

Review under WSCUC Standards and Compliance with Federal Requirements Worksheet

Purpose of the Worksheet

This worksheet is designed to assist planning groups preparing for a WASC Senior College and University Commission (WSCUC) review to undertake a preliminary, systematic institutional self-analysis under the WSCUC Standards by identifying strengths and areas of good practice as well as areas that may need attention. Institutions will also use this worksheet to identify, and insert references to, key supporting documentation to support its judgments. Teams will follow these references to verify the completeness of the information. After being used to stimulate discussion and to help focus the review, the completed worksheet will then be submitted with the self-study for evaluation as evidence for Component 2 of the Institutional Report at the time of the Offsite Review, with follow up as needed at the time of the Accreditation Visit. The submission of this worksheet with the institution's self study helps to validate that the institution has been reviewed under all Standards and relevant Criteria for Review.

The WSCUC Standards, CFRs, and Guidelines

The WSCUC Standards guide institutions in self-review, provide a framework for institutional submissions, and serve as the basis for judgments by evaluation teams and the Commission. Each Standard is set forth in broad holistic terms that are applicable to all institutions. Under each of the four Standards are two or more major categories that make the application of the Standard more specific. Under each of these categories are Criteria for Review (CFRs), which identify and define specific applications of the Standard. Guidelines, provided for some but not all CFRs, identify typical or common forms or methods for demonstrating performance related to the CFR; institutions, however, may provide alternative demonstrations of compliance. This worksheet contains all the CFRs and Guidelines from the 2013 *Handbook of Accreditation*. An "X" in the cell indicates a cross-reference to other CFRs that touch on related issues.

Using this Worksheet

The worksheet is used during the early stages of planning for the Institutional Report and may be revisited later when preparing for further reviews. For each CFR, institutions are asked to give themselves a rating indicating how well they are doing, to identify the importance of addressing the CFR as an aspect of the review, and to provide comments as appropriate, about their self-assessment. Key areas may thereby be identified where more evidence is needed or more development required. Institutions may have members of the planning group complete the worksheet individually with responses reviewed by the group as a whole. Or an institution may divide the worksheet by Standards with different groups completing each standard. Use these or other approaches to complete the worksheet.

Once the institution has completed this self-review process, priorities that are identified using this form should be integrated with the institution's context, goals, and planning in the development of its report. Summary questions are provided in the worksheet as a means of assisting institutions in determining areas of greatest concern or areas of good practice to be addressed or highlighted in institutional reports. Please include the summary sheets with the submission of this worksheet.

Compliance with Federal Requirements

In addition to the Review, there are four forms that team members will complete during the Accreditation Visit and attach to their team report in order to ensure that the institution is in compliance with the cited federal requirements. The institution is expected to provide the links to the needed information in anticipation of the team's review at the time of the visit.

Review under WSCUC Standards

Provide the institution's consensus rating for columns 3 and 4; add comments as appropriate in column 5.

For un-shaded cells in Column 6, delete text and provide links or references to evidence in support of findings. Column 7 is for staff and teams to verify documentation and for teams to comments on evidence.

Self-Review Rating

- 1= We do this well; area of strength for us
- 2= Aspects of this need our attention
- 3= This item needs significant development
- 0= Does not apply

Importance to address at this time

- A= High priority
- B= Medium priority
- C= Lower priority
- 0= Does not apply

Institutional Information

Institution Northern Marianas College

Type of Review:

- Comprehensive for Reaffirmation
- Initial Accreditation
- Other _____

Date of Submission: 1/6/2020
Mo Day Year

Institutional Contact

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Institutional Purposes						
1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines.	1	C	<p>Northern Marianas College has a published mission statement that identifies its commitment to students and to the people of the Commonwealth of Northern Mariana Islands (CNMI). For most of the college's history, the mission statement was fixed in the CNMI Constitution. However, voters overwhelmingly approved a constitutional amendment in 2012 that provided the NMC board of regents the authority and flexibility to establish the mission statement of the college.</p> <p>Linked to this mission is each program's expanded statement of institutional purpose (ESIP), which captures the aims and values of all academic and nonacademic units at the institution.</p>	<p>CNMI Constitution (Article XV)</p> <p>Legislative Initiative 17-12: Mission Statement of NMC</p> <p>NMC Mission and Vision</p> <p>NMC BOR Policy 2000 - Mission and Vision of NMC</p> <p>NMC BOR Policy 2002 - NMC</p> <p>NMC newsroom press release on new mission, vision statements</p>	

<p>1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning. X 2.4, 2.6, 2.10, 4.2</p>		2	A	<p>Educational objectives are set at the institution and course level.</p> <p>Programs identify program learning outcomes (PLOs) and course level learning outcomes.</p> <p>These are aligned to the general education learning outcomes (GELOs), which are guided by institutional learning outcomes (ILOs) that are consistent with the mission of the college.</p> <p>The achievement of outcomes are measured and evaluated through NMC's program assessment process.</p> <p>Information about NMC's Student Achievement Data is regularly generated, analyzed and made public.</p> <p>The college is working to strengthen the systematic, institution-wide implementation of the program review process.</p> <p>Samples of linkage: SOE ED 471-02 Academic Council Memo One Fall 2017</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i> and Component 5: <i>Student Success</i>.</p> <p>Public disclosure links verified by Annual Report.</p>	
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Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Integrity and Transparency						
<p>1.3 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing. X 3.2, 3.10</p>	<p>The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure that these conditions are consistent with generally recognized principles of academic freedom. Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.</p>	1	C	<p>NMC is committed to providing a safe learning environment that promotes diverse academic expression and a rich intellectual experience for both employees and students. This</p>	<p>NMC BOR Policy 3000 - Academic Freedom</p> <p>NMC BOR Policy 4003 - Student Rights and Responsibilities</p>	

				commitment is embedded in NMC policies and procedures.	NMC Faculty Senate Constitution	
<p>1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices. X 2.2a, 3.1</p>	<p>The institution has demonstrated institutional commitment to the principles enunciated in the WSCUC Diversity Policy.</p>	1	C	<p>The college demonstrates appropriate response and commitment to diversity through its policies, hiring, admissions, programs, and practices.</p> <p>As an open door college, NMC welcomes students from all backgrounds, experiences, and demographics.</p> <p>The commitment to diversity is also captured at the highest levels of the institution: the NMC board of regents' composition calls for representation from women, Carolinians, and the residents of Rota and Tinian (CNMI Public Law 3-43).</p> <p>The composition of prior presidential search committees also included representatives from different groups who then are charged with</p>	<p>Evaluated during comprehensive review.</p>	

			<p>assisting with the selection of the college's CEO.</p> <p>The college also responds to the increasing diversity of its students through the cultivation of new student clubs as well as professional development activities that heighten understanding and sensitivity to underrepresented groups like individuals with disabilities and LGBTQ students.</p> <p>NMC BOR Policy 4002 - Admissions</p> <p>NMC BOR Policy 4014 - Nondiscrimination</p> <p>NMC BOR Policy 5002 - Recruiting and Hiring Practices</p> <p>NMC BOR Policy 5009 - Equal Opportunity; Sexual Harassment; Diversity</p> <p>Job Vacancies - college website</p> <p>Job Vacancies - Higher Ed Jobs</p>		
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<p>1.5 Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. X 3.6 – 3.10</p>	<p>The institution does not experience interference in substantive decisions or educational functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution.</p>	<p>1</p>	<p>C</p>	<p>The college's autonomy, authority and independence are derived from the CNMI Constitution. Commonwealth statutory law also specifically empowers the board of regents with authority that reaffirms its autonomy. This autonomy is further reasserted in legal precedent, specifically in <i>NMC vs. Civil Service Commission and Jack Angello</i>, in which the Supreme Court of the CNMI stated, "We hold that NMC is a fully autonomous agency under the CNMI Constitution."</p> <p>CNMI Constitution NMC's mission statement</p> <p>CNMI Public Law 03-43 To provide an Education System in the Northern Marianas</p> <p>CNMI Public Law 04-34 To establish the Northern Marianas College under a Board of Regents</p>	<p>Evaluated during comprehensive review.</p>	
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				CNMI Public Law 20-26 To establish a Board of Regents Nominating Committee Process	
<p>1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.</p> <p>X 2.12</p>	<p>The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution's policy on grading and student evaluation is clearly stated and provides opportunity for appeal as needed.</p>	1	C	<p>The college's academic goals, programs and services are presented and made public to all stakeholders.</p> <p>The college adheres to policies and makes public information regarding:</p> <ul style="list-style-type: none"> • Tuition and other costs • Student Conduct • Complaints • Financial Aid <p>The Individual Degree Plans (IDPs), which are made available on NMC's website and is used to guide student registration during academic advising, identifies course sequence and time to completion guidelines.</p> <p>Student Affairs Policies 4000 series</p> <p>NMC Catalog, Policies & Procedures</p> <p>NMC Disability Support Services</p>	<p>Evaluated during comprehensive review.</p> <p>Truthful representation and complaint policies evaluated during comprehensive review.</p>

				NMC Procedure 4013.1 - Financial Aid (Title IV) NMC BOR Policy 4008 - Student Grievances/Complaints NMC BOR Policy 3031 - NMC Credit Hour Policy NMC BOR Policy 4013 - Student Financial Aid NMC BOR Policy 7012 - Tuition and Fees NMC BOR Policy 4007 - Access for Students with Disabilities Sample IDP / Suggested Course Sequencing: AA in Liberal Art IDP / Suggested Course Sequence BS in Business Management IDP / Suggested Course Sequence		
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Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of		1	C	Northern Marianas College demonstrates integrity and transparency through a number of principles	Audits submitted with Annual Report.	

<p>its performance in these areas. The institution's finances are regularly audited by qualified independent auditors. X 3.4, 3.6. 3.7</p>			<p>and practices that include a budget allocation process where faculty, staff, and students have meaningful input.</p> <p>The college conducts annual financial audits from qualified independent auditors. In fact, for the past 11 years, the institution has received an unqualified audit opinion on its financial statements.</p> <p>The college currently has a NMC Procedure 4008.1 - Student Grievances/Complaints (approved in August 2019 and uploaded on website December 2019) and NMC BOR Policy 5006 - Employee Grievances, and NMC Procedure 5006.1 - Employee Grievances, and timely responses to complaints are ensured.</p> <p>Although the institution has appropriate policies and procedures for all aspects of the organization, some practices need to be captured formally in standard operating</p>		
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				<p>procedures. Additionally, the college needs to improve its adherence to its policy review calendar which identifies when certain policies are reviewed and updated.</p> <p>NMC FY2020 Operations Budget Request Timeline</p> <p>NMC Institutional Excellence Guide (see page 33 for Budget and Finance Committee).</p> <p>NMC Procedure 4003.3 - Student Conduct Code</p> <p>NMC BOR Policy 5007 - Whistleblowers</p>		
<p>1.8 The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.</p>		1	C	<p>Northern Marianas College maintains open communication with the Senior Commission and ensures that information that may materially affect the college's accreditation status is communicated in a timely manner. Important developments, like changes in leadership or typhoon recovery activities, are also communicated.</p>	<p>Evaluated during comprehensive review through Component 1: <i>Introduction.</i></p>	

				NMC abides by all Commission policies and procedures.		
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Synthesis/Reflections on Standard One

1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?

One key issue that emerged from the institution's self review of Standard One, especially as NMC employees and stakeholders continue discussions around the institution's strategic plan for the next few years, is the need to strengthen links between the strategic plan to all institutional statements of purpose. Further, because back-to-back natural disasters have impacted the college's activities in consistently adhering to an annual operations plan, further efforts are needed to bolster the systematic connections between planning, program review, and budget allocation. Because of this, the college needs to be more deliberate and to take the time needed to develop a strategic plan that is grounded in student success and community needs.

Discussions that have arisen in the reflection of this Standard also include the need to strengthen timely processes that evaluate the efficacy of policies and procedures and the relevance of outcomes and purpose to reflect evolving community needs.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** under this Standard?

One of the key strengths under this Standard is the college's autonomy and freedom from any interference from external bodies including political leaders. Many years ago, when NMC was accredited with the Junior Commission, the college's autonomy was cited as a challenge. In this self review process, the college reflected on how far the institution has come to a point where the autonomy is a strength not only of the institution, but of the community. Political leaders are advocates of the institution's autonomy.

Another strength that has emerged from a discussion of NMC's effectiveness is the financial integrity and fiscal responsibility, which has allowed the institution to better weather downturns in the economy. The college's transparency is also a strength: budget allocation discussions are inclusive of faculty, staff, and students; and when the college implemented austerity measures in early 2019, all stakeholders of the college were engaged and their input was sought to minimize any impact, especially those most vulnerable.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** under this Standard?

There are several areas for improvement, including more progress that needs to be made under CFR 1.2, which states, "Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning." The college rated compliance with this CFR as a "2," recognizing that although data at the Institution is made public, NMC needs to be more consistent reflective evaluation of this information to make informed decisions that underscore our commitment to student success.

Further, because for a long time NMC's policies were aligned with standards of the ACCJC, the college needs to improve the alignment of its policies to the standards of the Senior Commission. These policies need to be carried out procedures in a more formalized manner to ensure consistency and transparency. As part of its commitment to better

organize and disseminate data so they can inform decision making, the college is working on a data inventory which identifies those responsible for the collection of categories of data and when they should be disseminated.

Standard 2: Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importan ce to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Teaching and Learning						
2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered. X 3.1	The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	2	A	<p>Northern Marianas College's academic programs foster a culture of assessment and evaluation used to ensure high quality and rigorous expectations for both the two-year and four-year degrees.</p> <p>Program and course level assessment and evaluation are led by dedicated, highly qualified faculty through its NMC Procedure 5005.1 - Minimum Degree Requirements for Academic Instructional Faculty by Position</p> <p>In addition, the 25:1 student teacher ratio further enhances teaching and learning at NMC.</p> <p>Programs are subject to peer review. For example, an external review was</p>	Evaluated during comprehensive review, documented in "Credit Hour and Program Length Checklist."	

				<p>completed for the nursing program in 2019 through collaborative efforts with the CNMI State Board of Nursing.</p> <p>The college acknowledges challenges in recruitment and retention of highly qualified faculty, most especially in STEM-related fields, specifically science and mathematics.</p>		
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<p>2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees. X 3.1 – 3.3, 4.3, 4.4</p>		1	C	<p>The college’s academic programs have detailed entry-level requirements which can be found online and in printed materials. Course requirements for each of the degree programs are also well defined in Individual Degree Plans (IDPs).</p> <p>Where appropriate, programs identify entry and exit requirements such as the PRAXIS Test Series and the Kaplan Nursing School Admissions Test.</p> <p>Connectivity to the college’s mission is vital for all academic and nonacademic programs. To demonstrate this connectivity, all programs have an extended statement of institutional purpose (ESIP) which supports the overall mission and philosophy.</p>	<p>NMC BOR Policy 3001 - Program Guarantee</p> <p>All NMC Course Descriptions</p> <p>Sample IDPs: BS in Education IDP - Elementary Education concentration</p> <p>AS in Nursing IDP</p> <p>NMC Mission and Vision</p> <p>Sample Form 1: BS in Education PROAC Form One AY 2018-2019</p> <p>AA in Liberal Arts - PROAC Form One AY 2018-2019</p> <p>BS in Education - Teacher Candidacy Application</p>	
<p>2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical</p>	<p>The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).</p>	1	B	<p>Core competencies are embedded in NMC’s seven general education learning outcomes (GELOs). These GELOs are shared between two-year and four-year</p>	<p>Description of General Education program with reference to Core Competencies.</p>	

<p>thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major). X 3.1 – 3.3</p>				<p>degree programs. However, there are clear distinctions in standards of performance and rigor for the bachelor's degrees.</p> <p>Students are engaged in course studies through numerous classes and are provided opportunities to apply knowledge in experiential learning such as clinicals, practicums and internships.</p> <p>Although many programs have successfully aligned PLOs with GELOs, the college is aware of the need to further clarify the differences between the two-year and four-year program in the School of Business.</p>	<p>(see pages 88-90 of NMC 2016-17 Course Catalog)</p> <p>General Education Committee Charter</p> <p>Ruffalo Noel Levitz Satisfaction Survey 2017</p> <p>Learning Support Services</p>	
<p>Criteria for Review (1)</p>	<p>Guidelines (2)</p>	<p>Self-Review Rating (3)</p>	<p>Importance to Address (4)</p>	<p>Comments (5)</p>	<p>Evidence (Un-shaded only) (6)</p>	<p>Team/Staff Verification (7)</p>
<p>2.2b The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program. X 3.1 – 3.3</p>	<p>Institutions offering graduate-level programs employ, at least, one full-time faculty member for each graduate degree program offered and have a preponderance of the faculty holding the relevant terminal degree in the discipline. Institutions demonstrate that there is a sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and teaching and mentoring of students.</p>	<p>0</p>	<p>0</p>	<p>Northern Marianas College does not offer any graduate programs.</p>	<p>Evaluated during comprehensive review through Component 3: Degree Programs and Component 4: Educational Quality.</p>	

<p>2.3 The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and Standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment. X 3.5</p>	<p>The institution is responsible for ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships which receive credit, are adequately resourced, well developed, and subject to appropriate oversight.</p>	<p>1</p>	<p>C</p>	<p>Academic programs have set student learning outcomes (SLOs) and PLOs which are found in course guides and syllabi.</p> <p>To provide support for student learning, GELOs align with advising and resources such as tutoring, informational technology and library services.</p> <p>Credit is available for out-of-class experiences such as practicums, clinicals, and internships. These credits are defined in NMC's BOR Policy 3031 - Credit Hour, course guides, and course syllabi.</p> <p>Sample Syllabi: BS in Education - SOE ED 493 Course Syllabus</p> <p>AA in Liberal SMHA CH 124 Course Syllabus</p> <p>Samples of Curriculum Mapping: BS in Education - Curriculum Mapping 2019</p> <p>AS in Nursing - Curriculum Mapping 2019</p> <p>Description of General Education program with reference to core competencies. (see pages</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs.</i></p>	
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				88-90 of NMC 2016-17 Course Catalog NMC Course Guides		
2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards. X 4.3 – 4.4	Student learning outcomes are reflected in course syllabi.	1	C	NMC faculty have a leadership role in the development of student learning goals at the college. Course guides are subject to review by the Academic Council (AC) every three years. Faculty take collective responsibility for establishing appropriate standards of performance as authors and presenters of course guides to AC, which is an advisory body to the dean of LSS and the president in regards to curriculum. To promote transparency, AC hosts open door meetings to review curriculum proposals, and the minutes of the meetings are made readily available (Academic Council Minutes).	Evaluated during comprehensive review through Component 3: <i>Degree Programs</i> , Component 4: <i>Educational Quality</i> , and Component 6: <i>Quality Assurance</i> .	
2.5 The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved. X 4.4		1	C	Northern Marianas College provides opportunities for student engagement through a variety of learning experiences. Capstone courses and experiential learning allow students to apply	Evaluated during comprehensive review.	

				<p>knowledge gained in the classroom.</p> <p>To meet the needs of nontraditional students, the Prior Learning Assessment program allows students to earn credit based on demonstrated knowledge gained through work experience.</p> <p>Credit by examination (see pages 20-21 of NMC 2016-17 Course Catalog) is yet another opportunity for students to obtain college credit.</p> <p>Sample capstone rubrics: BS in Education - SOE ED 493 Capstone Rubric</p> <p>BS in Education - SOE ED 493 Capstone Progress Report</p> <p>AS in Nursing - NU 212 In-patient Capstone Rubric</p> <p>AS in Nursing - NU 212 Out-patient Capstone Rubric</p>		
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Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
<p>2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work. X 4.3 – 4.4</p>	<p>The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.</p>	<p>2</p>	<p>B</p>	<p>The college has demonstrated that its graduates are achieving stated program learning outcomes and has established standards of performance through evaluation tools such as rubrics, capstone courses, and entry and exit exams.</p> <p>PRAXIS II is a graduation requirement for all education students. This is in alignment with requirements for CNMI State Certification, which allows students to be state certification ready upon graduation.</p> <p>The nursing program has identified the Kaplan Nursing School Admissions Test as an entry exam and tracks its graduates as they take the NCLEX-RN required to be a registered nurse.</p> <p>As mentioned earlier, academic programs participate in continuous semester and annual program</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i>, Component 4: <i>Educational Quality</i>, and Component 6: <i>Quality Assurance</i>.</p>	

				<p>level assessment. Program leads, faculty and staff utilize findings and recommendations to assess student learning and standards of performance of learning outcomes.</p> <p>Although program review is continues at the program level, NMC considers the need to strengthen the systematic, institution-wide implementation process to close the loop.</p> <p>Program Review (see page 32 in the NMC Institutional Excellence Guide)</p>		
<p>2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations. X 4.1, 4.6</p>		2	A	<p>All academic programs are subject to systematic program review through the use of Form 1 and Form 2.</p> <p>Programs engage in parts of program review at the program level and have successfully improved their programs by including stakeholder feedback through program survey (nursing program) and Program Advisory</p>	<p>Description of Program Review (see pages 19-26, 32 in the NMC Institutional Excellence Guide)</p> <p>Samples of Form 1: BS in Education - PROAC Form 1 AY 2016-2017 AA in Liberal Arts - PROAC Form 1 AY 2017-2018</p> <p>Samples of Form 2:</p>	

				<p>Councils (education program).</p> <p>To enhance assessment, faculty use a variety of methods such as simulations, and evaluation rubrics for student work.</p> <p>The Form 2 was last submitted in October 2017. This form offers a comprehensive look at curriculum, course completion rates, staffing, facilities, licensing results and placement, and evidence from employers.</p> <p>Although program review continues at the program level, the college should consider support for a systematic, institution-wide implementation process to ensure that all programs close the loop.</p>	<p>BS in Education - PROAC Form 2 Oct 2017</p> <p>AA in Liberal Arts - PROAC Form 2 OCT 2017</p>	
Scholarship and Creative Activity						
2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.	Where appropriate, the institution includes in its policies for faculty promotion and tenure the recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.	2	B	Northern Marianas College actively promotes the value of academic achievement, teaching excellence, and scholarly prominence of its	<p>Phi Theta Kappa</p> <p>BUILD EXITO</p> <p>CREES CHAP - Journal of Nutrition, Education and</p>	

<p>X 3.2</p>			<p>faculty through its NMC BOR Policy 5011 - Faculty Ranking and NMC Procedure 5011 - Faculty Ranking.</p> <p>In addition, faculty who demonstrate service beyond expectation to the college community are recognized through the annual instructional faculty and non-instructional faculty of the year selection process.</p> <p>The college promotes and supports faculty engagement in research and projects which are embedded in the ILOs and are program specific.</p> <p>CREES conducts research that meets community needs.</p> <p>The college also recognizes its students scholarly and creative activity through the dean's and president's list, NMC Procedure 4020.10 (Recognition of Achievement.doc), BUILD EXITO, AHEC Scholarship, and Phi Theta Kappa.</p>	<p>Behavior</p> <p>CREES 2017 Bio-Med Central Research</p> <p>USDA NIFA Award for Mission Integration of Research, Education, and Extension</p>	
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				For both its students and faculty, the college should consider expanding its scholarships and creative activity.		
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service. X 3.2		2	B	<p>Northern Marianas College recognizes and promotes linkage among scholarship, teaching, assessment, student learning and service. These are demonstrated through off-island professional development opportunities.</p> <p>When appropriate, faculty engage in additional program-specific development opportunities such as the NMC, PSS, REL Pacific research in mathematics Professional growth opportunities are also facilitated by Faculty Senate.</p> <p>The college can consider additional ways to promote linkage among scholarship, teaching, assessment, student learning and service.</p>	<p>Ruffalo Noel Levitz Satisfaction Survey 2017</p> <p>Nursing Graduate Employer Survey</p> <p>Sample Rubrics: BS in Business Management - CE 400 - Rubric for Oral Presentations</p> <p>BS in Business Management - CE 400 - Rubric for Written Projects</p> <p>AA in Liberal Arts - SSFA SO 297 - Presentation Rubric for All Classes</p> <p>Phi Theta Kappa</p> <p>Learning Support Services</p> <p>NMC BOR Procedure 5010.7 - Employee Evaluations</p> <p>NMC BOR Policy 5011 - Faculty</p>	

					<p>Ranking</p> <p>National Tests: NCLEX-RN Pass Rates</p> <p>PRAXIS Series Test Data</p> <p>Sample PROAC Form 2: BS in Education - PROAC Form 2 Oct 2017</p> <p>AA in Liberal Arts - PROAC Form 2 Oct 2017</p>	
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Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Student Learning and Success						
<p>2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.</p>	<p>The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.</p>	2	A	<p>Northern Marianas College is transparent with its student achievement data.</p> <p>The college has set in place numerous tools to assist in increasing its graduation rates such as IDPs which include length of program and sequence of courses. In addition, the college practices intrusive advising, has implemented Complete College America's (CCA) 60/120 and 15 to Finish and participated in the creation of a mathematics transition class in collaboration with PSS and REL Pacific.</p> <p>To measure student success and climate satisfaction, the college uses the Ruffalo Noel Levitz Student Satisfaction Survey, Student Town Halls and Registration Surveys.</p> <p>Although comparisons can be made with</p>	<p>Included in Annual Report.</p> <p>Also evaluated during comprehensive review in Component 6: <i>Quality Assurance</i>.</p>	

				<p>graduation and retention rates, benchmarks must be established.</p> <p>Annual Report 2014-2017</p> <p>Fall 2016 Registration Survey Results</p> <p>Ruffalo Noel Levitz Satisfaction Survey 2017</p> <p>U.S. Department of Education College Scorecard</p> <p>Integrated Postsecondary Education Data System</p> <p>*Complete College America (see pages 11-15 of the NMC Strategic Plan 2015-2020)</p>		
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<p>2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement. X 4.3 – 4.5</p>		2	B	<p>Northern Marianas College offers co-curricular programs such as the Associated Students of NMC (ASNMC) Constitution, Project PROA, Build EXITO, Phi Theta Kappa Honor Society, AHEC Scholar, ENRO, nursing club, 'Til the Day Mission Saipan Gospel Fellowship, and intramural sports.</p> <p>Students are also provided additional co-curricular opportunities such as the work-study program, practicums, clinicals, internships, and SROTC leadership.</p> <p>Opportunities for co-curricular experiences are many however, the college must identify assessment tools to measure effectiveness.</p> <p>Learning Support Services</p> <p>2016 NMC Academic Advising Handbook (see page 50)</p>	<p>Evaluated during comprehensive review.</p>	
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<p>2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.X 1.6</p>	<p>Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs.</p>	<p>1</p>	<p>C</p>	<p>Northern Marianas College makes available information about programs including academic advising, admissions, degree requirements, course offerings, and cost of attendance to stakeholders.</p> <p>The college conducts several outreach activities to recruit students through print and social media outlets.</p> <p>NMC Receives National Recognition for Marketing (January 8, 2019)</p> <p>Learning Support Services Financial Aid - Cost of Attendance</p> <p>Sample IDP: AAS in Criminal Justice</p> <p>BS in Education - Rehabilitation & Human Services Concentration</p>	<p>Evaluated during comprehensive review; documented in "Marketing and Recruitment Review" Checklist.</p>	
<p>2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which</p>		<p>1</p>	<p>C</p>	<p>Northern Marianas College offers additional support for students to include tutoring and mentoring services</p>	<p>Evaluated during comprehensive review.</p>	

<p>meet the needs of the specific types of students that the institution serves and the programs it offers. X 3.1</p>			<p>available through Project PROA and Learning Support Services.</p> <p>Additional services include career preparation, job placement, early intervention, counseling services and assistive technology to enhance services for students with disabilities. The institution works collaboratively with internal and external stakeholders to further assist students.</p> <p>NMC 2016-17 Course Catalog)</p>		
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Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
<p>2.14 Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process. X 1.6</p>	<p>Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.</p>	<p>2</p>	<p>B</p>	<p>Northern Marianas College has NMC BOR Policy 4016 - Transfer of Credits. Additional guidance is found in the NMC 2016-17 Course Catalog under the section about transfer of credit (see pages 18, 69-71).</p> <p>NMC MOA Agreement Inventory</p>	<p>Evaluated during comprehensive review through Component 5: <i>Student Success</i>. Also documented in "Transfer Credit Policy Checklist."</p>	

Synthesis/Reflections on Standard Two

1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?

The college determines that students are meeting objectives at the program level and these objectives are clearly aligned with institution-wide goals.

Systematic review of the academic and nonacademic assessment could be improved at the institutional level.

Student demographic data should be consistently provided and used to improve student achievement.

Linkages between scholarship, teaching, assessment, student learning and service need to be defined.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** under this Standard?

The college finds its strengths with student services that contribute to overall student success.

Students are provided with many resources and an array of co-curricular activities.

In spite of two typhoons, enrollment has been increasing.

The college clearly defines entry and exit requirements and degree expectations.

The college has aligned learning outcomes and has been systematic with program review at the program level.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are the **areas to be addressed or improved** under this Standard?

The college acknowledges opportunities for improvement which include the need to strengthen institutional program review.

Effective evaluation tools for student services and career placement are needed.

Collection and dissemination of student achievement data is needed.

Linkages between scholarship, teaching, assessment, student learning and service must be clearly defined and promoted.

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability *The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.*

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Faculty and Staff						
<p>3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualifications, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered. X 2.1, 2.2b</p>	<p>The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level.</p>	2	B	<p>Northern Marianas College employs a sufficient number of faculty and staff from diverse backgrounds and with credentials and expertise that are aligned with program needs and objectives, and that also support the mission and vision of the institution.</p> <p>However, similar to trends throughout the nation, there is a challenge of recruiting and retaining qualified faculty based on the availability of discipline expertise and the college's remote geographic location.</p>	<p>Evaluated during comprehensive review.</p>	

			<p>The college currently has a 25:1 student to faculty ratio; a ratio that is supported by the college's proactive efforts of hiring adjunct faculty with appropriate and diverse qualifications, and expertise as current practitioners.</p> <p>The college continues to support and provide quality education through orientation, content-specific training, professional development opportunities, and collegial support for its faculty and staff.</p> <p>NMC BOR Policy 5002 - Recruiting and Hiring Practices</p> <p>NMC BOR Policy 5005 - Minimum Instructional Faculty</p> <p>NMC Procedure 5005.1 Minimum Degree Requirements for Academic Instructional Faculty by Position</p> <p>Faculty Listing</p>		
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<p>3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning. X 1.7, 4.3, 4.4</p>		2	B	<p>NMC's processes for the recruitment of employees supports the educational purposes and staffing needs of its programs.</p> <p>The hiring process includes the direct participation of faculty and staff from the hiring department to serve on its interview panels as well as in the onboarding process.</p> <p>NMC continues to refine its orientation and onboarding processes to ensure clear and appropriate guidelines are provided to all employees. An updated employee's handbook will also be formalized through the college's governance structure and made available for distribution to all employees.</p> <p>Performance reviews are consistently completed and feedback from this process is utilized for planning professional learning and support</p>	<p>NMC Procedure 5002.2 - Recruitment</p> <p>HRO Employee Orientation Checklist</p> <p>NMC Faculty/Staff Contracts: NMC 12 Month Contract</p> <p>NMC 10 Month Contract</p> <p>NMC Staff Contract</p> <p>NMC Procedure 5002.2 - Recruitment</p>	
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			<p>for employees. There is a need to revise the current form to include administrative unit outcomes for administrative positions.</p> <p>Faculty performance evaluations are informed by a four-pronged process that includes peer evaluation, self evaluation, supervisor evaluation, and course evaluations completed by students.</p> <p>Staff performance evaluations are completed by direct supervisors.</p> <p>The college is reviewing the workload of academic advisors to ensure equitable distribution of advisees, as well as updating its academic advising training to ensure all academic advisors remain current with registration, financial aid, course and program information,</p>		
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				<p>and advising trends in higher education.</p> <p>The college is also instituting a Human Resources Office (HRO) process that includes a 30-day notification to employees for nonrenewal of contracts, as well as a semester questionnaire to gauge faculty on their intent and interest in continued employment.</p>		
<p>3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes. X 2.1, 2.2b, 4.4</p>	<p>The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.</p>	1	B	<p>Northern Marianas College provides all employees with various opportunities to build upon their knowledge and skills to promote their performance on the job.</p> <p>NMC conducts biannual professional development activities for all its employees, including adjunct faculty, and supports participation in training(s) offered by other institutions of higher education, professional organizations, and collaborating agencies,</p>	<p>NMC Procedure 5010.11 - Professional Development, Tuition Waiver, Course Scheduling</p> <p>NMC Faculty Performance Evaluation Form</p> <p>NMC Staff Performance Evaluation Form</p>	

				<p>to meet employees' specific roles and professional growth.</p> <p>HRO collaborates with the vice president and dean for Learning and Student Success, the Faculty Senate, and Staff Senate to identify topics for each of the semester professional development (PD) activities.</p>		
Fiscal, Physical, and Information Resources						
<p>3.4 The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives. X 1.1, 1.2, 2.10, 4.6, 4.7</p>	<p>The institution has functioned without an operational deficit for at least three years. If the institution has an accumulated deficit, it should provide a detailed explanation and a realistic plan for eliminating it.</p>	1	B	<p>Northern Marianas College's commitment to prudent fiscal principles has resulted in the college's long term financial stability. For more than 10 years the institution has received unqualified, audit opinions and has managed its resources for its long-term financial viability.</p> <p>NMC has been successful in receiving an increase in financial support from the Commonwealth of the Northern Mariana Islands government, with the only issue being the recent delay in transfer of cash due</p>	<p>Also evaluated during comprehensive review in Component 7: <i>Sustainability</i>.</p>	

				<p>to the current financial constraints of the government.</p> <p>Despite challenges of the economic conditions of the CNMI that resulted in the implementation of austerity measures, NMC has been proactive in dealing with these challenges.</p> <p>There are economic forces that may impact the financial conditions of NMC; however, NMC has been very proactive in mitigating the external threats to its financial stability and continues to operate conservatively.</p> <p>The college's operations budget, which is from the collection of tuition and fees, undergoes a comprehensive review and prioritization process through a Budget and Finance Committee (BAFC), composed of a wide representation of all areas of the college.</p> <p>NMC Audit Reports</p>		
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				<p>NMC Institutional Excellence Guide (see page 33 for Budget and Finance Committee).</p> <p>Press Release - Administration to implement 72-hour work schedule</p>		
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Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
<p>3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.</p> <p>X 1.2, 2.1, 2.2</p>	<p>The institution provides training and support for faculty members who use technology in instruction. Institutions offering graduate programs have sufficient fiscal, physical, information, and technology resources and structures to sustain these programs and to create and maintain a graduate-level academic culture.</p>	<p>2</p>	<p>B</p>	<p>Northern Marianas College provides effective technological infrastructure and training to support educational objectives and student learning.</p> <p>Faculty members receive technological support for student monitoring systems ((e.g., NMC Online (Moodle), Starfish)) to include training provided by the Distance Education Coordinator and the Early Intervention counselors.</p> <p>Bi-annual professional development activities have also included training on the use of NMC Online (Moodle) and Google Suite programs.</p> <p>Additionally, NMC recently launched the NMC mobile app to ensure all stakeholders have expanded access to a wide range of services online.</p>	<p>Evaluated during comprehensive review.</p>	

				<p>Northern Marianas College is committed to financially supporting technology at the college, including the increase in funding for the library and IT resources, many of which will help Rota and Tinian centers, ensuring parity with NMC Saipan.</p> <p>The college needs a systematic way of assessing faculty comfort with and competencies in the use of technology to support teaching and learning, while also engaging the community it serves in its technological training needs.</p>		
Organization Structures and Decision-Making Processes						
3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.		1	C	<p>Northern Marianas College fosters a culture where the college's leadership operates with integrity, high performance, accountability, and transparency at all levels.</p> <p>The Conflict of Interest and Commitment Code is completed annually by all employees and the board of regents.</p>	Evaluated during comprehensive review.	

				<u>NMC BOR Policy 5000 - Employee Code of Conduct</u> <u>NMC BOR Policy 5003 - Integrity and Ethics</u> <u>BOR Policy 1017 - Conflict of Interest and Commitment for Board of Regents and Employees</u> <u>NMC Organizational Chart</u>		
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<p>3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.</p>	<p>The institution establishes clear roles, responsibilities, and lines of authority.</p>	<p>2</p>	<p>A</p>	<p>Northern Marianas College operates consistently in accordance with its recently revised organizational chart, along with position descriptions. This identifies the responsibilities and lines of authority to ensure educational and organizational effectiveness.</p> <p>The recent reorganization shifted some roles relating to student success and support and administrative staff. There is a need to provide clearer guidance on accountability, as well as to identify the roles of the participatory governance structures in an updated Institutional Excellence Guide (IE Guide).</p>	<p>Evaluated during comprehensive review in Component 7: <i>Sustainability</i>.</p>	
<p>3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.</p>		<p>3</p>	<p>A</p>	<p>NMC makes every effort to ensure it hires and retains highly qualified personnel in all executive positions. A continued challenge</p>	<p>NMC BOR Policy 1013 - President Recruitment and Hiring</p>	

				<p>exists with recruitment and retention.</p> <p>The last NMC president opted not to renew her contract in 2018. NMC's interim president is serving in this capacity and will continue until a president is hired by the board.</p> <p>The college's Chief Financial Officer (CFO) recently resigned and the college is in the final stages of the recruitment process for a CFO and anticipates filling it soon.</p> <p>The director of OIE position continues to be announced while the institutional researcher serves in an interim capacity.</p> <p>The college ensures that all functions of vacant administrator positions continue with great efficacy while recruitment is ongoing.</p>	<p>NMC BOR Policy 1006 - Duties of the President</p> <p>Chief Financial Officer Job Vacancy Announcement</p> <p>Director Institutional Effectiveness Job Vacancy Announcement</p>	
3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing	The governing body comprises members with the diverse qualifications required to govern an institution of higher learning. It regularly engages in Self-review and training to enhance its effectiveness.	1	C	Northern Marianas College is governed by a seven-member board of regents with diverse ethnic and gender	CNMI Public Law 04-34 To establish the Northern Marianas College under a Board of Regents	

<p>operations, including hiring and evaluating the chief executive officer. X 1.5 – 1.7</p>				<p>backgrounds, professional qualifications, and experience.</p> <p>A regent nominating process governed by statutory law (enacted 2017) ensures broad stakeholder engagement and input in nominating new regents.</p> <p>Regents fill board meeting assessment forms at the end of every board meeting to assess efficacy. Regents also participate in professional development opportunities on and off island.</p> <p>The board evaluates the performance of the president, most recently in Nov. 16, 2017.</p>	<p>NMC Board of Regent Terms</p> <p>NMC BOR Policy 1006 - Duties of the President</p> <p>NMC BOR Policy 1012 - Periodic Review and Evaluation</p> <p>NMC BOR Policy 1014 - Code of Conduct of the Board</p>	
<p>3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained. X 2.1, 2.4, 2.5, 4.3, 4.4</p>	<p>The institution clearly defines the governance roles, rights, and responsibilities of all categories of full- and part-time faculty.</p>	<p>1</p>	<p>C</p>	<p>NMC faculty exercise effective academic leadership in their capacity as members of the Program Review and Outcomes Assessment Committee (PROAC), College Council, Academic Council, and BAFC.</p>	<p>Academic Council By-laws</p> <p>NMC Faculty Senate Constitution</p> <p>Academic Council Meeting Minutes</p>	

			<p>Examples include the Academic Council's responsibility in the oversight of semester and course schedules, curriculum development, and course assessments.</p> <p>NMC ensures multiple ways in which faculty engage in its various participatory governance committees as provided in the IE Guide, which is currently being reviewed for updates.</p>	<p>IE Guide (being updated)</p>	
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Synthesis/Reflections on Standard Three

1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?

Analysis of this standard reveals that vacancies in key leadership roles is an area of concern as it impacts the operations of the college as a whole. Several factors affect the recruitment and retention of employees in various positions to include our geographic location, the need for nationally competitive wages, and the impact of severe climate changes. It is important to note that there are many highly qualified staff and faculty who have been with the college for many years and who remain committed to the college despite these challenges.

Another important issue is the urgent need to rebuild infrastructure destroyed by the recent natural disasters and to equip the college with more typhoon-resilient classrooms, office spaces, and laboratories. The college is in the process of procuring architectural and engineering (A&E) services for a facilities master plan that will incorporate the college's current and future growth needs.

There is also an important need to update the Institutional Excellence Guide and to reassess the organization of the college to better respond to the changing needs and landscapes of the college, while providing guidance on the roles and responsibilities of its participatory governance structure.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** under this Standard?

The comprehensive review process made demonstrably clear that the NMC Proa community is comprised of faculty and staff who are committed to student success no matter the challenges that are faced by the institution. This resolve to promote student success is evidenced by the increase in enrollment, the expansion in student support services, and the continuous development of curricula and enrollment options.

The college has demonstrated strict adherence to prudent fiscal management as reflected in the 11 years of consecutive unqualified audits that also attest to NMC's financial responsibility and stability. The integrity of leadership is demonstrated through its transparency of operations, the meaningful input of stakeholders in budget allocation processes, and clear communication with the campus and the community.

NMC remains strongly rooted in accomplishing its mission and vision despite the unprecedented disasters of two major typhoons and a receding economic condition. It has been able to weather literal and economic storms and adapted to the needs of its stakeholders, including the implementation of austerity measures that was done very proactively with engagement of the college community's feedback, and the strong and unwavering commitment to students' success.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are the **areas to be addressed or improved** under this Standard?

There is a need to simplify, streamline, and better coordinate data gathering, analysis, and dissemination and upgrade the technological capabilities of the college to enhance support for the teaching and learning needs of the college.

Furthermore, the college needs to continue the prioritization of the filling of faculty and key administrator positions to ensure the continuity and optimization of programs, including the work of program review and outcomes assessment at the institutional level.

Further development and training is needed to strengthen and expand the board of regents' role in advocating for Northern Marianas College.

Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Quality Assurance Processes						
<p>4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results. X 2.7, 2.10</p>		3	A	<p>There are quality-assurance processes in place at the college, including program assessment and program review; however, these processes need to be strengthened, better supported, and consistently implemented throughout the institution.</p> <p>While the college has developed a culture of program review, in which program assessment, evaluation, and dialogue occur frequently at the program level, the campus community agrees that systematic program review at the institutional level has been inconsistent and</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p>	

			<p>needs attention. NMC is in the process of hiring a director for the Office of Institutional Effectiveness (OIE) to provide oversight institutional program review activities.</p> <p>As part of NMC's culture of program review, student achievement data are provided periodically, including retention rates, graduation rates, and student performance on standardized assessments.</p> <p>The college is currently creating a data collection inventory to document what data are collected, when, by whom, and for what purposes; the institution is collecting data that will be shared across the campus community through a data repository.</p> <p>The Academic Council established procedures for proposing new curriculum and programs, and the institution will further develop these</p>	
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				<p>procedures to include a comprehensive review of community needs.</p> <p>Academic Council Course Assessment Plan</p> <p>Sample Form 1: AA in Liberal Arts - SMHA PROAC Form 1 AY 2017-2018</p> <p>Sample Form 2: BS in Business - PROAC Form 2 October 2017</p> <p>Description of Program Review (see pages 23-24, 32 in the NMC Institutional Excellence Guide)</p>		
<p>4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated. X 1.2, 2.10</p>		3	A	<p>The college is in the process of strengthening its institutional research capacity.</p> <p>Inconsistent leadership and a need for additional staffing in the Office of Institutional Effectiveness (OIE) has resulted in limited dissemination of institutional-level data and sporadic review and assessment.</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i>.</p>	

			<p>The college has responded to this need and recently hired an assessment specialist in August 2019 and purchased software (Watermark) to aid the office in meeting its overall responsibilities. The director of OIE position, and an additional IR position, are currently vacant; recruitment is ongoing.</p> <p>OIE works closely with the Office of Admissions and Records and IT with the goal of routinely and efficiently producing accurate, useful, readily available data on students and student achievement. This work is in progress, and is being led by the IT director through a working group with representatives from the three offices.</p> <p>Data are provided as required for mandated external reporting purposes (e.g., IPEDS, local funding) and for other reporting purposes (e.g., annual reports, grants</p>		
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				<p>management, program review).</p> <p>In spite of data challenges, programs have been collecting, reviewing, and analyzing data for program-level purposes.</p>		
Institutional Learning and Improvement						
<p>4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes. X 2.2 – 2.6</p>	<p>The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.</p>	3	A	<p>Leadership at all levels is committed to improvement, based on the results of established program assessment and program review processes and practices.</p> <p>However, processes and practices are implemented unevenly across programs and need to be strengthened, streamlined, and better supported to ensure all programs successfully close the loop, and that the results of assessment are consistently used for improvement and incorporated into institutional planning.</p> <p>Support for the culture</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i>, Component 4: <i>Educational Quality</i>, Component 6: <i>Quality Assurance</i>, and Component 7: <i>Sustainability</i>.</p>	

				<p>of evidence and improvement that exists has been reinforced with the recent hire of an assessment specialist whose role includes providing program-level consultation and training in assessment.</p> <p>NMC Procedure 5010.21 - Program Review</p>		
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Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
<p>4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.</p> <p>X 2.2 – 2.6</p>	<p>Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.</p>	1	A	<p>Faculty engage in the continuous analysis and improvement of teaching and learning through systematic review throughout the academic year using course and program assessments (Form 1) and program review (Form 2) activities.</p> <p>Activities that include biannual professional development sessions engage faculty in discussion and deliberation of effective teaching practices.</p> <p>Information from these activities inform</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p>	

				<p>improvements in course guides, class scheduling, section offerings, and in delivery modality.</p> <p>Students complete a course and instructor evaluation which is conducted for each course section at the end of every semester, the results of which are shared with faculty members prior to the next term. Faculty use the results for improvement.</p>		
<p>4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs. X 2.6, 2.7</p>		2	B	<p>NMC engages its stakeholders in the assessment and alignment of its educational programs, with some more active than others.</p> <p>Program Advisory Councils (PAC) , while important partners in some programs, need to be reactivated in others. Employer and alumni surveys have been utilized by a few programs. These strategies need to be consistently used in all educational programs.</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p>	

			<p>In the college's most recent strategic planning sessions, the college engaged representatives from the hospitality, healthcare, education, and law enforcement industries in a panel discussion about:</p> <ul style="list-style-type: none">• How they perceive NMC graduates are performing and meeting current workforce needs• The gaps that currently exist that need to be filled in terms of employability. <p>The college is an active member of the Strategic Workforce Development Board, which assesses the workforce needs of the CNMI. Other members include the Department of Labor, private sector organizations, legislative representatives, and others. Membership has strengthened relationships with these key stakeholders, and</p>		
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				<p>has provided important feedback to the college regarding the value of its educational programs to workforce development.</p> <p>Nursing Graduate Employer Survey Results</p>		
<p>4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.</p> <p>X 1.1, 1.3</p>		2	B	<p>Northern Marianas College engages stakeholders in institutional reflection and planning processes. Most recently, the board, employees, students, and community stakeholders participated in the Strategic Planning Summit in spring 2019, and in the CNMI Education Summit held fall 2018. Input from both summits will be incorporated into the next strategic plan.</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p>	
<p>4.7. Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.</p>		2	B	<p>Having lost most of its buildings during Super Typhoon Yutu, the most significant change on the horizon is the college's recovery and rebuilding efforts. The college has worked diligently to secure funds from various</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p>	

			<p>sources, and is having success working closely with FEMA, the U.S. Department of Education, and the U.S. Economic Development Administration, among others.</p> <p>Despite the vast destruction, the college is using the opportunity to have conversations about the future of the institution and how new buildings, facilities, and programs will meet emerging needs and trends in the CNMI.</p> <p>The facilities master planning process will engage stakeholders including students, faculty, and staff.</p> <p>Through its strategic planning sessions, and to ensure the institution remains relevant to the community it serves, the college is also engaging stakeholders to anticipate changes that are taking place in the community.</p> <p>To expand offerings for students, the college is creating partnerships with other institutions</p>		
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				<p>to provide opportunities for students to further their education and career goals while remaining on-island. Most recently, these include opportunities through the University of Guam (UOG) to earn a bachelor's degree in criminal justice. In addition there are ongoing discussions of offering UOG's bachelor's degree in agriculture or biology, Chamorro studies, and accessing the pre-engineering transfer program.</p> <p>USDOE Additional Supplemental Appropriations for Disaster Relief Act 2019 Award Notification</p>		
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Synthesis/Reflections on Standard Four

1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?

The process established by the Academic Council to introduce and approve new curriculum and programs needs to be more clearly defined and refined to include wider stakeholder participation and feedback.

The college recognizes the efforts of programs to gather, review, and analyze relevant data to inform decision-making at the program level. However, the college acknowledges the need to strengthen its institutional research capacity and to support institutional review, planning, and decision making. The college needs to move forward with creating the strategic plan, along with a corresponding operational plan.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** under this Standard?

Course evaluations are consistently administered every semester, and the results are used by faculty for assessment and improvement.

The college involves its internal stakeholders in various decision-making processes throughout the institution, including assessment and program review, planning, and resource allocation processes. It also involves its external stakeholders in the assessment and alignment of its educational programs.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are the **areas to be addressed or improved** under this Standard?

The college needs to better utilize its data platforms, improve its data infrastructure, and increase capacity to extract data.

The college needs to streamline its program review process to engage all stakeholders at all levels of the institution on a regular, routine basis.

As a key reference and guiding document at the college, the Institutional Excellence Guide needs to be revised to accurately and concisely describe the various governance bodies and processes at the college.

Summative Questions

1. Who participated in preparing this self-inventory? What approach was used in completing the worksheet?

Campus community stakeholders/members of the Accreditation and Reaffirmation Steering Committee participated in the self-inventory. Each of the Component Teams were asked to complete assigned sections of the worksheet and to rate the institution's compliance with the CFRs. The teams also provided evidence and other information needed. The information was then analyzed by the college's Leadership Team through a series of discussions that focused on each CFR.

2. What areas emerged as institutional strengths that could be highlighted in the institutional report?

Institutional strengths: The institution functions with integrity and fiscal responsibility, which was very apparent especially in the recent months where downturns in the economy impacted the budget appropriations to the college. Further, another strength is that there is a culture of program review that is especially apparent at the program level. There is a full cycle of closing the loop which involves stating an objective, evaluating how well the objective is met, and then revising the objective for program success/successful outcome. In terms of resource allocation, when objectives are not being met and needs funding, the process involves the Budget and Finance Committee (BAFC) which makes its decision based on information from the review process.

3. What areas were identified as issues or concerns to be addressed before the review?

The hiring of highly educated individuals to fill posts/jobs is an area of concern that is widespread across the island. The college is working on filling the positions of president and director for OIE, who spearheads the program review process. Employee recruitment challenges is common in both the private and public sector due to the CNMI's relatively remote geographical location.

Another area of concern is the storage of data and documentation in all programs. Activities specific to program review are completed in pockets across campus, but it is inconsistent and, in some cases, lacks documentation. After some discussion during a week of presentations about the different components of the Institutional Report, it was revealed that the program review process needs an overhaul, in part because the current process may be perceived as complex and onerous. There are requests for training of how to fill the necessary paperwork (Form 1) to knowing where to store the data. Currently data is housed in various places: individual department head hard drives, external hard drives of individuals who have since moved and resigned from their jobs at the college, Google Drive, the W drive of OIE, and in email messages sent to and from different individuals. The college needs to identify and streamline the collection and repository for data that is easily accessible and that can be easily deploy to inform decision making processes at the institution. The self-review process has emphasized the need to complete items like the items the Fact Book and Institutional Excellence Guide.

4. What are the next steps in preparing for the review?

The next steps are to continue work and complete various projects that include the update to the Institutional Excellence Guide, the college catalog, Strategic Plan, organizing board policies, federal and local law compliance, data inventory, and other action items that have been identified in the self review process.

Notably, as part of the college's efforts to improve the efficacy of the program review and assessment process, the college is seeking assistance from Watermark to establish protocols for beginning the process of using TaskStream, which is the data repository that has been purchased by NMC for this expressed purpose.