdles in the year and has managed to thus far overcome them all. In working with the CNMI Governor and Legislature, NMC anticipates continuing to help build the economy and meet its legislative mandated mission of assisting the residents of the CNMI.

The College appreciates the interest and support provided by the CNMI Governor and Legislature and looks forward to continuing to work together to make the CNMI's sole public institution of higher education even better.

Danny Ö. Wyatt
Acting NMC 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

The year 2006 marked NMC's 25th Anniversary. To kick off NMC's year long celebration the Board of Regents held a Gala Dinner fundraising event. With over 100 attendees, the event raised enough money to fund 4 scholarships.

The Board of Regents welcomed five new members: Dr. Rita Hocog Inos, Linsa Lizama, Charles Cepeda, Maria Malua Peter and Joey San Nicolas. Each board member brings with them considerable educational and professional experience.

With the departure of Chairperson Kimberlyn King-Hinds, the board selected Regent Inos as the new Chairperson at their June Annual Meeting. Also serving in leadership positions are Regent Cepeda as Vice Chairperson and Regent Eloise Furey as Treasurer.

The Board received an intent-to-retain notice from President Antonio V. DeLeon Guerrero. After 20-plus years of service to the college, President Guerrero was recognized by the Board

through the Board of Regents Resolution 301011. The Resolution highlighted President Guerrero's service, commitment and dedication to NMC.

With the announcement of President Guerrero's retirement, the Board of Regents assembled a Presidential Search Committee. The Board hopes to appoint a new President by the end of the year.

With tough economic challenges for the CNMI, the Board has been faced with budget reductions for the college. In consultation with the Acting President and NMC's leadership team, the Board has been actively engaging the Executive and Legislative branches of the CNMI Government.

NMC Board Membership AY 2005-2006

Dr. Rita Hocog Inos (Saipan)
Charles V. Cepeda (Saipan)
Eloise A. Furey (Saipan)
Elaine H. Orilla (Rota)
Linsa Lizama (Saipan)
Maria Malua Peter (Saipan)
Vacant (Tinian)
David Rumptz (Honorary Faculty Regent)
Rose Jones (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 2006 the Foundation raised approximately \$103,000.00 through Educational Tax Credits and through fund-raising events sponsored by the Foundation. Included in this amount are proceeds from the 4th Annual NMC Foundation Golf Tournament. In FY 2006 the College Foundation provided \$12,000 to the College for the 25th Silver Anniversary Charter Day Festivities. In addition, the Foundation granted the college administrations \$66,000 request to cover costs for the Management Review Desk Audit and the consulting services of Rafeal

Gonzales Management to review the Student Financial Aid Packages. Finally, in FY2006 the Foundation hired a director to oversee its activities and agreed to share the costs of this employee on 50/50 basis with the College.

NMC Foundation Membership

1. Jerry Tan	Foundation President
2. Michael Von Siebenthal	Vice President
3. Felicidad Ogumoro	Secretary
4. David Burger	Treasurer
5. Dr. Rita Hocog Inos	Regent Member
6. Charles V. Cepeda	Regent Member
7. Vicente Babauta	Member
8. Ivan Quichocho	Member
9. Joanna Pai	Member
10. Ron Barrineau	Member
11. Yoichi Matsumura	Member
12. George Fleming	Member
13. Jay Jones	Member

ACADEMIC PROGRAMS AND SERVICES

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, Liberal Arts, Natural Resource Management, 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 Languages and Humanities Department; the Nursing Department; the Sciences, Mathematics, and Athletics 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 offers students the option of pursuing an Associate in Arts degree, an Associate in Applied Science degree, a Certificate of Completion, or a Certificate of Achievement in various career ladder tracks in business, tourism/hospitality, or computer applications areas. Degree and certificate programs are currently offered in accounting, business, business management, hospitality management, computer applications, sales and marketing, and office technology administration. These degree and certificate 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 Associate in Arts - Business degree program is designed for students planning to pursue a Bachelors degree in business at a four-year institution.

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

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 public and private 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 degrees awarded in the 2006 academic year exhibited an 89% increase over the previous year, from 19 Associate degrees in AY 2005 to 36 in AY 2006. Business certificates awarded displayed a slight increase over the previous year, from 10 in 2005 to 12 certificates awarded in 2006. Total student enrollment in business courses exhibited a significant increase over the previous year, up 22%, from 979 in AY 2005 to 1,197 in AY 2006.
3. Enrollment in tourism/hospitality courses exhibited a 219% increase in AY 2006 over the previous year, from 27 students in AY 2005 to 86 students in AY 2006. Tourism/hospitality course offerings have expanded to include seven courses offered on Saipan, five courses on Tinian, and one course on Rota. After a four-year period with no Hospitality Management graduates, in May 2006 two students received associate degrees in Hospitality Management.
4. The Department faculty has been diligently reviewing and updating its Course Guides to reflect changes and trends in the business world and also 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.
5. The Department hired a new computer applications instructor with degrees in computer and electrical engineering and ten years of postsecondary teaching experience, most recently at the University of Guam.
6. The newly-hired computer instructor completed an extensive evaluation of the computer applications degree and certificate programs and courses, and developed a comprehensive Curriculum Reform Proposal for Computer Technology Courses and Associate Degree Programs. The Proposal is currently being reviewed by the department faculty and is slated for implementation in Fall 2006.
7. The Department has been communicating with the University of Hawaii – Manoa (UHM) and has begun plans to offer a Bachelor of Arts degree in Business Administration in spring

2006. The process of articulating NMC courses with UHM courses is well underway. A new NMC Associate in Arts – Business degree plan (IDP) has been established whereby graduates in this program will be able to enter the UHM bachelor program as juniors.

8. The instructor serving as Acting Business Department Chair was officially appointed to serve as the Department Chair in Fall 2005.

INFORMATION AND LEARNING TECHNOLOGY

OVERVIEW

The Information and Learning Technology (ILT) is responsible for supporting NMC students, faculty, staff and administration with technology tools, services and training in order to help the college meet its mission and the goals established by the college. During the 2006 Academic Year, ILT's director retired. Additionally, due to funding constraints, the college was unable to replace staffing in ILT. Information and Learning Technology is composed of Information Services, Educational Technology and Media Services and Web Services.

ACCOMPLISHMENTS

The Information and Learning Technology faced several obstacles throughout the school year. These included the loss of email services at the end of Spring Semester, the aforementioned retirement of the ILT director and the decision, due to funding constraints, to leave that position vacant, and short-staffing all made progress difficult. In addition, in order to decrease expenditures in housing costs, the program was moved to FS 2 from FS 10, with plans to relocate the program on the upper campus in the upcoming school year. Despite those burdens, the program continued to increase services in order for the college to meet its mission in serving NMC students, faculty and staff.

Grant Projects:

The Title III program continued to make inroads on upgrading the institution's Internet capabilities while also better preparing instructors to utilize technological resources in instruction, and increased student access to computers by creating another student computer lab.

ANA Grant application

Title III Director Mary Anne Campo revised the ANA grant application that had been submitted and rejected earlier. The grant total was revised, with the grant eventually awarded for a total of \$900,000. The overall intent of this grant is to connect the instructional sites on Rota and Tinian with the main campus on Saipan utilizing microwave technology to provide distance learning opportunities to students on the other islands.

Technology Improvements

Base technologies such as servers, hubs, switches, modems, and transmission units have suffered both aging and damage from irregular power service in the past year. Among our goals was to upgrade the equipment that directs network traffic from hubs to switches and this has been achieved. A wireless set up to provide network access to the Fina Sisu area offices performed very poorly and was useless for several months. It was eventually replaced with an improved design and a DSL drop.

Student Email

The student email system has been all but abandoned for the purposes of instruction since late spring. This is as yet unresolved.

Online Learning

Broad adoption of the online learning program has been successful with six courses containing a web component. This project has supported the extension of classes delivered to the Rota and Tinian instructional sites. Collateral tools were introduced, Impatica which converts powerpoint presentations for web use, and Elluminate which allows synchronous meeting rooms were introduced in summer. Issues with the quality of VTC instruction delivery were tracked back to our service provider. These issues are not trivial and will require a major effort by our ISP. These problems compromised delivery of a joint masters program, NIMBA, and our VTC support classes on Rota instructional site.

Classroom Technology

The laptop program has been expanded again and all faculty who are interested in using technology in their classrooms have been assigned equipment. ILT 's most recent laptop acquisitions are capable of booting in Mac OS X or Windows XP. Collateral equipment such as headsets, microphones and webcams have also been provided. Computer equipment and projectors have been delivered to the Tinian and Rota Instructional Sites. Tinian has yet to mount the projectors due to architectural / structural problems.

Faculty and Student Computers

ILT has replaced 50, three year old workstations in the main student lab with new systems. Equipment switched out was passed along to other labs and to faculty with aged desktops. Significantly, we were able to retire the last Windows 98 at a faculty member's desk. The wireless network system has been upgraded to Apple Airport Extremes which has greatly improved delivery of network services. A major flaw in implementing the student domain was revealed and efforts to reconcile the issues are underway.

Rota and Tinian Instructional Sites

Proportionally, both Tinian and Rota have benefited from the distribution of new computers, collateral gear and network replacement parts. These sites have received training with the distance education equipment and software. Students on these sites are also becoming more accustomed to remote content delivery.

Network Improvements

In addition to the repairs and replacement of failing hardware, issues with improperly implemented network protocols have been identified and corrected. An effort to redesign the entire NMC network is underway in order to integrate all users on all sites into a single domain. This design will be deployed during the break between Fall and Spring terms. A project is just underway to bolster the transmission capabilities of the As Terlaje campus network by replacing the CAT5 cabling with fiber optic cable. This will improve network speed by a factor of 10 and permit us to offer streaming media from a central server.

LANGUAGES AND HUMANITIES DEPARTMENT

OVERVIEW

The NMC Languages and Humanities Department is the largest on campus, both in the size of the faculty, and in the number of students served. The department is responsible for four areas of instruction.

English Language Institute: L&H offers ten different courses in developmental English, from the beginning levels to the advanced. Classes are conducted in reading and vocabulary development, writing and grammar skills, and listening and speaking improvement.

College English: L&H offers two levels of English Composition, where the fundamentals of academic research and writing are taught. Also offered is Report Writing for Law Enforcement (for Criminal Justice majors).

Foreign Languages: L&H provides instruction in Japanese, Chamorro, Spanish, and American Sign Language.

Humanities: Finally, L&H offers courses in Philosophy, World Religions, Literature (World and Pacific), and Speech.

Many of the above courses are offered on NMC's Tinian and Rota instructional sites as needs dictate.

ACCOMPLISHMENTS

The English Language Institute offered 34 courses in Fall 2005 and 30 courses in Spring 2006. These classes ranged from EN 070, Beginning Listening and Speaking to EN 094 Writing and Grammar III. In addition, the Tinian instructional site offered three courses and Rota one. In sum, NMC served 465 students in the ELI program in Fall Semester 2005, and 489 in Spring 2006. During the two intensive summer sessions that ended in August, 72 students took six classes at four different levels.

At the college composition level, the Languages Department served 217 students in eight sections of EN 101 and four sections of EN 202 in Fall Semester, with two additional sections of EN 101 on Rota and Tinian. The Saipan EN 101 classes averaged just under 17 students per class; the Rota and Tinian classes averaged eleven. The four EN 202 classes on Saipan averaged 16 students per class. In Spring Semester, 191 students were served in EN 101 and EN 202. The nine EN 101 classes on Saipan averaged just under 15 students per class and the four EN 202 classes averaged 14 students per class. In all EN composition classes (including the EN 111 Report Writing for Law Enforcement offered in Fall), the student per class average was just slightly below the desired 15 students per class average. The Summer EN 101 class offered on Saipan had an enrollment of 18 students as well.

Classes in foreign languages were offered on the Saipan campus, as well as on the Rota and Tinian instructional sites. In Fall 2005 and Spring 2006 Semesters, there were 12 different classes in three different foreign languages at three different levels on Saipan Campus. The total enrollment in language classes for the two semesters was 223 students, with 124 in the Fall and 99 in the Spring.

One section of Chamorro was a distance education course offered simultaneously on the Saipan and Tinian campuses. Chamorro was taught on Rota by an additional instructor. A total of 56 students were thus served. Combining both Fall and Spring Semesters, 32 students have taken Sign Language classes at the beginning level.

In Fall Semester 2005, the department offered nine Humanities courses: six sections of CO 210 Fundamentals of Speech Communication (one section of CO 210 was a distance education course offered simultaneously on Saipan and Tinian), one section of LI 150 Introduction to Literature, one section of LI 250 Literature of the Pacific, and one section of PI 201 Introduction to Philosophy. The CO 210 classes served a total of 96 students, the two literature classes served a total of 29, and the one section of PI 201 served 22 students.

In Spring Semester 2006, the department offered seven sections of CO 210 Fundamentals of Speech Communication (one section of CO 210 was a distance education course offered simultaneously on Saipan and Tinian campuses), two sections of LI 150 Introduction to Literature (one of them in Tinian), two sections of LI 250 Literature of the Pacific (one of them on Rota), and one section of PI 201 Introduction to Philosophy. In Spring, the CO 210 classes served a total of 80 students, the literature classes served a total of 43, and the one section of PI 201 served 22 students. CO 210 was also offered in the Extended Summer Session to 22

students.

To assist the prospective student population, the Languages Department offers regular placement testing, which consists of a standardized TOEFL and a writing test. For placement in the Fall 2005 semester, a total of 303 individuals took the placement test, with 121 taking it in July and 182 in August. For placement in the Spring 2006 semester, a total of 172 took the placement test, with 42 tested in November and 130 in January. Anticipating placement in courses for the Summer and Fall of 2006, 342 students took the test, with 51 taking it in April, 26 in May, 6 in June, 121 in July, and 138 in August. The total number of students tested for placement for classes during the academic year was 817.

NURSING DEPARTMENT

OVERVIEW

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 Nursing Assistants, Hemodialysis Technicians or Registered Nurses. To fulfill this commitment, the Department offers the Certificate of Completion for Nursing Assistant (NA), the Certificate of Completion of Hemodialysis Technician and the Associate in Science degree in Nursing (ASN). Upon completion of the ASN 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. Both the Nursing Assistant and Hemodialysis Technician programs are made available based on sufficient and appropriate faculty, funding, and a demonstrated need in the community.

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 department is looking into an articulation agreement with Southeastern Missouri State University who offers both a four-year baccalaureate and a Master's Degree in Nursing. The department already has an articulation agreement with National University and an online opportunity with the University of Phoenix.

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 give 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.

ACCOMPLISHMENTS

1. In AY 2006, the Nursing Program continued to offer a full range of courses leading to an Associate in Science Degree in Nursing.
2. The number of students enrolled in the Nursing Department has increased in recent years and this trend was expected to continue. Thirty-one students enrolled for Fall 2005. Twenty students were initially accepted into the Fall 2006 class based on the hire of two new teachers, however, we were only able to hire one new instructor. Therefore, ten students were subsequently disenrolled for the Fall term as, by law, classes are limited to 10 students per instructor as a safety precaution.
3. To improve student learning, department faculty have 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.
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 to grade schools as well as Marianas High School. There is great potential to expand these aspects of recruitment and promotion in collaboration with private organizations like Marianas Health Services. Nursing students also receive public recognition by participating in Diabetes health screening and blood pressure checks during numerous island activities like the Micro Games, fun walks and community health days. For the first time, the Nursing Club marched in the Independence Day parade and were greatly received and appreciated as evidenced by the comments of the spectators. It was the first time the college was represented by one of its programs in this parade.
5. In AY 2006, nursing students, local and non-local, made repeated visits to the Legislature to request support the nursing program and the hiring of faculty. They are also involved in composing a bill to change the two-year experience clause for our students to be hired at CHC. This bill has already been supported by the Senate and is being discussed in the House at present.
6. The Legislature appropriated \$60,000.00 to the department for updating equipment and supplies and numerous improvements have been made. Construction of an updated laboratory sink area and supplies storage has been completed as well as a new bathroom in the faculty office. Five new computers, overhead projectors, student lockers, linens, a TV for the laboratory classroom with a VCR/DVD, manikins, numerous Audio/Visual additions, file cabinets, many

medical supplies, etc, are just some of the ways in which the department has spent this money. The support of the Legislature has been a boon to the department and student learning.

7. In a collaborative effort with the Commonwealth Health Center and the Workforce Investment Agency, NMC's Nursing Department and Community Development Institute facilitated the Hemodialysis Technician Program. Eleven students completed the program and are awaiting awards pending completion of financial arrangements in the Memorandum of Agreement between the participating agencies.

REHABILITATION AND HUMAN SERVICES PROGRAM

OVERVIEW

In the summer of 2005, Northern Marianas College received a 5-year grant of \$1.125M from the "Rehabilitation Capacity Building for Traditionally Underserved Population", a highly competitive program that assists minority, underserved higher education institutions and administered by the Rehabilitative Services Administration, U.S. Office of Education, to establish a new Associate degree program in Rehabilitation and Human Services. The new degree program is to be designed with a three-fold purpose: (1) to prepare students, especially from minority, underserved populations, for entry-level occupations in rehabilitation and human services settings, (2) to upgrade the skills and knowledge of current employees in the rehabilitation and human services and (3) to establish cooperative articulation agreements with 4-year U.S. Colleges and Universities for transfer of credits and smooth transition of successful AA graduates interested in seeking higher degrees in Rehabilitation and Human Services. The intended outcome of the AA in Rehabilitation and Human Services program is to assist service providers improve the quality and delivery of programs and services to individuals with disabilities and others in need of human services by increasing the number of academically prepared and trained graduates. The slogan for the RHS program is "Enhancing the Quality of Life Through Human Services". The project began its first year implementation in AY 2006, Spring 2006.

Mission

To provide the best quality and meaningful postsecondary educational opportunities to prepare graduates to work in a variety of entry-level positions in Rehabilitation and Human Services occupations where they will advance the independence, integration, and full participation of individuals with disabilities and others with needs in the workforce and in the community.

Major Goals

Goal 1: In collaboration with key stakeholders, NMC proposes to increase the capacity to develop, implement, and effectively and efficiently manage a high quality Rehabilitation and Human Services education program; and to strengthen the abilities of agencies, organizations, and entities serving individuals with disabilities;

Goal 2: To increase the number of trained Rehabilitation and Human Services providers available for employment in the State-Federal Rehabilitation program, community rehabilitation programs, and other related service agencies by establishing an academic program at the Associates Degree level; and,

Goal 3: To increase the number of trained rehabilitation service providers available for employment in the State-Federal rehabilitation programs, community rehabilitation programs, and other related service agencies, and address the needs of the community by establishing a specialization (endorsement/minor) in Rehabilitation at a Bachelor's degree level.

The A.A. Degree Program

The AA degree program is being designed to provide the student the knowledge and skills required to provide quality rehabilitation and human services to a group of eligible, diverse clients in increasingly complex systems of support. The courses are selected after carefully reviewing courses offered by similar programs in other U.S. community colleges and 4-year colleges and universities and, identifying commonalities of courses, credit requirements, and length of study. The required program courses are designed following the "Curriculum Guidelines for Preparation of Undergraduate Students for Careers in Rehabilitation and Human Services" developed by the Council on Rehabilitation Education. The Program Advisory Council, whose membership represents disability and disability-related and other providers of human services, also recommended the major components to be addressed by the RHS program curricula.

Full implementation of the A.A. in Rehabilitation and Human Services program is scheduled for the 2007 Fall Semester.

ACCOMPLISHMENTS

- The Acting Program Director and Director for Financial and Administrative Services completed a Capacity Building New Staff Orientation in Washington, DC., and Grants Management training in Orlando, Florida.
- A permanent Program Director and Administrative Assistant were hired and the RHS Program was assigned its working space in Building P.
- Program staff attended two short NMC Instructional Technology and Distant Education orientation sessions featuring Illuminate Live and Skype.
- Key stakeholders were identified and 2 Focus Group meetings were held.
- An RHS Program Advisory Council was established with members representing disability, disability-related, and other human services areas. The Council has held meetings, elected officers, and established working committees to focus on specific assignments.
- The RHSP Program Advisory Council, through its Curriculum Committee, provided input and advised the Program Director on various program content issues.

- Draft program policies on program admission and financial assistance have been submitted and awaiting input from the Program Advisory Council Committees on Admissions and Financial Assistance.
- Undergraduate rehabilitation and rehabilitation and human services programs of 28 U.S. community colleges and 4-year colleges and universities were reviewed.
- Resource materials for instruction and training were ordered and received from the National Clearinghouse for Rehabilitation Training Materials and book vendors.
- Computers and other resource equipment and learning materials for the Student Resource Center have been procured. The SRC is currently located in the Career Center but a permanent site in Building P is being prepared.
- Textbooks and other learning resources were purchased by the project and donated to the Olympio T. Borja Library to establish a new collection on disability, rehabilitation, and human services.
- An RH 101 Disability and Society course guide, the first course in the series of program requirements, was approved by the Academic Council. The course syllabus was completed and RH 101 Disability and Society was offered for the first time as a Distant Education class in 2006 Second Summer Session. A total of 8 students, including 2 from Tinian, successfully completed the course.
- A list of potential RHS program instructors and guest lecturers was developed in cooperation with PSS/Special Education and Office of Vocational Rehabilitation.
- RHS Program sponsored and facilitated a “Disability & Higher Education” training event as part of NMC Professional Development Days. A total of 66 faculty and staff participated in the training and learned about disability rights laws (ADA and Section 504) and the responsibilities of higher education and Accommodations for Students with Disabilities. The training topics were selected in consultation and collaboration with the Faculty and Staff Senates and the Counseling Office/Student Disability Support Office. Binders with training materials were distributed.
- Promotion of Rehabilitation Careers and the academic preparation offered by the RHS program at NMC continues with personal presentation, distribution of flyers, booklets, and brochures to high school students and school personnel in all public high schools on Rota, Tinian, and Saipan during Career Fairs and NMC High School Recruitment activities. Visits with key stakeholders on the island of Rota to promote the program and RH 101 class have been completed.
- Materials for training, instruction, and program promotion have been developed and made available in Powerpoint format and hardcopy on many relevant rehabilitation topics.

- A draft of a booklet “Disability Community Resources” (project of RH 101 Summer 2006 students) was completed.
- A Revised Memorandum of Agreement: NMC/OVR was drafted on the provision of services and accommodations to students with disabilities, as well as mutual clients.

SCHOOL OF EDUCATION

OVERVIEW

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

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 thirteen students in Spring 2006 of which PSS is currently recruiting. In addition, the College’s Office of Institutional Effectiveness performed an analysis of school year 2005-2006 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. Furthermore, out of these NMC graduates currently employed by PSS, 53% were School of Education bachelor’s graduates.

In late December 2005 a full-time Director was hired that has allowed the School of Education to address many of its administrative needs that have not been given attention to over several years. For example, the Director has re-established strong ties with the Board of Education and Public School System (PSS) through cooperative initiatives such as the mandatory US Department of Education “Report on the Quality of Teacher Preparation: Title II, Higher Education Act.” In addition, the School of Education received from the Board Commissioner a “Letter of Support” in regards to the budget cuts that are negatively affecting the College and the School of Education. Continued dialog among the SOE and community partners has led to the establishment of an active SOE Program Advisory Council.

Other areas of cooperation include special education course offerings for PSS teachers through the College’s Community Development Institute. This allows teachers to receive their PSS certification within a flexible schedule. Furthermore, the SOE in cooperation with NMC Rota, PSS, and several local agencies spearheaded a community-based ecological education initiative on Rota called the **Rota Eco-Education Summer Camp** that ran from July 24th through July 28th of this summer. The purpose of the camp was for middle school students to gain an understanding and appreciation of natural resource management issues on Rota. The students engaged in hiking, fishing, snorkeling, kayaking, and bird watching. The Camp serves as a model for ecological education curricula for PSS elementary and secondary schools.

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. Most such activities are one- to two-hour sessions 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 nine faculty members in order to provide the best services possible to our students. However, we are currently operating with only seven 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 courses than before so students can take classes even if there are less faculty members to teach. In addition, the SOE in fall 2006 will begin searching for grants to further enhance the services that the SOE provides for its students and community partners.

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 Introduction to Computers for Teachers, Introduction to Teaching & Participation, and Child Development. Furthermore, teacher candidacy now requires that students pass PRAXIS I in order to be accepted into the program. In addition, completion of a student teaching practicum is a requirement for students to graduate. The practicum is essential to fostering student teachers as

it is an application of the amalgamated knowledge and skills developed over the course of their program studies.

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). In Spring 2006, the CNMI's MENTOR team designed and delivered the annual five-day summer institute to develop novice teachers' mathematics content knowledge, as well as their knowledge of standards-based mathematics pedagogy. The team's NMC representative, a higher-education mathematics specialist, conducted workshops and provided continual on-site support at CNMI locations throughout the year.

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. Finally, the SOE is seeking funding from the NMC Planning, Budget, and Evaluation Committee to cover the costs of applying for accreditation by the National Council for Accreditation of Teacher Education (NCATE). Through this process, the SOE seeks to improve upon its programs and continue to be in alignment with best teaching practices.

SCIENCES, MATHEMATICS, HEALTH AND ATHLETICS DEPARTMENT

OVERVIEW

During AY 2005-2006, NMC reorganized its academic departments and administrative units. One of the results of the reorganization was that the Sciences, Mathematics & Technology (SM&T) department became the Sciences, Mathematics, Health and Athletics (SMH&A) department. The Vocational Education division of the SM&T department was transferred to the Community Development Institute (CDI), and the Human Performance and Athletics department was merged with the SM&T department to become the Sciences, Mathematics, Health and Athletics department.

The Sciences, Mathematics, Health and Athletics Department provides General Education courses in the sciences and mathematics as well as courses in Health and Physical Education to the NMC student population. The diversity of subjects taught by Department faculty ranges from Chemistry and Trigonometry to Beginning Basketball to Health and Wellness. The

Department also houses the A.S. degree program in Natural Resources Management and the Marine Science and Technology program. All of the Department's instructors are academic advisors for students in the Liberal Arts program.

When fully staffed, the Department has eleven 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

The Department is in the process of adding five new Associate of Science degree programs to its offerings: A.S. in Allied Health, A.S. in Professional Science, A.S. in Laboratory Technology, A.S. in Secondary Education: Mathematics, A.S. in Secondary Education: Science, pending WASC acceptance of the substantive change reports for each of these programs. These new programs, approved by the Board of Regents during the Spring 2005 semester, completed the final stages of approval by the Academic Council of course guides and individual degree plans (IDP) and are scheduled to start during AY 2007-2008.

The Department continued its emphasis on student learning outcomes in the sciences and mathematics courses. The mathematics division of this department has compiled and quantified data obtained from the past six years of mathematics placement tests, drawing conclusive information that will be used to predict enrollment trends for the offering of mathematics classes, and consistently showing that 91% of all those who take the placement exams place in developmental mathematics. The mathematics division also evaluated its developmental mathematics (Non-degree Unit – NDU) courses, using data from the past 3 years of exit exams, to determine if uniformity of instruction and evaluation methods are consistent and that student learning outcomes are met. By using departmental exit exams for NDU classes, the Department is exerting effort in ensuring uniformity of classroom instruction and requires that every NDU math instructor participate in the formulation of the exit exam.

Several Science, Math and Health faculty are continuing to integrate new technology into their lectures and labs, including uploading and posting class information and handouts on NMC Online; conducting online classes for several Health courses; and adding several computers in the science lab for student research and cyber instruction. In addition, the Department requested the Library to order \$3500 in Science CD's which the Library now has on hand for Science Instructors. A new mathematics course was added to the current offerings, Math 141 Contemporary Mathematics. The course was created primarily for NMC students majoring in, or intending to major in, non-science/math/engineering-related degree programs and who need a transferable college-level math course. This course also meets the mathematics requirement for NMC's Associate in Arts degree in Liberal Arts.

In Spring 2006, prior to the transfer of the Vocational Education division of the SM&T department to CDI, ten Voc. Ed. students graduated from the program; nine earning Certificates

of Achievement in Construction Trades, and one earning a Certificate of Achievement in Electrical Installation and Maintenance.

Construction continues at the Marine Science Center at Pau Pau Beach, Marpi, although slowly due to difficulties with obtaining a certified archeologist to ensure compliance with regulations regarding artifacts found during the excavation of the site. The Department is actively seeking to purchase a marine research vessel using the \$100,000 obtained from a grant for that purpose.

During this reporting period, four full-time instructors left the Department. Among these were the department's science instructor for chemistry, microbiology, and anatomy & physiology, and the instructor and coordinator of the Natural Resource Management program. The NRM coordinator position duties were assumed by the chair of the SMH&A department. NRM course enrollment has slightly increased since last year. Currently, fourteen students are declared NRM majors, up from ten in 2004-2005.

During the Fall 2005 semester, the NR 150 & NR 253 classes visited the Saipan Transfer/Recycle Station and the Marpi Landfill, offering an opportunity to see the improvements in handling solid waste, as well as the fledgling recycling efforts.

Seminars were held in the Fall by four visiting scientists. One of these, a biologist at the Division of Fish & Wildlife, discussed his work and the status of the Brown Tree Snake Project; while another, a Marine Biologist at the Division of Environmental Quality, gave an update on the recent NOAA trip to the Northern Islands, where two corals new to the Mariana Islands were identified. Third was a professor from UC-San Jose who spoke on environmental resource use by ancient Chamorros in the Marianas; and fourth was a Soil Conservation Technician from NRCS, who spoke on the new federal program for habitation preservation for farmers.

The departure of two other full-time math and science instructors left the Department with only two math instructors and two science instructors. Due to a freeze in hiring instigated by the college as a means to meet the reduction in the appropriations budget from the CNMI legislature, only one of the four vacated positions was filled.

During AY 2005-2006 the Department continued to manage the \$300,000 MSEIP grant now in its third year, overseeing the expenditure of those funds and writing semi-annual and annual reports. Two new microscope cabinets and shelves for science labs were constructed and thousands of dollars in science equipment and supplies for the Department were purchased.

Construction on the new Marine Science Center at Pau Pau Beach has been delayed due to discovering human remains during an excavation phase. The discovery immediately caused work to cease and, by law, requires an archeologist to investigate the site. Because the CNMI agencies did not have an archeologist on island until mid-summer, and because the labor force for the construction were students from the Workforce Investment Agency (WIA) who graduated with their certificates this summer, construction has yet to resume by the time this report was written.

During the summer of 2006, the Department performed a community service by answering a request from the CNMI government to research the viability of profitably producing biodiesel fuel in the CNMI. The Chair of the SMH&A department traveled to Guam to meet with several individuals and discuss the process and costs of manufacturing biodiesel fuel from used cooking oil, and to determine whether the CNMI may benefit from the manufacturing of biodiesel. Information was also gathered on wind speed for the Marianas and on Guam's alternative energy strategies. The Chair also attended an Energy & Fuel Emergency Planning conference while on Guam.

The Department Chair also traveled to Palau for a Regional National Science Foundation Advanced Technological Education Program (NSF-ATE) grant for the Current and Water Quality Training Workshop. The grant's focus is on partnerships between the educational institutions and the community of users, hence the grant is designed to give autonomy for such decisions to the individual institutions on how the institution feels it can best serve its community. The equipment obtained from the workshop will be used for teaching NMC science faculty and students state-of-the-art techniques and for use in collecting key marine data for use by the CNMI's managers and stakeholders. The entire cost of the trip, including per diem, was paid by the grant.

In order for the Department to standardize its record keeping, including class records, the Department requires all SMH&A department instructors, both full-time faculty and adjuncts, to use the Grade Keeper program. As a result of this, Tinian a SMH&A faculty member gave a two-hour workshop on March 25 on using the GradeKeeper software program for class record keeping.

On April 26, the Tinian BI 201 Natural History of the Mariana Islands class hosted as a Navy Biologist as a guest speaker on the flora and fauna of the Mariana Islands. Another guest speaker from the Department of Agriculture spoke on invasive species to an NR 150 Introduction to Natural Resource Management class on Tinian. NR 150 students did research on bird identification at the Tinian Airport, tracking the cattle egret to its roosting areas, observing interaction between the Tinian Monarch and the Fantail, and developing a nature trail behind the NMC Tinian Campus.

Professional Development Training

Professional development activities of the department consisted of the following:

1. Flashlight Online workshop
2. First Aid and CPR training
3. Turnitin web site and the Flashlight Assessment web site workshops.
4. Academic Advising Workshop.
5. National Science Foundation Advanced Technological Education Program (NSF-ATE) grant
6. Current and Water Quality Training Workshop.
7. Elluminate Live software applications workshop.

Community Service

Various instructors from the Saipan campus and the Tinian and Rota sites participated in various community service activities. Fostering foreign exchange activities with Japanese and Korean junior high and high school students, being a guest teacher at a Tinian elementary school, helping with the Rota clean up drive, assisting in various capacities with the CNMI National Basketball Team and providing a gymnasium for the Micro Games, are some of the ways in which Department personnel have made contributions to the CNMI community.

SOCIAL SCIENCES AND FINE ARTS DEPARTMENT

OVERVIEW

The NMC 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 NMC's General Education curriculum requirements. Three of five core course requirements for all degree candidates are offered by the Department. In addition, the Department also houses the Criminal Justice degree program.

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

ACCOMPLISHMENTS

Social Sciences and Fine Arts continue 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, and Geography, Political Science, Personal Law and Criminal Justice).

The International Honor Society of Phi Theta Kappa, Beta Lambda Psi Chapter, doubled its membership and continued to carry out appropriate activities. Two faculty members were recognized in the *Who's Who Among America's Teachers* and one coordinated NMC's first annual participation in an All USA Academic Team. Different members of the faculty participated in the Academic Council, Educational Technology Committee, accreditation committees and various other internal academic groups over the past year.

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

Museum of History and Culture and CNMI Council for the Arts, the Department of Public Health as well as the Commonwealth and federal judiciary .

In addition to the collaboration and assistance provided to these committees and organizations, the department faculty has also established excellent working relationships with the community at large. Several faculty members have helped to produce radio programs for our public radio station, participated in the Humanities Council History Institute six-week program to orient new teachers in Marianas history for the public school system. The art class cooperated with the Saipan Chamber of Commerce to paint a mural around a construction project along a major parade route. Also, in cooperation with the Chamber of Commerce, the Historic Preservation Office and the Marianas Visitors Authority, the Current Issues class donated their time to clean up the historic Japanese jail prior to the 60th anniversary of the invasion of Saipan.

One faculty member has co-authored an academic article on the community rates of violence and burglary in Seattle, published in the *Sociological Quarterly*. Another faculty member publishes an annual year in review of the Marianas for the University of Hawaii Journal *Contemporary Pacific*, Spring edition. One faculty member participated in the planning and execution of the ceremonies and events commemorating the 60th anniversary of the invasion of Saipan. Two others gave the keynote address at junior high school graduations. Historical consultancy was provided to two video documentary teams preparing specials on the Marianas for national public television. Social studies' classes have also conducted several public opinion polls on issues important to the community and to the college. Several faculty members are actively engaged in committees relating to the ongoing NMC accreditation preparations, cooperating with other departments and special projects such as a biology lab aquarium project and the production of a locally oriented science textbook. Several members of the Department are active participants in the production of an internet academic journal specializing in Pacific social and life sciences. Local and visiting civic and political leaders are frequent guest speakers in the classes.

TECHNICAL TRADES/VOCATIONAL EDUCATION PROGRAM

OVERVIEW

The Vocational Education Program 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 Program transferred to CDI in order to facilitate more flexibility in course offerings and and thus more community responsiveness. It continued in AY 2006, as it has in recent years, to offer programs through MOUs with CNMI government agencies, specifically, the Workforce Investment Agency.

The Program was facilitated by one full-time instructor (FTE) and one adjunct instructor. Ten (10) courses were offered to sixty-two (62) students in AY2005-2006.

ACCOMPLISHMENTS

During AY 2005-2006, NMC reorganized its academic departments and administrative units. One of the results of the reorganization was that the Sciences, Mathematics & Technology (SM&T) department became the Sciences, Mathematics, Health and Athletics (SMH&A) department, and the Vocational Education division of the SM&T department was transferred to the Community Development Institute (CDI). NMC's Vocational Education program continued its service to the community through its agreement with the Workforce Investment Agency (WIA). In Spring 2005, Northern Marianas College (NMC) and WIA signed a Memorandum of Agreement (MOA), whereby WIA students were eligible to enroll in NMC's Vocational Education Program and were scheduled to receive a Construction Trades Certificate of Completion by Fall 2005. Outside of WIA students, there were no other regular students enrolled in the Vocational Education Program during AY 2005-2006.

Construction projects during the academic year included:

1. Under department supervision, WIA Students continued its ongoing project in the construction of the new Marine Science Center at Pau Pau Beach, Marpi. The students finished the demolition of the roof and parts of the building of the old San Rogue Head Start School, preparing the building for the construction phase. The construction phase began with the approved on August 26, 2005 of the building permit for the renovation/extension, yet throughout the year construction has been periodically and sporadically delayed due to discovering human remains during an excavation phase. The discovery immediately caused work to cease and, by law, requires an archeologist to investigate the site. The CNMI agencies did not have an archeologist on island until mid-summer. The labor force for the minimal construction that was accomplished during Spring 2006 were students from WIA who earned their certificates at the end of the Fall 2005 semester yet agreed to continue with the Pau Pau Beach Marine Science Center until the end of Spring 2006.
2. Construction Trades (WIA) students completed refurbishing student desks in Building V at the Saipan Campus and completed repairs and renovation of the WIA building located in Capitol Hill.

COMMUNITY PROGRAMS AND SERVICES

During AY06, Community Programs and Services consisted of the Adult Basic Education Program (ABE), Community Development Institute (CDI), University Center for Excellence in Developmental Disabilities (UCEDD), Small Business Development Center (SBDC), Cooperative Research, Extension and Education Service (CREES) and Public Radio KRNM.

I. ADULT BASIC EDUCATION PROGRAM

For more than twenty years, the CNMI Adult Basic Education (ABE) Program has been a federally funded program focused on meeting the educational needs of adult-learners.

The mission of the Adult Education Programs of the Commonwealth of the Northern Mariana Islands (CNMI) is to provide the educationally disadvantaged adults of the community the opportunities to acquire basic skills necessary to function more effectively and productively, to gain upward mobility, and to provide the opportunities that will enable them to pursue further education.

The goals of the ABE Program have been set at various levels in accordance with the needs of the adult learners:

1. To improve competency levels in reading, writing and mathematics to empower adult learners to participate more fully in community life.
2. To develop competency levels in reading, writing and mathematics to enable adult learners to assist their children and serve as their first teachers.
3. To strengthen competency levels in reading, writing and mathematics to equip adult learners with needed skills to pass the General Education Development (GED) test and earn a high school equivalency diploma.

For the School Year 2005 – 2006, the Northern Marianas Adult Basic Education Program has continued implementation of the CNMI five-year State Plan for Adult Education and Family Literacy, (which began with the onset of the school year in September of 1999).

The five components of the NMC ABE Program are:

1. Adult Basic Education (ABE) for individual adults seeking literacy according to the following levels:

1. Beginning Literacy (ABE) for adults who read below the fourth grade level and who cannot acquire information through print. These adult learners are offered the Beginning Literacy Course with a focus on reading.

2. Beginning ABE for adults who read between the fourth and sixth grade level and are able to perform routine or uncomplicated tasks, but lack the basic skills needed to cope well in society. These adult learners are offered the Basic Integrated Course that incorporates reading and beginning writing in various content areas of literature, mathematics, science and social studies.

3. Intermediate ABE (low and high) for adults who read between the sixth and eighth grade level, but who lack the twelfth grade equivalence needed in a competitive and technological society. These students are placed in courses in reading, writing, and mathematics before taking GED preparation classes (Pre-GED and GED level classes).

2. English as a Second Language (ESL) Program for those with limited English proficiency according to six (6) levels:

1. Literacy ESL for adult learners who are absolute beginners in the study and acquisition of English as a Second Language.

2. Beginning ESL (Low) for adult learners who may have some knowledge of English, but have not acquired fluency to converse with the other speakers of English

3. Beginning ESL (High) for adult learners who are conversant in English, but are not able to read and write in the language.

4. Intermediate English (Low) for adult learners who are conversant in English and are able to decode words with some comprehension, but need to improve vocabulary for more fluency and proficiency to be able to write simple sentences.

5. Intermediate ESL (High) for adult learners who may be conversant in English and are able to read according to rules, but need to learn the grammar and structure of the English language and the rules of spelling to be able to write simple, coherent sentences to form paragraphs.

6. Advanced ESL for adult learners who have acquired remarkable fluency in the English language and are able to read with comprehension and write simple letters/compositions according to specific needs.

3. Adult Secondary Education (ASE) for individuals seeking to earn a high school diploma either through:

1. The General Education Diploma (GED) Program, or

2. The Adult School. This school offers life skill competencies and workforce literacy to adults who elect not to prepare for the GED tests, but instead work to receive the Adult School Diploma. This is recognized by island employers for job entry, retention and/or promotion, and by the Northern Marianas College as an alternative prerequisite for post-secondary education.

4. The Family Literacy Program

This component has been gathering momentum towards implementation. DanDan Elementary School has implemented the program in coordination with the NMC ABE Program. The program has been patterned after the Hawaii model, with components such as Adult Education, Early Childhood Education, Parent Education, and Parent and Child Time. The school initiated the Family Literacy Program by first choosing one or two components such as Early Childhood Education, Adult Education, and/or Parent Education, and then scheduling the Parent and Child Time during the second semester of the following year.

5. The GED Diploma/Adult School Diploma

The GED Diploma or the Adult School Diploma is generally set as the tangible goals for adult learners participating in the program. This is to help 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 five (5) core subjects: writing, social studies, science, mathematics, and literature and arts. Each course makes use of pre- and post-testing. Cognizant of the need to develop computer literacy for job entry and mobility, GED students are also offered introductory computer courses to help them develop marketable skills in the work place.

The Adult School offers life-skills oriented, competency-based courses on occupational knowledge, consumer economics, government and law, community resources, and health. Upon satisfactory completion of the five (5) courses as measured by modular tests, an adult learner has to exhibit a vocational skill by taking a vocational course at NMC or by documenting successful employment.

LOCATION OF THE ABE PROGRAM FOR SY 2005-06

A. Administrative Sites

The NMC ABE Program is administratively located at the Northern Marianas College campus in Building G, As Terlaje, Saipan. One classroom has been permanently assigned to hold Basic, Pre-GED and GED classes. English as a Second Language (ESL) and Basic Integrated and Adult School classes have also been conducted on NMC's As Terlaje campus. The San Antonio Manhoben Center (SMHC) is a Community Based Organization and is a sub-grant of the ABE Program. It offers the same classes as the NMC ABE Program. Pre-GED and GED classes are likewise conducted at the Division of Youth Services (DYS) facility in Kagman,. Family Literacy classes are conducted at DanDan, Elementary school. ABE classes are also conducted at NMC facilities on the islands of Rota and Tinian.

B. Outreach Programs

1. Contract

To comply with the requirement of Title II of the Workforce Investment Act, the ABE Program advertised for qualified community-based organizations (CBO) to offer ABE classes on a contractual basis. The San Antonio Manhoben Center, Inc., a non-profit organization, conducted Pre-GED, GED, and AS classes at the Manhoben (Youth) Center in San Antonio.

2. Instruction at the Division of Correction (DOC) and Kagman Juvenile Detention Center (DYS)

Due to the lack of available facilities, the program was unable to offer classes for the Division of Correction (DOC) inmate population.

Some classes were held at the Kagman Juvenile Detention Center in Saipan.

ADULT SCHOOL PROGRAM

The Adult School of the Northern Marianas College provides a secondary education program leading to a high school equivalency diploma. Initially funded by the Saipan Chamber of Commerce in 1997, the Adult School gives an opportunity to adult learners to earn their high school diploma, which enables them to obtain employment or receive job promotions.

The Adult School is a life skills-oriented and competency-based high school. It is designed for students whose primary goal for returning to school is to obtain a job or to develop competency for job promotion. Earning an adult high school diploma not only equips students with life competency skills, but also encourages them to pursue post-secondary education.

The Adult School curriculum has two (2) phases. The first consists of five (5) learning modules: 1.) Occupational Knowledge, 2.) Community Resources, 3.) Consumer Economics, 4.) Health, 5.) Government and Law. A cyclical schedule has been developed so that the first two modules are offered in the spring semester, the third in the summer, and the last two in the fall. While completing the first phase, the student can be pursuing the second phase simultaneously.

The second phase is a fulfillment of one of the following:

1. At least one year of employment, during which an immediate supervisor has certified satisfactory performance of the student as an employee;
2. Completion and passing of one vocational class (e.g., plumbing, carpentry, masonry, electricity, entrepreneurship, etc.); and
3. Completion and passing of a college course.

Students are encouraged to cross register in both the ABE and Adult School programs. Students in the Adult School who need academic skills for post-secondary education register in ABE classes, while students in the ABE Program who need additional job skills register in Adult School classes. Books and materials for the NMC Adult School are adopted from the Hawaii Adult High School Program and were made relevant to the CNMI setting by various contracted instructors.

STUDENT ENROLLMENT

Because of the aggressive recruiting effort in the past years, the NMC ABE Program has experienced increasing student enrollment. The tables below record the enrollment in fall 2005, spring 2006, and summer 2006.

FALL 2005

Location	No. of Students
Department of Corrections, Susupe, Saipan	0
NMC Rota Campus	25
NMC Saipan Campus (AS=8)	286
NMC Tinian Campus	36
Division of Youth Services (DYS), Saipan	2
San Antonio Man Hoben Center, Saipan (CBO)	21
Family Literacy at Dan Dan Elementary School	9
ELS at San Antonio Elementary School	29

SPRING 2006

Location	No. of Students
Department of Corrections, Susupe, Saipan	0
NMC Rota Campus	22
NMC Saipan Campus (AS = 5)	272
NMC Tinian Campus	22
Division of Youth Services (DYS), Saipan	2
San Antonio Manhoben Center, San Antonio, Saipan	42
Family Literacy at Dan Dan Elementary School	12

SUMMER 2006

Location	No. of Students
Department of Corrections, Susupe, Saipan	0
NMC Rota Campus	11
NMC Saipan Campus (AS = 6)	190
NMC Tinian Campus	0
Division of Youth Services (DYS), Saipan	0
San Antonio Manhoben Center, Saipan	17
Family Literacy at Dan Dan Elementary School	12

GED/AS Graduates

In SY 2005-06, nineteen (19) students received their GED diplomas, while twenty eight (28) students received their Adult School diplomas.

Grants Received

The program received a Grant Award from the Office of Vocational and Adult Education under the Adult Education and Family Literacy Act for 2006-2007 for \$277,791.00. In addition to its Five-Year Grant, ABE administered \$247,763.00 (\$114,228.00 for 2005 and \$133,535.00 for 2006) through its Insular Area Training Grant targeted to increase the capacities of ABE programs throughout the region.

Staff Training and Development

The ABE Director completed the New State Director's Training in Washington, D.C.

II. COMMUNITY DEVELOPMENT INSTITUTE

OVERVIEW

The Community Development Institute (CDI) promotes Educational Products and Services to businesses, the government, and CNMI communities that are geared towards educational advancement, self-promotion, independence, and as an alternate method of creating wealth for both CDI's partners as well as added revenues for NMC. In AY 2006 CDI continued to provide many lifelong learning opportunities to over 1,500 individuals throughout the community, including public and private sector employees, businesses, organizations, and NMC employees. Each year, CDI's courses and services change to reflect the need of the communities we serve. The Community Development Institute provides the public with courses and services they want at times and locations convenient to them. Also in AY 2006, CDI management and staff absorbed the additional responsibility of managing NMC's University Center for Excellence in Developmental Disabilities (UCEDD), thus UCEDD's annual report will be included with CDI's as a subsection of this report. In light of the CNMI and thus NMC's financial situation, CDI spent most of AY 2006 searching for new ways to increase revenues for NMC and to help build mini educational industries in the CNMI. Described here are a few key highlights of CDI's and UCEDD's accomplishments:

ACCOMPLISHMENTS

Language courses:

Developmental Language Courses have been the most marketable product and service provided through CDI and has become a major focus in rebuilding and diversifying the tourism and education industries of the CNMI. CDI offered over eleven developmental language based courses, trainings, and seminars. The most notable have been the English Language Development Courses and Conversational Japanese Courses. Through these courses, participants learn the basics of communicating in these languages through conversations, writing, reading, and listening exercises. These courses were tailored and introduced to hotel employees, guests, and tourists as recreational packages, and continue to become a high demand in certain locations. Key evidence of such demand has been the development of a short-term English language learning packages in hotels geared for tourists and international students, language homestay services, and language internships.

International Relations

CDI, in collaboration with hotels, businesses and agencies that have a Memorandum of Understandings/Agreements with NMC, provides internship opportunities to both local and international students. Through the Memoranda of Understandings/Agreements, NMC places the interns in real-life; on-the-job training opportunities that help the interns fully understand the career, business, or industry they are pursuing. In turn, the hotels, businesses, and agencies use these trained laborers to augment, train, and diversify their workforces. This type of services has afforded NMC international recognition as evident through the increase in Sister School Relationships and Internship Agreements with schools from Japan, Korea, and China. Through international marketing partnerships, the CNMI and NMC are being promoted in Asia and new revenue generating services are being provided for the College. As such, CDI has seen an increase in requests for Campus Tours and Short-term Educational Packages. Direct or Niche Marketing is also being used to attract more individuals to visit or expand their stay in the CNMI and use the CNMI's assets to stimulate the economy in the region. Some of the markets that NMC pursues are sports teams, research universities, hotel industry partners, and language learners.

Regional and Local Relationships

The mainstream business of CDI is to service our CNMI community. CDI continues to work closely with our local and regional partners to develop courses and services to best meet their needs.

Public School System

CDI continues to service the Public School System through 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 as well as teacher certification courses. CDI also offers teacher certification courses and state teacher licensing courses in collaboration with the NMC School of Education.

Framingham State College, Argosy University, and University of Guam

CDI continues to provide professional development opportunities for CNMI teachers by affording them a chance to gain a Master's Degree in Education through a partnership with Framingham State College. In AY 2006, NMC through CDI facilitated two cohorts of students in the Masters program. Other opportunities included a relationship with Argosy University to provide a doctoral program in Educational Leadership, and a Baccalaureate program in Business Administration. The University of Guam increased its presence in the CNMI by formally establishing a University Center at NMC and augmenting NMC programs with UoG's complimentary degree programs.

SROTC

Due to the rising demand of individuals from the CNMI to enter the U.S. Military, NMC in partnership with the University of Guam and the U.S. Army resurrected and entered into a tri-lateral agreement to provide a Senior Reserve Officer Training Corp (SROTC) program at NMC. Through this agreement, NMC students and CNMI residents can once again participate in the SROTC program.

Health and Safety

CDI continues to work with its existing collaborators and partners to provide courses and services such as Health and Safety Trainings, development of industry specific curriculums, and special projects aligning private and public sector needs with NMC students and community members. CDI is a key member of the Northern Marianas Alliance for Safety and Health which sponsors OSHA training. A partnership with the Area Health Education Consortium (AHEC) program led to the CNMI having five slots in the University of Alaska's Pharmacology Technician training program, thus trying to increase the number of CNMI residents who become pharmacology technicians.

Workforce Investment Agency

A solid relationship with the Workforce Investment Agency (WIA) continues to thrive as CDI provides courses for WIA clients in the areas of Computer Literacy, Construction Trades courses, and Hemodialysis Technician courses.

Youth Programs

CDI was able to provide CNMI youth with summer learning activities as Camp LIFE and Project LIFE, as well as through classes tailored to children and young adults. CDI partnered with the DFS Galleria to host this academic year's camp. A new curriculum geared towards getting junior and high school students ready for college was also developed with scheduled implementation set for AY 2007. CDI expanded its regular community offerings to attract children and young adults through classes such as Ukulele for Kids and other skill-building activities.

NMC Services

CDI works closely with NMC officials, employees, and students to deliver professional development, other training opportunities, and College committees to improve the College. In AY 2006 such opportunities included the resurrection of the "NMC New Employee Orientation"

which was done in collaboration with the Human Resources Office, as well as CDI being the department that writes a majority of NMC's Memorandums of Agreements or Understandings, Revenue Generating Proposals, and the creation of the NMC President's Power Point presentations. CDI also developed a draft Standard Operating Procedure that allows CDI to create courses and trainings, incorporating all aspects of the College. CDI also wrote numerous press releases and designed plaques.

CDI Publications

CDI created two English Language Development books in AY 2006. The first book entitled "Survival English in the Marianas" was designed to help our hotels and businesses promote language learning as a new business venture in the CNMI as well as to diversify the tourism market. The second book entitled "Adventures in the Marianas" is an advanced level book designed to help our CNMI residents and students develop their language skills through fictional characters and localized scenes. This book will also be used in hotels and businesses to promote language learning.

III. 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. NMC UCEDD is represented in the Association of University Centers on Disabilities as the a part of the Pacific Basin University Centers (PBUCE) in partnership with American Samoa's (AS) UCEDD Program and is housed under the University of Hawaii UCE's Pacific Outreach Initiative (POI). The PBUCE was developed in 1993 thus NMC UCEDD has been in existence for thirteen years.

The Program operates under a five-year renewable grant and in AY 2006 in which, NMC UCEDD completed its fourth year of the current grant cycle. The NMC UCEDD is a key member of the CNMI Developmental Disabilities (DD) Network, also known as, the CNMI Tri-Agencies which includes the CNMI Council on Developmental Disabilities and the Northern Marianas Protection and Advocacy Systems Incorporated (NMPASI), with NMC UCEDD as the lead agency. NMC UCEDD has a Consumer Advisory Council (CAC), which helps direct 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. NMC UCEDD's Core Functions include: Interdisciplinary Training; Technical Assistance; Community Outreach & Training; and Research, and Information Dissemination.

Since CDI took control over NMC UCEDD's management, the NMC UCEDD program has seen unprecedented improvements in the program. Here are a few accomplishments:

ACCOMPLISHMENTS

In AY 2006, the NMC UCEDD Program focused on improving its relationship with its key partners. Most notable are the much-improved relationships between the CNMI DD Network, Public School System and Family Support Groups.

CNMI DD Network (Tri-Agencies)

NMC UCEDD facilitated in collaboration with the Tri-Agencies the first ever “Tri-Agency” Retreat. The retreat was focused on rebuilding the collaborative relationship amongst the three agencies as well as building a new Tri-Agency Plan to address the needs of individuals with developmental disabilities. The outcome of the retreat was the identification of combined collaborative projects and resource sharing initiatives. Other Tri-Agency accomplishments include Disability Employment Awareness Seminars offered for partners and clients and collaborated with Tri-agencies to conduct Traumatic Brain Injury training, and Developmental Disabilities Awareness training. The Tri-Agencies also hosted a Family Forum on Disabilities, in which over 97 individuals attended. Information gathered from the forum will be used to create Strategic Plans for the Tri-Agency Partners.

Public School System (PSS) and Special Education (SpEd) Program

NMC through CDI and the UCEDD program reestablished the relationship between NMC, PSS, and the PSS SpEd program. NMC Special Education Courses that were once under filled now have an audience to fill the courses. In AY 2006, two courses were created and filled to meet the demand of the PSS SpEd instructors. In addition to this, PSS and NMC collaborated to bring out 2 distinguished educators, Mr. Roy Balantac and Ms. Jan Freid, to conduct American Sign Language Courses, trainings for the deaf and hearing impaired as well as trainings for PSS teachers and the CNMI community. Other related accomplishments include, an Invisible disabilities workshop developed and delivered for PSS instructors and others who may work with individuals with developmental disabilities; In addition, UCEDD sponsored four individuals from PSS to attend the Autism Spectrum Disorders Training in Hawaii. These four individuals developed the skills needed to recognize the various Autism Spectrum Disorders; Additionally, UCEDD sponsored four individuals to attend the 2006 Pac Rim Conference in Hawaii. These four individuals were given the opportunity to meet Dr. Patricia Morrissey, PhD, Commissioner, Administration on Developmental Disabilities, U.S. Department of Health and Human Services.

Family Support Groups

UCEDD reorganized its administration and hired an assistant program coordinator to work specifically with Family Support Groups for family members with relatives of individuals with developmental disabilities. Through this, NMC UCEDD can now be more responsive to the needs of the Family Support Groups are now represented on key entities including STaRPO and the Autism Group. The assistant coordinator was invited to attend the invitation only Community Parent Resource Center’s Parents Conference representing parents from the CNMI.

Regional and Local Relationships

UCEDD increased its representation on local advisory panels by gaining two slots in the Special Education State Advisory Panel (SESAP), a membership on the Council on Developmental Disabilities, a membership with the CNMI Family Hope Center, a membership on the Interagency Coordinating Council, and lead membership of the Pacific Basin Interagency Leadership Council. Other relationships were formed between the University of Hawaii, University of Guam, and the American Samoa Community College. Most notably, NMC UCEDD and the UoG CEDDARs program collaborated to bring out regional trainer on Autism Spectrum Disorders, Dr. David Finn to conduct trainings on both Guam and the CNMI. Other relationships were developed through UCEDD Leadership training seminars offered to key partners in the CNMI and NMC employees. Resources and Learning materials were also shared.

IV. SMALL BUSINESS DEVELOPMENT CENTER (SBDC)

OVERVIEW

The Northern Marianas College (NMC) Small Business Development Center (SBDC) is the CNMI's premier conduit for promoting entrepreneurship and economic development through its Client Counseling, Workshop & Seminar, Business Incubation, Youth Entrepreneurship, Internship and Economic Development Programs. The SBDC's 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, the University of Hawaii and mainland USA educational institutions, to meet the specialized and complex needs of the local, increasingly diverse small business community.

ACCOMPLISHMENTS

Client Counseling Program

The SBDC provided technical assistance and consulting services to fifty-nine (59) individuals that were either researching the feasibility of a business idea, planning to start a business or already operating a business. The total number of consulting hours spent with these clients was 249.50, with an average number of hours per client at 4.23 hours. The primary categories for assistance were Business Startup/Acquisition, Sources of Capital, Marketing/Sales, Government Procurement, Accounting & Recordkeeping, Inventory Control, Engineering and R&D, International Trade and Technology.

In addition to regular walk-in clients, a majority of the other clients were referrals from SBDC partners such as local banks, the Commonwealth Development Authority (CDA), the Pacific Islands Development Bank (PIDB), the Workforce Investment Agency (WIA), and the

Office of Vocational Rehabilitation (OVR). Of the 59 clients served, 5 were also clients of OVR.

Workshop and Seminar Program

The SBDC collaborated with its network partners to conduct thirty-seven (37) small business workshop and seminar events on the islands of Saipan, Rota and Tinian. The events attracted 557 attendees and resulted in approximately 1,492 training hours. Some of the workshop titles included “Fundamental Skills of Communicating,” “SBDC Services and Orientation,” “4-Part Customer Loyalty Series,” “Improving Employee Work Habits,” “Successfully Financing Your Business,” “Developing a Business Plan,” “Change Management,” “Ethics and Accountability,” “Quickbooks Simple Start,” “Launching Your Business on the Internet,” “Essential Skills of Leadership,” “Delegating,” “Resolving Conflicts,” “Managing Complaints,” and “Supporting Change.”

In October and November 2005, the SBDC partnered with CDA to present a series of workshops on Saipan, Rota and Tinian on how to successfully finance your business. The workshops primarily focused on the importance of a business plan and its components, the services the SBDC has to offer, and the loan application process and qualification criteria at CDA.

In January 2006, the SBDC responded to a request from Governor Fitial to provide a two-part training for his newly-appointed Cabinet members on the topics of “Ethics and Accountability” and “Change and Transition Management.” The training was coordinated by the SBDC and the first seminar was presented by the CNMI Public Auditor on the topic of Ethics and Accountability. The second seminar was presented by the Director of the Pacific Business Center Program at the University of Hawaii at Manoa on the topic of Change and Transition Management. The training was held in the Governor’s Conference Room on Wednesday, January 25, 2006, from 8:00 a.m. – 12:00 noon and there were twenty-six participants from the Governor’s Cabinet.

For the ninth consecutive year, the SBDC and CDA worked in concert to offer multiple workshops for the citizens of the CNMI as part of Small Business Month in June. “Essential Skills of Leadership,” “Delegating,” “Resolving Conflicts,” and “Managing Complaints” were the four workshop topics that were presented for June Small Business Development Month.

In August 2006, the SBDC collaborated with NMC CREES, the College of Micronesia (COM) CREES and Palau Community College (PCC) CREES to provide a series of four leadership workshops for their staff at a training program titled “LEAD 21 Part I” that was held on Saipan at the Pacific Islands Club

The SBDC continued to invest in instructional resources that will allow the program to soon launch a leadership or supervision academy that will provide half-day workshop opportunities on any of twelve critical leadership topics including 1) Essential Skills of Leadership, 2) Essential Skills of Communication, 3) Supporting Change, 4) Communicating Up, 5) Developing Performance Goals and Standards, 6) Providing Performance Feedback, 7) Coaching Job Skills,

8) Delegating, 9) Resolving Conflicts, 10) Managing Complaints, 11) Effective Discipline, and 12) Improving Work Habits.

Business Incubator Program

Throughout AY 2006, the SBDC's Incubator Program continued to serve its two existing tenants (Island Grip Services, Inc. and the Northern Mariana Islands Occupational Information Coordination Committee) and also accepted a new start-up tenant (Pacific Media Solutions dba Pacific Digital Media) in March 2006.

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

During the fall 2005 semester, the SBDC Youth Entrepreneurship Coordinator provided a two-week professional development opportunity for nineteen (19) Public School System (PSS) teachers in Entrepreneurship Education and the Making Cents Business Ventures curriculum that was purchased by the SBDC using a grant it secured from the Office of Insular Affairs

Also during the fall 2005 semester, developed and distributed the SBDC's first Youth Entrepreneurship Newsletter, which explained the SBDC Youth Entrepreneurship Initiative, featured youth entrepreneurship projects and success stories in the CNMI, highlighted the implementation of the "Making Cents" curriculum and how the SBDC successfully launched it in various public schools.

During the spring 2006 semester, the SBDC developed and submitted a grant application for an Entrepreneurship Education project to the Ohio-based Consortium for Entrepreneurship Education on behalf of Kagman Elementary School, a partner in the SBDC's Youth Entrepreneurship Initiative. Through a competitive selection process, Kagman Elementary School was one of 15 schools from across the U.S. to be chosen to receive funding. In March 2006, the grant of approximately \$3,000 was awarded to Kagman Elementary School to help the fifth-grade students make a connection between the entrepreneurial skills they were learning in the classroom and the real business world

Internship and Student Programs

UH Pacific Business Center Internship Program – The SBDC and the University of Hawaii's Pacific Business Center Program (PBCP) continued working together under an internship program MOA that provided funding for an NMC business student to work part-time at the SBDC from December 2005 through September 2006.

Marpac Student Internship Project – Took the lead in promoting an internship opportunity through the academic departments for up to three NMC students to participate in a project for Marianas Pacific (MarPac) Distributors. Collaborated with the Community Development Institute (CDI) in the management of the project. Ambros, Inc. in Guam requested the assistance of NMC interns to review nearly a years worth of sales, delivery and inventory records to determine the extent of the theft. Three students were selected and the project was completed.

University of Hawaii at Manoa Neighbor Island MBA (NIMBA) Program – Served a primary role in the successful development, marketing and launch of the UH NIMBA Program in the CNMI. The NIMBA program is a distance education program that broadcasts live MBA lectures from the UH Manoa campus in Honolulu to neighbor island classrooms in Kauai, Maui, the Big Island of Hawaii, and for the first time, Saipan

Proposed UH Manoa BBA Program – Continued leading the effort toward convincing the University of Hawaii at Manoa to offer its BBA program onsite at NMC. Completed a student survey in November 2006, that demonstrated considerable demand for the UH Manoa BBA program. More than 100 survey respondents indicated that they would attend the program if it were to start. The proposed program is still pending a final decision at the UH College of Business Administration.

Film and TV Student Advising – The SBDC Director continued to serve as the advisor for NMC students that are continuing to pursue an Associates in Applied Science (AAS) degree in Audio-Video Production

School of Business Instruction – In August 2006, the SBDC Director began teaching a three credit Human Resources Management course (MG 240) for the School of Business during the Fall 2006 semester. There are 16 students registered for the class.

Economic Development Program

Workforce Development Summit -- Planning and coordinating for the upcoming Workforce Development Summit has consumed the largest amount SBDC staff time compared to any other activity the program has been involved with in AY 2006. The SBDC Director has been serving as the chairperson of the Workforce Development Planning. The event will be held on Thursday, November 30, 2006, at the Fiesta Resort and Spa on Saipan. The mission of the Workforce Development Summit is to bring together business and government leaders to discuss the CNMI's critical employment needs so that government counseling, training, education, financial assistance, internship, and placement programs can unify their efforts and maximize resources to develop the necessary resident labor talent to fill said positions

Workforce Management Improvement Plan (WMIP) – Continued to assist the CNMI Government with management of the WMIP grant, particularly the two remaining projects that NMC is involved with which are the Web-Based Distance Learning Project and the Tour Guide Training Program. Developed a revised spending plan for each of the two projects in collaboration with the individuals involved with implementing them. The WMIP grant is from the Office of Insular Affairs (OIA) and it was awarded to the Governor's Office. The mission of the WMIP is to

increase the employment and upward mobility of local resident workers in professional, semi-professional and technical occupations in the private sector through education and training programs in partnership with all sectors in the community. The eight projects in Phase I of the grant were 1) CNMI Film Office Marketing; 2) NMC Film and Production School Equipment; 3) NMC Web-Based Distance Learning Project; 4) NMC Leadership Workshop Series; 5) Tour Guide Training Program; 6) NMC SBDC Youth Entrepreneurship Program; 7) Workforce Investment Agency Entry Skills Training; and 8) Workforce Investment Agency Client Tracking System.

CariPac Consortium Grant Proposal – (April 2006) – In April 2006, the SBDC Director drafted a grant proposal to the Caribbean and Pacific (CariPac) Consortium requesting second year funding in the amount of \$53,250. The SBDC Director traveled to Honolulu, Hawaii, to meet with all the other CariPac coordinators for the colleges and universities in the Caribbean and the Pacific to include the University of Puerto Rico, University of the Virgin Islands, University of Guam, College of Micronesia, College of the Marshall Islands, Palau Community College. The CariPac consortium representatives from the member institutions mutually agreed that the overall goal of the consortium is: “To increase the quality of, and continuously renew, the academic programs of insular area institutions in the food and agricultural sciences

Community Organization Involvement – The SBDC staff participated in community organizations such as the Saipan Chamber of Commerce, CNMI Chapter of the Society of Human Resource Managers (SHRM), Workforce Management Improvement Plan implementation team, Workforce Development Summit planning committee, CNMI Enterprise Group and the CNMI Triathlon Association to name a few.

V. COOPERATIVE RESEARCH, EXTENSION AND EDUCATION SERVICE

OVERVIEW

The Northern Marianas College-Cooperative Research, Extension and Education Service, (NMC-CREES) provides outreach education and conducts research through its two programs of Agriculture Research & Extension (ARE) and Family & Consumer Sciences (FCS). With continuous interaction, collaboration and a unified direction, both programs are dedicated to helping improve the economic well-being, living conditions and overall quality of life within the Commonwealth of the Northern Mariana Islands (CNMI). Our key stakeholders include: farmers, families, youths, individuals, government agencies, and various ethnic communities.

In relation to other land grant institutions, NMC-CREES is small in size, with fewer than twenty-five employees distributed amongst the three major islands, Saipan, Tinian, and Rota. To resolve the shortage of staff, NMC-CREES relies on the key collaborations and partnerships with government agencies, non-profit organizations and other entities throughout the CNMI and the region. Our interactions with collaboration enables us to promote our educational programs, extension services and research projects, In response, NMC-CREES provides collaborators with the knowledge and expertise to aid their respective organizations or agencies.

Extension services and research projects are the result of the growing needs and challenges that the CNMI community must satisfy and face. These programs are also in line with the missions of the Cooperative Research, Extension and Education Service and the Northern Marianas College.

NMC-CREES integrated approach between Research and Extension encourages a multi-discipline and multi-level collaboration that promotes efficiency and strong communication among scientists and extension personnel. This team effort aims to address the following National Goals:

- Goal 1: An agricultural system that is highly competitive in the global economy
- Goal 2: A safe and secure food and fiber system
- Goal 3: A healthy, well nourished population
- Goal 4: Greater harmony between agriculture and the environment
- Goal 5: Enhanced economic opportunity and quality of life for Americans

CREES PROGRAMS

NMC-CREES programs in Agriculture Research & Extension (ARE) and Family & Consumer Sciences (FCS) include the following:

I. Agriculture, Research and Extension Programs:

A. Livestock Improvement

Aquaculture Development

B. Crop Production Improvement

Better Crops in the Marianas

Nursery Development and Propagation of Seedlings

C. Plant Protection

Integrated Pest Management

Betel Nut Bud Rot

Rodent Control

D. Water Quality Program

II. Family and Consumer Sciences Programs:

A. Expanded Food and Nutrition Education Program (EFNEP)

B. Food Stamp Nutrition Education Project

C. Nutrition, Diet and Health

D. Healthy Living in the Pacific Islands

E. Community Development and Resource Management

- Family Financial Management
- Sewing Program for Families with Limited Resources
- 4H/Youth Development

ACCOMPLISHMENTS

During Fiscal Year 2006, CREES was able to expand its product offerings through creative programming. Through collaborative efforts with local partners including various CNMI government departments such as the Department of Land and Natural Resources (DLNR), Public Health, Division of Environmental Quality, Public Safety, Workforce Investment Agency, Public Works, Marianas Visitors Authority, and local companies, NMC-CREES has maintained its positive public image and has successfully reached and informed thousands of individuals throughout the Commonwealth of the Northern Mariana Islands.

Through the guidance and recommendations of its Advisory Council, CREES has performed numerous workshops, field demonstrations, conferences and seminars on topics ranging from money management, food safety measures, occupational knowledge, nutrition diet and health education, community development, and sewing under the Family and Consumer Sciences (FCS) programs. In addition, program staff conducted workshops on shrimp production, irrigation, crop management, pesticide applications, livestock feed and disease, water quality, soil treatment, betel nut disease control, rodenticide handling, invasive species control, and nursery development.

CREES has been successful in acquiring competitive grants in topic areas ranging from environmental solutions, nutrition education, livestock production, and technology implementation. The acquisition of grants from outside sources totals over \$200,000. Aside from acquiring such grants, CREES maintains previous funding of \$30,000 from the CNMI legislature to address the betel nut bud rot and the infestation of rodents on Saipan farmlands.

I. Agricultural Research and Extension Services (ARE)

A. Livestock Improvement Program

The NMC-CREES Livestock Improvement Program is assisting the Department of Land and Natural Resources (DLNR) in finding ways to lower feed costs associated with the raising of livestock. NMC-CREES' livestock researcher received \$10,000 in competitive funding to conduct an analysis on activities associated with the negative impacts of animal production. By implementing the project, NMC-CREES aims to keep the harmony between agriculture and the CNMI ecosystem. The project's main objective is to undertake forage evaluation and demonstration trials in order to develop sound management and grazing practices. By incorporating adaptable forage grass and legumes species into a pasture improvement plan, ruminant and poultry production systems will be enhanced. This funding was made available by the Western Sustainable Agriculture Research and Education program, a USDA program that

assists farmers and ranchers maintain profits and quality of life while being environmentally responsible.

To further promote and improve animal health care, five paravets from the CNMI (NMC-CREES, Dept of Public Health, and DLNR), received training at the University of Hawaii in preparation of an outbreak of Avian Flu in the Mariana Islands. These five paravets, along with approximately 30 other participants from throughout the U.S. Affiliated Territories, are now certified as Animal Health First Identifiers and Responders.

Aquaculture

The Aquaculture program's main focus has been to promote Tilapia and Shrimp production in the CNMI. The team has traditionally been responsible for conducting workshops, farm visitations and consultations in regards to aquaculture systems. One of the primary activities for the team has been to import and produce high Quality Tilapia Fry (baby tilapia) that can be shared with farmers for grow-out of for their brood stock. With this in mind, the program invested in sending 2 extension personnel and 3 farmers to the Asian Institute of Technology to learn new methods of tilapia breeding. As a result, 3 aquaculture farmers have adopted the bottle hatching technique acquired from the training and have reported less mortality than previous breeding attempts.

In recent years, NMC-CREES has collaborated with Saipan Aquaculture Co. Inc. in establishing the CNMI's first ever shrimp hatchery, which has laid the foundation for others to try their hand at shrimp production. Shrimp production has great potential in regards to marketability and value of the product. The impact of such extension efforts can be seen with the construction of 2 new shrimp farms and the expansion of Saipan Aquaculture's brood stock grow-out facility in Lower base.

B. Crop Production Improvement Program

One of the Crop Improvement Program's functions is to develop innovative farming techniques. One of the constraints that local farmers have is the availability of tractor services. Because of such a need, the Crop Improvement team developed a plow that can be easily maneuvered through a field like a wheel barrow. The usefulness of such an innovation has farmers seeding fields at great speed, thus allowing them to perform other farm chores. As a result of such an innovation CREES has increased the potential of farm efficiency.

The Agriculture Development in the American Pacific (ADAP) program in 2006 funded the purchase of selected seed varieties to introduce throughout the CNMI farming community via community outreach. The seeds purchased from this project are currently being tested on all three experimental sites in the CNMI.

Through the recommendations of the CREES Advisory Council, a series of workshops was performed on all three islands on the production of Papaya. The workshops received great welcome within the farming community. This can be seen in the increase of papaya growers

within the past year. As a compliment to this workshop, a nutrient management workshop was conducted on Saipan and two workshops are scheduled for Rota and Tinian for early FY2007.

Nursery Development and Propagation of Seedlings

NMC-CREES has implemented the plant promotion project to actively endorse economically viable plants to the CNMI farming community. The program was able to propagate close to 15,000 seedlings and cuttings of Noni, Da'ok, citrus, betel nuts, avocado, breadfruit, coffee, cacao, Calamansi, mango, hot pepper, and many more. Approximately 7,000 seedlings were distributed to various farmers through out CNMI for planting and testing of new and existing varieties. Such recipients include backyard gardeners for subsistence use, as well as full time farmers taking advantage of a particular plant's traits that make it desirable for consumers. This project has become a great promotional tool for carrying out other CREES program activities. Referrals to other programs have been on the rise since the inception of this project.

C. Plant Protection

Integrated Pest Management (IPM)

The Integrated Pest Management (IPM) program continues to assist agricultural producers gain confidence in alternative pest management strategies. Alternative methods are demonstrated and evaluated in various production settings. CREES has placed insect traps in major farm location in the Mariana Islands. IPM outreach education increased this past year through onsite farm visits, extension pamphlets, and on farm trapping. These efforts are in place to promote and increase farmer knowledge in pest biology in order to make economically and environmentally sound decisions.

The Pesticide Safety Education Program's (PSEP) goal is to educate farmers and all interested individuals in the proper and efficient use of pesticides, in order to protect individuals from overexposure. In FY 2006, two certification workshops were held. On Saipan the 21 individuals obtained Private Applicator Licenses, six of these individuals were renewals. CREES also conducted a Category V: Structural and Institutional certification workshop on Rota with 7 individuals receiving certification.

Betel nut Bud Rot Disease Control

NMC-CREES continues to make strides at suppressing the outbreak of *Phytophthora meadii*. At present CREES personnel have injected 9237 trees with the best recommended fungicide. The program has serviced 73 farmers at more than 117 locations and has seen a steady decline in disease reports since its inception. Since the implementation of the Fosphite injections, there have not been any extensive outbreaks of the "crown rot" on Saipan. The covered areas have been expanded to the entirety of the island, and the crop protection team continues reapplying in the most heavily infested locations.

Rodent Control Program

The collaborative teams of NMC-CREES and Department of Lands and Natural Resources has had a significant impact on the rodent population in the commercial farming and ranching areas of Saipan with the implementation of the Rodent Control Program. Using the established methods devised by CREES personnel, and the creation of a revolving account to continue the program, a steady increase of farming output is foreseen.

In an attempt to open the program to more of Saipan's 104 registered farmers and ranchers, attempts are being made to offer a simultaneous disbursement of 1000 packages of rodenticide. The precision baiting effort places the optimum amount of bait at the majority of the current breeding sites within a similar time frame at a general location thus having a major impact on the vector population.

This past year, CREES has conducted 4 workshops to instruct participants in the proper handling of rodenticides and the use of bait stations. The training was conducted in several locations with 73 participants attending at different intervals.

D. Water Quality

The NMC-CREES Water Quality Program has focused on two main themes in the CNMI. They are pollution prevention and animal waste management. Under the pollution prevention program, a recycling and environmental education program has been initiated on Tinian. 85 recycling bins 150 recycling bags are now in use by the Tinian community (Schools, offices and homes) for recycling of Aluminium cans. Hundreds of pounds of cans have already been diverted from the dump, collected, and are awaiting shipment out to Saipan. The Tinian community has been very receptive to the idea and looking forward to being able to recycle other items as well. NMC-CREES has had a strong relationship with the DPW Solid Waste Division and has plans to extend this and other recycling education programs to the other islands in the near future.

Under the animal waste management theme, the water quality program has teamed up with the NMC-CREES livestock program and the Environmental Protection Agency(EPA) in an effort to promote sustainable animal waste management systems. A demonstration of the Dry Litter Waste Management System for Hogs has been set up on Tinian and has had very promising results thus far. A video has been produced to showcase the system and its benefits. A second half of the video will be prepared this year for dissemination to the public soon after its completion.

II. Family and Consumer Sciences

A. Expanded Food and Nutrition Education/Food Stamps Nutrition Education Programs

EFNEP conducts a myriad of presentations annually to school children, college students, parents, teachers, caregivers, and those interested in their health and the health of their families. Through these presentations, nutrition and health issues that affect the entire family are

addressed. In addition, food safety, healthy eating, food demonstrations and nutrition integration in the classroom are some of the major topics presented.

EFNEP successfully reached thousands of community members last year due in part by its collaboration with various agencies. Major collaborators include, other NMC-CREES programs, the Department of Public Health, the Public School System, Head Start, and the Department of Community and Cultural Affairs' Nutrition Assistance Program

B. Food Stamp Nutrition Education Project

NMC-CREES has been awarded once again the amount of \$100,445 for FY 2007 to implement Nutrition Education to Food Stamp recipients. The types of subjects covered by this project include: physical activity education, food safety, and budgeting.

The Food Stamp Nutrition Education Project is in its 4th year of being sub granted by the Community and Cultural Affairs' Nutrition Assistance Program. In FY2006, 120 families completed the Nutrition Education program. 25,000 contacts were made through a variety of outreach efforts (newsletters, community event exhibits, informational hand-outs, and the Nutrition Fair.

C. Nutrition, Diet and Health Program

The Nutrition Diet and Health Program reached 300 adults and 300 young students from the elementary and high schools as well as Northern Marianas College. Healthy choice eating habits have been promoted to college students, and homemakers who seek to change the existing eating habits of their families. In 2006, the program collaborated with the Public School System to promote good eating habits and exercise. Nutrition education sessions were provided to Parent Teacher Associations throughout the islands as to how to make nutrition policies for the schools.

NDH has received increased demand from various sectors of the community (private business, government agencies, private organizations, public and private schools) to provide presentations and guidance to increase workplace wellness. Furthermore, program personnel have been working with the Secretariat of the Pacific Community to establish Pacific Region Physical Activity Guidelines, which will be used in planning and outreach efforts.

D. Healthy Living in the Pacific Islands

NMC-CREES in collaboration with the University of Hawaii and the CNMI Department of Public Health, conducted the first comprehensive Child Nutrition Survey on children ages 6 months to 11 years old through a grant from the National Research Initiative. This purpose of such a survey, is to provided data and be used as a guide to program planning efforts in the CNMI for all health prevention agencies. To date, manuscripts have been submitted for publication in the Journal of the American Dietetic Association.

In collaboration with the Cancer Research Center of Hawaii and the University of Hawaii, CREES contributed recipes for the development of a diet analysis tool specifically made for the U.S. affiliated Pacific Island Territories. This database will improve dietary data analysis for

people in the CNMI as existing dietary analysis tools do not include ethnic Chamorro and Carolinian dishes. As a result, more accurate analysis of the diets of the people of the CNMI is possible; allowing for improved intervention designs.

E. Community Resource Development Program

The NMC-CREES Community Resource Development Program continues to set and achieve goals to enhance economic opportunity and quality of life in the Commonwealth of the Northern Mariana Islands. The programs that fall under CRD include: Family Financial Management, Limited Resources Sewing, and 4-H Youth Development.

Family Financial Management

The Family Financial Management program conducted workshops on Saipan, Tinian and Rota. Prior to FY 2006, the majority of Family Financial Management workshop participants were referrals from agencies providing direct assistance. However, in 2006 majority of referrals received were from the Office of the Board of Parole, Public Health, the Juvenile Detention Facility, the Center for Independent Living and the four local Mayor's Offices. Of the clients seeking our services, 80% are presently in management positions and after attending the workshop they have come to realize the importance of developing a family budget.

Limited Resources Sewing

The Sewing Program located on all three islands has established a significant increase in student enrollment. 26 youth students have graduated from the Sewing program during 2006 and we look forward to having our 30 adult enrolled students complete the required projects to graduate as well.

The hiring of three Sewing Instructors for the Sewing Class for Beginners through Professional Service Contract has enabled the sewing paraprofessionals to significantly increase student enrollment. The Rota Sewing Program has graduated 26 youth this past year and over 30 adult are enrolled.

4-H/Youth Development

To support youth in developing skills in the areas of leadership and strong citizenship the 4-H program conducted various life skills activities such as the 4-H Talakhaya Revegetation project, 4-H summer programs, and participation in the youth loan program.

VI. PUBLIC RADIO KRNM

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 to us 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, as well as 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 both students and residents. Four new volunteers started weekly programs during the fiscal year - all benefiting from ongoing instruction and acquiring hands-on experience from producing and hosting their own respective shows.

ACCOMPLISHMENTS

KRNM is beneficial to the people of Saipan by providing them with not only entertaining music and feature programs, but informative and educational shows as well. Locally produced programs have been 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 various Micronesian folk tales.

KRNM also serves the community by alerting listeners to emergency announcements (typhoon and tsunami reports, health warnings, etc.), and by airing public service announcements throughout the course of the year, which promote community activities and events (including the dissemination and publicizing of NMC information).

The station was granted a new 10-year broadcast license from the FCC (Federal Communications Commission) on January 26, 2006. A significant amount of time during the last 12-months was devoted to preparing for NPR's Content Depot project, as they are in the process of upgrading the distribution of programs over the satellite feed from an analog signal to a digital one. It has required KRNM (Saipan) and KPRG on Guam (the two stations share the cost to get the satellite feed out to this region) to replace our satellite receivers and automated system at our teleport (in Brewster, Washington). So far the complex transition has progressed smoothly, but we won't actually know how the entire system functions until NPR initiates the switch in Fall 2006.

The station General Manager is on pace to raise over \$50,000 for fiscal year 2006. Money acquired through fundraising helps 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 that the station airs). Other businesses made direct contributions, three grants were obtained, and listeners donated money during two on-air pledge drives in the spring and fall.

Fundraising events also bring in money for public radio stations – a successful one was held on May 20th, 2006, as KRNM coordinated an import beer and gourmet cheese night at Coffee Care.

Listeners can log on to www.krnm.org for background information about the station and the latest news concerning KRNM activities, descriptions of all of our syndicated and locally produced shows, as well as the most recent weekly program schedule. Fans of the station will

also have the opportunity to 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 in building N at the college, and 89.1 from the translator located on the government tower (through an arrangement with EMO) on Mt. Topochao. Those residents living in the southern section of Saipan will most likely find that 88.1 FM offers them the clearest reception, while those who live in the northern and eastern villages will hear a stronger signal at 89.1 FM. At the time this report was compiled, efforts were underway to have Marianas Cable Vision simulcast KRNM's signal on one of their cable channels – which would allow the listeners who live in pockets where radio reception isn't great to listen to a clearer signal via cable TV.

STUDENT DEVELOPMENT

OVERVIEW

Student Services 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

The Office of Admissions and Records (OAR) assist 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.

ACCOMPLISHMENTS

Registration

OAR validated a combined total of 2,532 registration forms during the Fall 2005, Spring 2006, and Summer 2006 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 AY2006 was as follows:

- Fall 2005: 1,126 students
- Spring 2006: 1,032 students
- Summer 2006: 232 students

Graduation

For AY 2006, OAR reviewed and certified a combined total of 150 Individual Certificate Plans (ICP) and Individual Degree Plans (IDP) submitted by students who petitioned to graduate and were recommended by their academic advisor, for the program/curriculum to complete in Fall 2005 or Spring 2006.

The certificates and degrees awarded in the 26th Commencement Exercises for AY 2006 were as follows:

Certificates of Completion

- Accounting3
- Business Management3
- Computer Applications2
- Related Services Technician1
- Sales & Marketing2

Certificates of Achievement

- Accounting1
- Audio/Video Production6
- Business Management1
- Construction Trades9
- Electrical Installation & Maintenance1

Degrees

- A.A. in Liberal Arts48
- A.A.S. in Business Administration - Accounting7
- A.A.S. in Business Administration - Business Management.....22
- A.A.S. in Business Administration - Computer Applications4
- A.A.S. in Business Administration - Sales and Marketing.....1
- A.A.S. in Criminal Justice5
- A.A.S. in Hospitality Management.....2
- A.S. in Nursing19
- B.S. in Elementary Education.....13

A grand total of 197 degrees, certificates, and diplomas were awarded during the Spring 2006 Commencement Exercises. This figure includes Adult Basic Education’s 47 graduates (28 Adult School and 19 GED).

Academic Honors

In AY 2006, the Registrar certified 33 Part-Time Honor students, 32 Dean’s List Honor students, and 72 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.

TRIO PROGRAMS

OVERVIEW

NMC's TRIO programs comprise of the Educational Talent Search Program, Student Support Services, and Upward Bound Program. These federally funded grant programs provide supplemental assistance and services to enhance student success in obtaining a postsecondary degree.

Educational Talent Search (ETS)

Educational Talent Search is a pre-college intervention and guidance program designed to assist young people ages 11 to 27 to complete high school and to enroll in a college or vocational program. ETS provides academic counseling, workshops on study skills and other related areas, career exploration activities, assistance in completing admissions and financial aid application forms, and other personal development activities. To be an ETS program participant, one must be a 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)

Student Support Services 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

Upward Bound 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 Talent Search Program

NMC's Educational Talent Search (ETS) Program was awarded \$290,272 for Project Year 2006. 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. Six hundred active participants were served in the program during the project year.

During PY 2006, 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.

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.

Also in PY 2006, 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.

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

Student Support Services

Recruited and served 160 students on all three campuses. 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.

The SSS program graduated nineteen students during this school year. One student, Thomas Ericson was the Valedictorian of the NMC 2006 class. Six other SSS participants graduated with high honors.

SSS participants toured several government agencies and non-profit organizations. 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.

SSS continues to fund the Disabilities Support Services assistive technology phone which is solely for the disabled student population.

The SSS program on Rota participated in the annual Beautify Rota campaign. SSS participants and staff picked trash and planted trees along the road.

SSS continues to fund the Educational Enrichment Center by providing tutors, equipment, & staff in the daily management of the program. This school year, students utilized the English Lab 21,728 times.

Micronesian students in the SSS program hosted the first FSM Independence Day celebration in the Commonwealth. With over a thousand participants including the FSM Vice-President, the event was a huge success.

SSS staff and participants took part in the planning of the annual NMC Charter Day activities. Many SSS participants volunteered during the two day event.

Upward Bound Program

With the implementation of the *No Child Left Behind Act of 2001*, the Upward Bound Program has been aggressive in marketing to their targeted population to provide services in reading, math and English. The students they serve predominantly are English Second Language (ESL) speakers. The program provides high caliber tutors to assist their students with their homework and projects. In addition, the program provides counseling services to students in regards to peer pressure and personal challenges.

The program staff provided workshops on time management, money management, study skills management, career planning, and financial aid workshop to aid them in post secondary education. Presenters from the public and private workforce engage the students in issues of the CNMI. Alumni regularly discussed their experiences and challenges and how the Upward Bound Program was integral in steering a smooth transition from high school to college level environment.

The students have taken college level courses in math and English during the Fall 2005 and Spring 2006. The Enrichment classes offered during the summer component prepares the students for the college level courses as well as credits towards their high school portfolio.

For AY 2006 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.

The Program provided extra opportunities for at least 10 students to attend a one-week Student Leadership Conference on Guam, 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.

One hundred percent of the seniors enrolled in the Upward Bound Program in AY 2006 graduated from high school. All of NMC's UB participants were promoted to the next grade level.

CAREER SERVICES AND TESTING PLACEMENT CENTER

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.

ACCOMPLISHMENTS

Career Resource Center

Daily CRC student/client logs show that in AY 2006, an average of 350 students per month used the computer lab to access career software and the Internet for research purposes and to work on class assignments. In February 2006, the Center's Program Coordinator conducted a Choices Career Software orientation for 10 Mount Carmel High School students. Another Choices orientation was given to some 25 Upward Bound students in March 2006. On average throughout the academic year, fifteen students per month 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 105 students in Fall 2005, 96 students in Spring 2006, and 45 students

in Summer 2006. In March 2006 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 spring 2006. 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 2006 more than 120 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.

In fall 2005 HPICC sponsored 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 2006 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 2006 to follow up on service learning activities and challenges on the Saipan and Tinian campuses.

Testing Program

The CRC's Testing Program coordinated an AY 2006 testing schedule of 15 national, paper-based tests, with an average of three tests per month being administered. Over 350 individuals visited or called the Center in AY 2006 for assistance in registering online or via mail for the Praxis I or II test. 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.

COUNSELING PROGRAMS AND SERVICES

OVERVIEW

In AY 2006, 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 2007.

The ability of CPS to offer its full range of programs at optimal levels of service was compromised in AY 2006 by ongoing budgetary constraints, and by staff shortages and changes. The two counselors on board in the fall, the director and the disabilities services counselor, both resigned toward the end of 2005. At the beginning of the spring semester, a director and a full-time counselor were hired.

ACCOMPLISHMENTS

CPS hosted a Counseling Center "Open House" which was attended by over 95 NMC students, and as part of NMC's recruiting efforts, hosted over 100 students from all private and public high schools. The counselors met with the principals of Northern Marianas Academy and Saipan International School, re-establishing links between these schools and NMC.

Publications for students, including a counseling handbook and program brochures, were revised and updated, along with relevant sections of the college catalog.

Counselors revised and presented the Liberal Arts IDP to the Academic Council; the Council approved the revisions.

The CPS director was appointed to the NMC Rehabilitation and Human Services Program Advisory Council. Staff attended individual education plan meetings for potential NMC students with disabilities, and distributed disabilities computer equipment to strategic locations around campus.

Counselors provided academic advising and assistance during registration to Liberal Arts majors as well as to high students participating in the 2+2 program, and undecided and non-degree students.

CPS provided early intervention assistance and personal counseling to students. Informational letters were sent to student on probation and suspension to clarify their options and to explain the various services available to help students remain in or return to school. CPS also provided counseling services for returning veterans in conjunction with the Financial Aid Office.

LIBRARY PROGRAMS AND SERVICES

OVERVIEW

Library Programs and Services (LPS) comprise 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 2006. Nearly 1,200 new titles were added to the Borja collection. 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.

- In recognition for his twenty-one years of service as the CNMI archivist, the CNMI Council for Humanities awarded Herbert Del Rosario the 2005 Governor's Recipient for Research and Publications category.
- The archiving of the signed laws enacted by the 14th CNMI legislature was completed.
- The Archives inventoried all materials pertaining to the CNMI Constitution including the 1976 First Constitutional Convention; 1983 Second Constitutional Convention; and the 1995 Third Constitutional Convention.
- The Curriculum Resource Center revised computer use and circulation policies and procedures.
- The CRC barcode project was completed.

- A brochure entitled *Understanding Call Numbers* was developed.
- The CRC collection webpage was revised to include an expanded list of Websites for Educators, organized by subject.
- Library staff assisted planning, organizing and chairing the committee for a forum to commemorate the College's 25th Silver Anniversary.
- The Horizon System was implemented during this time period that enabled the library catalog to be available through the Internet.
- The Library Director visited both the Rota and Tinian campus sites.

STUDENT ACTIVITIES AND LEADERSHIP (OSAL)

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 and ASNMC planned and coordinated New Student Orientation. The two-day event 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.

- OSAL and ASNMC hosted students from two Japanese schools. OSAL student leaders, student club members, and SAPC members organized a tour and conducted activities at the NMC gym and the Student Center.
- OSAL co-chaired NMC's 25th Charter Day celebration. The event drew an estimated 5,000 visitors. OSAL and ASNMC was responsible for entertainment, booth rentals, and played a vital role in marketing Charter Day.
- 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 two NMC students to represent the CNMI as goodwill ambassadors aboard the *Wakai Nekko no Kai*, a Japanese “floating university” that visits Saipan annually. The NMC students flew to Japan and then returned on board the ship, where they practiced their 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, a Fall and Spring Welcome Back party, the NMC Valentine’s Day Dating Game, billiards tournaments, student socials, and the “NMC Academic Challenge – Students vs. Faculty.”
- OSAL and ASNMC led NMC recruitment efforts for local high school seniors. OSAL and ASNMC planned, organized, and conducted half-day campus tours and activities for Kagman High School, Marianas High School, Saipan Southern High School, Mt. Carmel High School, Calvary Christian, Grace Christian Academy, and Marianas Baptist Academy.

SUPPORT UNITS

OVERVIEW

The Support Units perform vital functions related to operation of the College. They are Finance, Procurement and Budget; Human Resources; Financial Aid; Office of Institutional Effectiveness; Administrative Services; and Auxiliary Services.

FINANCE, PROCUREMENT AND BUDGET

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 this 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 and substantially eliminating long outstanding audit questioned of approximately \$1.8 million, the focus in FY2006 was to further stabilize the finances of the institution. FY2006 proved to be an extremely challenging year financially for the College because, like other organizations of the CNMI Government, the College's budget from Appropriations from the CNMI Government was reduced by approximately 19% for the year. Immediately upon being notified of this budget adjustment, the College took actions to ensure that the institution operated within the adjusted funding levels by implementing a hiring freeze on all "non-critical" positions and reducing operations budget levels, among other actions. As a result of the actions taken and prudent use of the College's financial resources, the College ended financial year 2006 on a balanced budget.

The Department of Finance, Procurement and Budget continued to move toward greater accountability, improved financial reporting and financial stability. The following are the major accomplishments for FY2006 which provide evidence of the College progress made toward this end:

- Completion of the FY2005 audit by the OMB Circular A-133 deadline with no questioned costs.
- Resolution of a majority of outstanding questioned costs, approximately \$1.8 million was outstanding as of September 30, 2003.
- Development and approval of the College's Indirect Cost Rate for FY2005-2007.

- Building the College's credit worthiness by venturing to borrow funds on its own merit.
- Ending the financial year with a balanced budget

Completion of the FY2005 audit by the OMB Circular A-133 deadline with questioned \$0 in questioned costs. For the fourth financial year in a row, the College completed the FY2005 audit and had its report issued prior to the June 30 annual deadline imposed by OMB Circular A-133. The audit report again evidenced the continued improvement in the College's finances with the level audit findings being reduced and no questioned costs being raised.

Resolution of a majority of outstanding questioned costs. The College embarked on a project to resolve long outstanding questioned costs reported in its audit reports. The total amount of outstanding questioned costs reported in the FY2003 audit report was approximately \$1.8 million. As a result of finding 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 \$1.7 million worth of questioned costs ending FY2005 with only approximately \$137K in outstanding questioned costs.

Development and receipt of federal approval of the College's Indirect Cost Rate for FY2005-2007. During FY2006, the College also began the task of calculating its internal indirect cost rate and justifying such to the U.S. Department of Health and Human Services for approval. The lack of a federally approved indirect cost rate for the institution had been a source of numerous audit findings and questioned costs, and unless such was calculated and approved by the relevant federal agency, which in the College's case is DHHS, the findings and related questioned costs would continue to be raised. The Indirect Cost Proposal to cover financial years 2004-2007 was completed and submitted to DHHS in September 2006. In November 2006, the proposal was approved as presented with the College receiving an approved rate of 35% for unrestricted programs for financial years 2004-2007. The College needs to submit its next proposal based on audited FY2007 financial statements by March 31, 2008.

Building the College's credit worthiness by venturing to borrow funds on its own merit. One of the on going challenges at the College is its dilapidated buildings. Unfortunately, because the College has had a history of operating in deficits, attempting to address this internally through commercial financing was not an option for the institution. In addition, obtaining capital improvement funding from the CNMI Government for this purpose also proved to be difficult due the laundry list of capital improvement needs in the CNMI as a whole with resources available for such purposes being very limited. With the College having addressed its deficits and actually posting a reasonable surplus in FY2005, the institution decided to take the bold step of exploring the possibility of a small commercial borrowing of \$250,000 to address some immediate repair and renovation needs on the Saipan campus. The College's Board of Regents approved this initiative and the College expects to make this borrowing a reality in early FY2007. Should this prove successful, the College expects to look into larger borrowings in the near future to improve its facilities.

Ending the financial year with a balanced budget and another surplus. As noted earlier, the College's budget from Appropriations was reduced by approximately 19% in FY2006. The institution took immediate measures to adjust its operations to ensure that it lived within this reduced level of funding. As a result of the measures taken and in spite of this substantial reduction, the College ended financial year 2006 on a balanced budget.

HUMAN RESOURCES OFFICE

OVERVIEW

The Human Resources Office strives to support the instructional programs, departments and divisions that ensure student learning. We provide services that result in qualified and sufficient human resources. Our office focuses on meeting the collective needs of our students, employees, and community by expediting the process that fulfill and support the College's mission.

ACCOMPLISHMENTS

- **Recruitment Program.** The College hired eleven faculty members into the following areas: math, nursing, education, languages & humanities; computer applications, Cooperative Research Extension & Education Services, and Counseling. The college also hired 6 directors into the following areas: Office of Institutional Effectiveness, School of Education, Counseling Programs & Services, Cooperative Research Extension & Education Services Dept., Rehabilitation Program, and the Upward Bound Program, 1 Special Assistant to Board/NMC Foundation Director, and a total of 5 support staff. Due to the outdated NMC salary schedule it remains difficult to hire qualified faculty from outside of the CNMI. Hiring remains on a replacement basis due to the ongoing austerity measures.
- **Employee ID cards.** Employees had the opportunity to receive their official NMC ID cards, which is essential for faculty doing work off-campus such as our Nursing faculty. Per Standard Operating Procedures, all individuals who are required to have identification cards must have their ID in their possession at all times while on NMC campus and sites.
- **Employee Orientation.** On August 11, 2006 the Faculty and Staff Senates held joint professional development days. HR will be assisting the currently planned orientation for Spring 2007 semester.
- **Presidential search.** Former President Antonio Guerrero retired on August 25, 2006. The Board of Regents developed procedures to recruit a new President. A Presidential Search Committee was formed and is currently conducting preliminary interviews with the top five candidates before they forward their recommendations to the Board of Regents for the final interview.

- **Public Law 15-24.** The CNMI Government demanded a 10% reduction on all government employees. This affected employees at the Northern Marianas College. The College requested and was granted waivers for selected federally funded position. Effective October 1, 2006, those employees who were not federally funded signed addendums to their current contract to receive a 10% deduction on their salary for one year only ending on September 30, 2007.
- **Improve employee morale.** The Spirit Squad continues to with its primary purpose to boost morale & strengthen camaraderie among employees on Saipan, Tinian, & Rota. They have been organizing fund raising activities to raise money for various functions. From the Annual NMC Family Picnic, which was combined with the Retirement party for the President to this year's annual Christmas party. They have already planned next year's activities, which would reinstate the coffee connections and small activities to bring people together.

FINANCIAL AID OFFICE

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

On January 13, 2006, the College's current "Cash Monitoring II" status was upgraded from "Cash Monitoring II" to "Advanced Payment" status as a result of improved processes and controls within the Financial Aid Office. These improved processes and controls resulted in files being submitted to NMC's 3rd Party Servicer, R. Gonzalez Management, Inc., for final review, certification and request for Title IV funds made to the Pell regional office for reimbursement with very few to no compliance exceptions. The last reimbursement request submission to the U.S. Department of Education was received on December 27, 2005. The Financial Aid Office completed all requests for Title IV programs for Award Year 2006 on June 01, 2006.

In Award Year 2006, a total of 543 NMC students received \$1,496,771.50 in various Title IV funds. Of this amount, approximately \$898,062.90 was applied by NMC to pay for outstanding student tuition and fees and the remaining funds were reimbursed to the students. In the same period, 160 Pell Grant recipients received aid totaling \$31,165.50 from the Supplemental Education Opportunity Grant (SEOG). In addition, 35 students participated in the Federal

College Work-Study (CWS) program with gross awards of \$37,512.00 being granted for the period.

OFFICE OF INSTITUTIONAL EFFECTIVENESS

OVERVIEW

The Office of Institutional Effectiveness (OIE) operates as an administrative support unit under the Office of the President and is responsible for the collection, analysis, and evaluation of the College's data and programmatic information. OIE provides leadership and assistance in developing and overseeing assessment activities, program reviews, and evaluation processes to enhance the effectiveness of NMC's programs and services with emphasis on improving student learning outcomes. The Director of OIE works collaboratively with the college administrators and program personnel to assess and monitor the institution's effectiveness in achieving its mission and goals, and to utilize college data and information to make effective decisions. OIE facilitates major institutional planning, data gathering activities, and preparing annual reports for the college. It is also responsible for reviewing the strategic plan, conducting institutional research studies and survey, monitoring student enrollment, assessing institutional effectiveness, and performing other performance measures as required by the College.

An important component of OIE is Institutional Research (IR), which provides data and information to support the work of the institution, including the program review process, preparation of college annual reports, grant submissions and performance reports, and the work of various college councils and committees. IR develops and administers surveys, analyzes and reports survey results, and distributes and presents results college-wide. IR also provides data to external entities as required by law or as requested. For example, the office routinely completes and submits the annual Integrated Postsecondary Education Data System (IPEDS) surveys to the National Center for Education Statistics, provides enrollment and completion data to the Department of Commerce, Central Statistics Division, and FAS / Compact Impact enrollment data to the Office of the Governor.

ACCOMPLISHMENTS

- Provided leadership for the development and implementation of instructional program review with an emphasis on student learning outcomes.
- Participated actively in PBEC and College Council Meetings.
- Provided input to the Administration on numerous matters related to both short-term and long-term strategic planning for institutional effectiveness.
- Developed program review criteria, guidelines and procedures.

- Delivered a workshop and follow-up system-wide memos on institutional assessment with an emphasis on measuring student learning outcomes for instructional programs.
- Delivered a workshop and follow-up system-wide supporting memos on WASC visit preparation.
- Operationalized the 2006-2010 Strategic Plan by developing quantitative measurements for the Priority Initiatives.
- Ensured that Educational Goals, Institutional Learning Outcomes, General Education Objectives and Program Learning Outcomes were developed and published in the new catalog.
- Provided extensive input into sections of the Self Study dealing with the issues of institutional effectiveness and student learning outcomes.
- Provided extensive data for the college's Annual Report, 5-32/10-66 Report and Performance Report.
- Provided extensive input to the Registration Committee and co-coordinated the registration process with the Registrar.
- Revised the Student Registration Survey with input from the Registration Committee.
- Assisted in the revision of the registration process based on the results of the Fall 2005 survey.
- Worked closely with the Office of Admissions and Records and the Finance Office providing feedback and assistance regarding the on-going implementation of PowerCAMPUS.
- Assisted the Sciences, Mathematics, Health & Athletic Department and the Languages & Humanities Department to analyze student performance in the developmental math courses by English placement levels.

AUXILIARY SERVICES

OVERVIEW

Auxiliary Services supports the mission of the College through the operation of the NMC Book Store, which provides educational materials (primarily textbooks) and other retail items such as school supplies and school memorabilia for sale to students, faculty, staff and the CNMI community.

While the merchandise mix has expanded and changed over the past several years, the focus has always been classroom textbooks. In an effort to provide financial support to the College in this era of dwindling resources, the Bookstore is exploring other product lines to turn such into a profit center for the institution.

ACCOMPLISHMENTS

In 2006, the College Bookstore experienced quite a turnover in its personnel with the Bookstore Manager and the Bookstore Assistant resigning to pursue other opportunities within and outside the institution. This required the College to reassign from existing positions within the institution to staff the vacancies in an effort to better align its limited resources.

As in the prior years, the College Bookstore played pivotal roles in ensuring success at key fund raising events hosted by the College and the College Foundation including the 4th Annual Golf Tournament, the 1st Board of Regents Scholarship Gala Dinner and the 2006 Graduation to name a few. With the Bookstore fully staffed again, we began conducting a comprehensive review of our product lines to make such more suitable to our clientele's needs and requests while ensuring a reasonable return on investment to the College. Further it is the goal of the College to move the accounting of the Bookstore under the College's Finance and Budget office by the end of financial year 2007.

ADMINISTRATIVE SERVICES

OVERVIEW

Administrative Services is tasked with providing a broad range of services and responsibilities that support the mission and goals of the College. The Office consists of the Maintenance and Operations departments. The primary responsibilities include facilities and equipment maintenance and repair, ensuring compliance with ADA requirements, disaster preparedness and recovery, custodial and grounds keeping services, campus security services and logistical support. The Maintenance department is critical to the ongoing operations and success of the College. It is responsible for keeping campus facilities in a safe and operable condition. This is an arduous task considering the age of the College's existing facilities.

Not unlike other areas in the institution, the Administrative Services also experienced a turnover in its employee roster in 2006. On retirement of certain employees, respective positions were frozen as a result of funding constraints and as a result the related departments had to realign their functions to continue to provide required services with reduced staff levels. In spite of the downward adjustment in personnel and operational budget levels, services continued to be provided with minimal disruption.

The Operations department carries out a unique and important function at the institution. This area's primary responsibilities include providing logistical support, campus security services, communications support, grounds maintenance, refuse disposal, custodial services and messaging services.

ACCOMPLISHMENTS

Administrative Services continues to maximize the funds made available to them to ensure that the College campus remained operational and well-kept. During the year, the College erected two Proa's one on each end of the Saipan campus. Also, various renovation and repair projects were undertaken using funds from FEMA to restore damages sustained from Typhoon Chaba. A major undertaking under the mitigation grant from FEMA was the installation of typhoon shutters on all approved buildings.

NMC INSTRUCTIONAL SITES

NMC ROTA

OVERVIEW

Northern Marianas College Rota is an Instructional Site established to provide programs and services that will enriched the livelihood of the people of Rota. NMC Rota offers a variety of programs and services to the community including academic courses and programs, Adult Basic Education, Community Development Institute (CDI), and TRIO academic success programs such as Upward Bound, Educational Talent Search and Student Support Services. The Rota CREES provides the community with various services such as the Agricultural Research and Extension Program, Expanded Food and Nutrition Education Program, and the 4-H Club Program.

ACCOMPLISHMENTS

- NMC Rota graduated five students with four receiving AA Degree in Liberal Arts and one Certificate of Achievement in Business Management in May 2006.
- A new math instructor was hired in January 2006. He taught math and science courses during Spring 2006 semester before being transferred to Saipan in August.
- NMC CREES Community Resource Development Program has introduced Beginning Sewing class intended for family with limited resources. The program is successfully moving forward with good participation from the community. The NMC Rota Director volunteered to be the principal instructor and the program hired one assistant instructor.
- NMC continued to receive computer equipment, furniture and miscellaneous items from Defense Reutilization and Marketing Office (DRMO) in Guam. All shipping cost was paid by the Office of the Mayor of Rota.
- The CREES program received \$90,500 from NOAA Grant for Traditional Fishing Practices for the Chamorros and Carolinians. Three large canoes were built by the students, fishermen, and community groups. Instruction in the traditional fishing technique is ongoing until funding is depleted. Collaboration between NMC and Community and Cultural Affairs Office was established for program continuity. Interested groups from other islands express the desire to learn more about canoe building and traditional fishing techniques.
- Western Region Sustainable Agriculture Research and Education (SARE) Farmer Rancher Grant awarded a Rota farmer \$10,000 for “Coconut Crab Production Using

Recycled Food Sources. The intend of this project is to increase the captive crab populations collected from ranches areas of indigenous people on the island of Rota.

- NMC CREES identified a new insect species called *Chilades pandava* found on Rota in May 2006. The larvae feed on *Cycas revoluta* (often called sago palm in the Marianas or cycad), and possibly other plants. An advisory about this insect species was distributed to the Department of Lands and Natural Resources and other agencies in an attempt to implement control measures.
- A Biological Weed Control was released since late 2005 and presently ongoing to suppress the invasive weed species called *Chromolaena odorata*, locally known as masigsig or siam weed a serious weed in tropical and sub-tropical areas of Asia including Guam and the Marianas.
- Cooperative Agriculture Pests Survey (CAPS) Project. CAPS is an Integrated Pest Management (IPM) program that helps CNMI farmers to used alternative technique for reducing insect population in the CNMI. The Rota CREES program has set up different kinds of insect traps in farms areas throughout Rota. This method is an environmentally friendly technique replacing use of toxic pesticides.
- Integrated Pest Management Sweet Corn and Better Crops Project is a collaborative program with Rota farmers. This program is an on-site trial farming demonstration. Farmers are provided with various varieties of sweet corn and technical consultation throughout the period of plant management and production. Data collected is used for future analysis and recommendation on sustainable sweet corn varieties.
- The Summer Fun Program is a three week 4-H Club activity held in July 2006. This is an enrichment program in sports, health and environmental awareness, computer, communication, and teambuilding skills. A total of 24 student's ages 8-15 have participated.
- The Eco-Education Camp was held at NMC Rota in August 2006. This program was designed to educate Japanese and local students about the importance of environmental quality on land and water in the CNMI. Collaboration between NMC Rota and various agencies includes: Department of Environmental Quality, Commonwealth Resource Management Office, NMC CREES, Department of Public Works, Department of Lands and Natural Resources, Office of the Mayor of Rota, Community and Cultural Affairs, National Oceanic and Atmospheric Administration (NOAA), Rota Public School System, University of Washington, Department of Public Safety, NMC School of Education, Natural Resource Conservation Service, Rota Municipal Council Office and other private business sectors. These agencies provided related assistance during the Eco-camp five days activities. A total of 45 students participated. This is an initial project that will be used as a model for future programs serving international students.
- The TRIO program continues to provide academic, enrichment services, and extra curricular activities to its members. The Student Support Services Director upgraded the

SSS computer lab with three new computers. The SSS is also responsible in overseeing other academic activities. SSS supervises two students who are currently enrolled at the University of Alaska under the Distance Learning PharmaTech Program. Three students are taking NMC Online classes and one student taking a VTC class. NMC Students Organization also falls under SSS. They have developed their constitution and by-laws.

- The Upward Bound Program enrolled a maximum of thirty-one high school students during SY 2005-06. Twenty students registered to take NMC classes during the Fall 2005 and Spring 2006 semesters and all have successfully completed. Six students graduated from UB in June 2006. Four students participated in the Summer Component held in Saipan. Three students were selected to participate in the UB Summer Bridge Program in Hawaii. The purpose was to expose students to new culture and college life at different universities and community colleges.
- The Nutrition Diet and Health Program continues to promote and educate school children and the general public about proper health practices for a physically fit and healthy community. A total of 24 Head Start parents attended a nutrition workshop and were issued a certificated of completion in February 2006. A Diabetes workshop was coordinated and held in April 2006 for public awareness. A medical presenter from Guam talked about eye and foot care issues. This workshop benefited 28 participants who networks with other family members. The program successfully recruited a new volunteer who will assist the nutrition educator in future workshops.
- NMC Environmental Awareness Forum was held in March 2006. Collaborators from different department and agencies participated as presenters during this event. Students from NMC, Public School System and community members attended. The purpose of this forum is to help educate the general public about environmental issues that affects the CNMI and surrounding areas. This forum was a great success and all collaborators recommended that NMC will coordinate an annual event.

NMC TINIAN

NMC Tinian is an extension of the NMC Saipan, has fifteen full-time employees, and is responsible for offering instructional programs and services in a variety of fields to the people of Tinian for certificates and degrees. NMC Tinian operates an Adult Basic Education program for adult learners who wish to complete and receive their high school diploma. NMC-Tinian CREES is designed to serve the community through its research and extension programs and NMC Tinian also houses the TRIO academic success programs; Educational Talent Search, Upward Bound and Student Support Services.

ACCOMPLISHMENTS

- Graduated. 37 students -- 28 Adult High School; Associate of Arts degrees: 2 Liberal Arts ; 3 Business Management; 2 Criminal Justice; 1 Bachelor of Science in Elementary Education.; 1 Hospitality Management

- The NMC Tinian Graduation Banquet was donated by the People of Tinian and Mayor's Office, Municipal Council and Tinian legislative Delegation.
- The graduation trip to Saipan for the 25th Anniversary paid for by the Mayor and hotels and rent-a-car companies donated rooms and vehicles for NMCT graduates.
- Participated in the Tinian Adopt-A-Beach Program.
- Delivered a presentation at Tinian High School for the College Fair.
- Delivered Leadership Workshops for staff.
- Implemented a successful fundraising program for graduation.
- Implemented a successful recycling campaign.
- Distributed recycling brochures during the Tinian San Jose Fiesta.

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

- Approved an amended faculty service contract for Board of Regents approval and asked HR to update all relevant HR policies so they reflect changes in the new contract.
- Approved a motion for a proposed short-term loan of \$250,000 which will be paid off in two years.
- Approved a motion to adopt the 2006-2010 Strategic Master Plan.
- Approved a motion to adopt new Student Email Procedures.
- Approved a motion for the reorganization of the OAR as recommended by the Management Review Desk Audit.
- Approved a motion for a revised Membership of Governance & Working Groups List.
- Approved a motion for the revised version of fees and five options to be recommended to the Board of Regents.
- Approved a motion which requires the College Council to be responsible for monitoring the Management Review Desk Audit action plan.
- Approved a motion to recommend to the Board of Regents to adopt procedures on Institutional Governance for BOR Policy 1026 and BOR Educational Programs Policy 3008.

- Approved a motion to revise procedures for the Employee ID Card.
- Approved a motion to recommend to the Board of Regents to adopt a revised BOR Policy 3022 concerning Non-Discrimination and Affirmative Action.
- Approved a motion for the Bank of Guam Resolution regarding a loan for building maintenance projects.
- Approved a motion to adopt PBEC 2007 Budget Recommendations regarding reassignments and freezing of positions.
- Approved a motion to adopt an amendment to Finance and Procurement Policy 2050 which will change the current petty cash maximum allowance for Tinian and Rota to \$100.00 rather than the current \$50.00
- Approved a motion to increase the room usage fee from \$50.00 to \$100.00 for four hours and to increase the Lab room usage fee from \$100.00 to \$150.00.
- Approved a motion to amend procurement procedures for approval by the Board of Regents.
- Approved a motion to purchase an NMC Marine Research Vessel.
- Approved a motion to adopt an institutional program review plan with guidelines, responsibilities and procedures.
- Approved a motion to create a Liberal Arts Program Committee to oversee the program review process and manage other program related issues.
- Approved a motion to appoint an Acting Director of Information & Learning Technology.
- Approved a motion to appoint an Acting Dean of Academic Programs and Services.
- Approved a motion to raise the ceiling from \$25,000 to \$100,000 for employment contracts requiring Board approval.

ACADEMIC COUNCIL

OVERVIEW

The Academic Council is responsible for all matters related to instructional programs and academic regulations. The Council has five voting members (four department chairs or alternates from the Associate Degree program and the director of the School of Education), plus

a nonvoting student member appointed by the President on the advice of the Associated Students of Northern Marianas College (ASNMC) and the Academic Council.

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 regarding the discontinuation 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 2005-2006 a total of 139 Curriculum Action Requests and Course Guides were updated, revised, cancelled, or put on “stop out,” and 29 Individual Degree Plans and Individual Certificate Plans were updated and approved.
- The Academic Council submitted to the College Council changes to the Board of Regents 3008 Policy and Procedures, updating the Policy and Procedures to more effectively describe the duties, structure and responsibilities of the council. The College Council and Board of Regents approved the changes.
- The Academic Council reinstated the practice of the “Stop Out,” i.e., the removal of a course from the catalog list of courses offered, allowing departments the option of not canceling a course but having it available to “resurrect” if needed in the future without having to go through the process of creating the course again.
- The Academic Council Archivist successfully and effectively centralized the Academic Council Archives, organizing and classifying all documents, and placing them in WASC workroom as well as posting course guides, IDP/ICP’s, and meeting minutes and agendas online and accessible at NMC Online. In addition, a comprehensive list of all Academic Council documents was compiled, including topics of discussion, policy decisions, data, meeting minutes, etc., and listed in a single, easily accessible folder.
- The Academic Council evaluation process was completed and submitted to the College Council, which gave its approval.
- The council created and edited 3 different fieldtrip waiver forms for submission to the College Council, one of which was chosen and approved by the College Council.

- The council approved the creation of a Students with Disabilities program which will offer an Associate in Arts degree in Rehabilitation and Human Services.
- The council approved a general education committee release form for use of student work samples to use as evidence of student learning.
- As a result of studying research on success and failure data for students taking NDU math courses in comparison to their English placement level, the Council proposed to raise the English Placement Level for the NDU math classes MA 090 and MA 091 to EN 093/094.
- Additional Academic Council topics of discussion included: developmental courses grading policy, academic honesty, attendance policies, cell phone use in the classroom, evaluation of transfer student transcripts, residency policy and tuition policy, the student grievance procedure, 12-month faculty evaluations, departmental final exam policies, awarding academic credit for experiential learning, FERPA Basics Workshop, student performance evaluation policy review, and UH Hilo and University of Guam articulation.
- Membership changes included the addition of non-voting members from Instructional Technology, the Office of Admission and Records, and the Program Director of Rehabilitation and Human Services; and a voting member from the Counseling Programs and Services.

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

The Faculty Senate President began reviewing and updating some crucial Board of Regents Policies and procedures. The Faculty Senate President performed an exhaustive research to ensure that the Northern Marianas College has in place Board of Regents policies and procedures that are reflective of industry standards; most notably the American Association of University Professors and US Universities and Colleges.

That being said, the procedure for approval of Board of Regents policy and procedure is made to ensure that all policies and procedures are thoroughly reviewed before adoption by the college. This includes the review by all parties affected by the changes of policy and procedures of the BOR. So I expect that the following bodies of the college will need to (or have already) review, recommend and approve the new policies in the following order...Faculty Senate, Staff Senate, College Council, Board of Regents. To make sure we have a deeper review I had sent the policy and procedures for review to the Academic Council and the Human Resources Office as I had reviewed Board of Regents policies and procedures...

3100 Faculty Senate (Constitution updated Spring 2006) Procedure
4352 Suspension Termination: Procedure
4354 Non-Renewal of Contract: Revise Policy and Procedure
4360 Employee Grievance not related to Termination and Suspension: Procedure
4365 Employee Appeals Committee: Policy and Create Procedure

Currently the documents have been approved by the Faculty Senate and are being deliberated in the Staff Senate, Academic Council and the Human Resources Office before presentation to the College Council and final the Board of Regents.

A major accomplishment for AY 2006 was the Faculty Senate's involvement in the creation of the document that has become the Presidential Search Committee an Ad Hoc committee of the Board of Regents Personnel Committee. The Faculty Assembly and the Faculty Senate have had tremendous input in the development of both the document and the committee itself. The faculty have the Board of Regents to thank for their steadfast support in specific of the Faculty Senate and the faculty in general.

The service 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 Board of regents wanted more deliberation on the new contracts and had asked that the Faculty Senate and Faculty Assembly work out the final version of the service contracts. The

Faculty Senate President hope to present the finished documents to the Board of Regents by the next regularly scheduled meeting.

The Faculty Senate President or representative attended all Board of Regents Meetings. Again the Board of Regents has been overwhelmingly supportive of the Faculty Senate.

Professional Development Days were held in April and August 2006. Faculty from Tinian and Rota were able to attend the 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 2006.

STAFF SENATE

OVERVIEW

The Senate serves as the official representative body of the 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 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

- (1) determining the need for,
- (2) initiating and developing, and
- (3) reviewing policies on administrative matters affecting the welfare of the College.

The 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

Staff Senate Members 2005

Senator: Lorraine T. Cabrera, President

Senator: Duane Sablan, Vice-President (Resigned-10/05; replaced by Debbie Diaz)

Senator: Loly Kingzio, Secretary/Treasurer

Senator: Ignacia Villaluz (Resigned-10/05; replaced by Tricia Tudela)

Senator: Joyce Taro

Senator: James Santos

Senator: Tanya Songsong

Senator: Velma Iglecias

Senator: Tricia Benavente

Staff Senate Members 2006 (As of July 2006)

Senator: Lorraine T. Cabrera, President

Senator: Debbie Diaz, Vice-President

Senator: Joyce Taro, Secretary/Treasurer

Senator: Robert Suzuki

Senator: Elena Hofschneider
Senator: James Santos
Senator: Paul Guerrero
Senator: Francine Camacho
Senator: Tricia Tenorio

ACCOMPLISHMENTS

1. Established a Staff Senate Budget
2. Staff Contract
3. Staff Compensation Plan

Work in Progress

1. Staff Handbook
2. Educational Advancement Policy

Training/Professional Development

1. Held, in conjunction with Faculty Senate, Professional Development Days were held in August 2005, and January 2006.

PLANNING, BUDGET, AND EVALUATION COUNCIL (PBEC)

OVERVIEW

The Planning, Budget, and Evaluation Council (PBEC) executes all budgetary activities of the institution, including facilitation of the development of the annual budget for each fiscal year. This process involves aligning the institution's FY priorities with the Strategic Master Plan Goals; reviewing departmental budget submissions and proposing any revisions to such and recommending approval 'vis-a'-vis Strategic Master Plan Goals, budget ceilings and previous departmental budget levels.

ACCOMPLISHMENTS

Development of the FY2006 Budget

The FY2006 budget was again developed in accordance with the processes documented in the Integrating Assessment, Planning and Budgeting-Process Description and Review-Academic

Year 2000-2001, which emphasizes the integration of resource allocation with established institutional priorities.

The FY2006 is reflective of the College's continued efforts toward the development of a Consolidated Budget for the institution, which is inclusive of all funding sources available for expenditure to the institution. Emphasis again was placed on ensuring that the annual budget should be flexible to adjust to changing circumstances during the financial year. Because of this flexibility in the Budget, the College was able to immediately take action to adjust itself to operate within a substantially lower budget ceiling when its Appropriations funding level reduced by 19% over the level which was available in FY2005. In spite of this drastic downward adjustment, the College managed to ensure that it ended the financial year on a balanced budget.

Degrees, Certificates, and Diplomas Awarded In Academic Year 2005-2006

DEGREES

AA: Liberal Arts-----	48
AAS: Business Administration – Accounting -----	7
AAS: Business Administration – Business Management -----	22
AAS: Business Administration – Computer Applications -----	4
AAS: Business Administration – Sales & Marketing-----	1
AAS: Criminal Justice -----	5
AAS: Hospitality Management-----	2
AS: Nursing -----	19
BS: Elementary Education -----	13
 Total Degrees Awarded-----	 121

CERTIFICATES

Certificate of Completion: Accounting-----	3
Certificate of Completion: Business Management-----	3
Certificate of Completion: Computer Applications-----	2
Certificate of Completion: Related Services Technician-----	1
Certificate of Completion: Sales & Marketing -----	2
Certificate of Achievement: Accounting -----	1
Certificate of Achievement: Audio/Video Production-----	6
Certificate of Achievement: Business Management -----	1
Certificate of Achievement: Construction Trades-----	9
Certificate of Achievement: Electrical Installation & Maintenance ---	1
 Total Certificates Awarded-----	 29

Total Certificates and Degrees Awarded ..150

DIPLOMAS

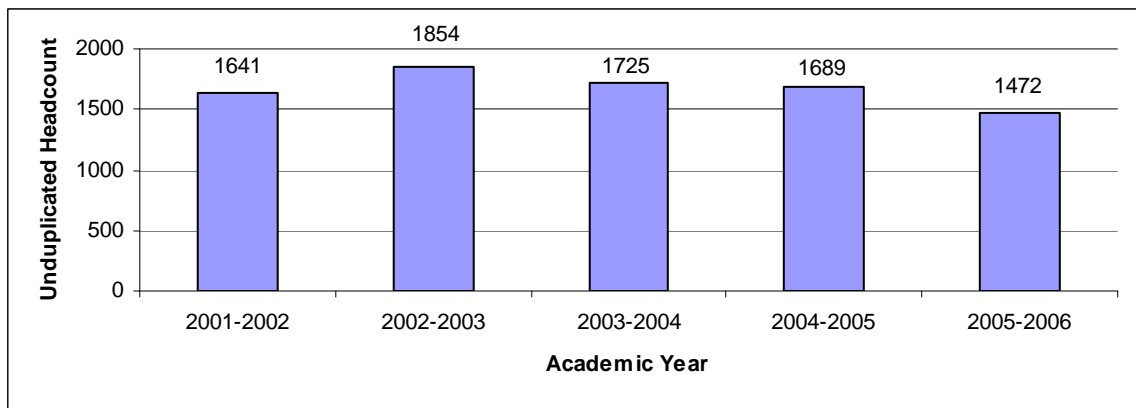
GED -----	19
Adult High School -----	28
 Total Diplomas Awarded -----	 47

Total Degrees, Certificates and Diplomas----- 197

Student Enrollment Data

Enrollment by Academic Year 2001-02 to 2005-06 (Unduplicated Headcount)

<i>Academic Year</i>	<i>Enrollment</i>	<i>Percent Change</i>
2001-2002	1641	--
2002-2003	1854	+13%
2003-2004	1725	-7%
2004-2005	1689	-2%
2005-2006	1472	-13%



Academic Year 2005-2006

Enrollment by Gender (Unduplicated Headcount)

	<i>Headcount</i>	<i>Percent</i>
Female	945	64.2
Male	527	35.8
Total	1472	100.0

Enrollment by Ethnicity (Unduplicated Headcount)

	<i>Headcount</i>	<i>Percent</i>
Chamorro or Part Chamorro	689	46.8
Carolinian or Part Carolinian	72	4.9
Chamorro and Carolinian	45	3.1
Other Pacific Islanders	127	8.6
Asian Ethnic Groups	480	32.6
Other Ethnic Groups	59	4.0
Total	1472	100.0

Enrollment by Location by Academic Term (Duplicated Headcount)

	<i>Fall 2005</i>	<i>Spring 2006</i>	<i>Summer 2006</i>
Saipan	999	932	232
Tinian	79	55	10
Rota	48	45	0
Total	1126	10322	42

Enrollment by Gender by Academic Term (Duplicated Headcount)

	Fall 2005	Spring 2006	Summer 2006
Female	728	682	169
Male	398	350	73
Total	1126	1032	242

Enrollment by Ethnicity by Academic Term (Duplicated Headcount)

	Fall 2005	Spring 2006	Summer 2006
Chamorro or Part Chamorro	519	483	84
Carolinian or Part Carolinian	50	48	5
Chamorro and Carolinian	33	35	2
Other Pacific Islanders	108	77	11
Asian Ethnic Groups	369	352	127
Other Ethnic Groups	47	37	13
Total	1126	1032	242

Enrollment by Age by Academic Term (Duplicated Headcount)

	<i>Fall 2005</i>	<i>Spring 2006</i>	<i>Summer 2006</i>
Under 18	117	92	25
18 to 19	298	279	51
20 to 21	178	170	41
22 to 24	150	145	33
25 to 29	153	135	32
30 to 34	88	85	23
35 to 39	57	51	19
40 to 49	66	62	13
50 to 64	18	13	5
65 and over	1	0	0
Total	1126	1032	242

Enrollment by Enrollment Status by Academic Term (Duplicated Headcount)

	<i>Fall 2005</i>	<i>Spring 2006</i>	<i>Summer 2006</i>
Full-time Student	831	751	114
Part-time Student	295	281	128
Total	1126	1032	242

Enrollment by Tuition Status by Academic Term (Duplicated Headcount)

	<i>Fall 2005</i>	<i>Spring 2006</i>	<i>Summer 2006</i>
Resident	1040	943	199
Nonresident	54	51	21
International	32	38	22
Total	1126	1032	242

Enrollment by Student Status by Academic Term (Duplicated Headcount)

	<i>Fall 2005</i>	<i>Spring 2006</i>	<i>Summer 2006</i>
New Student	311	159	34
Continuing Student	726	784	178
Readmitted Student	89	89	30
Total	1126	1032	242

Total Credits and Full-time Equivalency by Academic Term

	<i>Fall 2005</i>	<i>Spring 2006</i>	<i>Summer 2006</i>
Total Credits	13299	12124	1331
Full-time Equivalency	1108	1032	222
Headcount	1126	1032	242

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

Fall 2004 to Fall 2005 Overall Retention Rate*: 52.1%

***This figure does not include non-degree students, and excludes students who graduated May 2005 not enrolled Fall 2005.**

Financial Data

