Northland Pioneer College

Self-Study Report 2009

Looking Forward To Our Future.

NPC Mission

Northland Pioneer College creates, supports and promotes lifelong learning.

NPC fulfills this mission by:

- Creating a learner-centered environment

- Responding to community needs

- Providing effective and responsive service to our constituencies

- Fostering professional growth and collegial collaboration

Northland Pioneer College

Quality education you can afford.

Northland Pioneer College

P.O. Box 610
Holbrook, AZ 86025
(800) 266-7845

Self-Study Report 2009

Published July 2009

President: Dr. Jeanne Swarthout

NPC Locations:

Campuses

White Mountain, Show Low • Silver Creek, Snowflake • Painted Desert, Holbrook • Little Colorado, Winslow

Centers

Heber • Hopi • Kayenta • Springerville/Eager • St. Johns • Whiteriver

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> I am fifty-seven years old and to have
> a college in my own home town made it so convenient
> for me to take classes when I could.
> It's taken me a long time to get my degree,
> but with the help of my professors, I achieved my dream.

– answer by graduate to the Student Satisfaction Survey, 2008

Chapter 1

History and Organization of NPC

An Introduction to the
Northland Pioneer College Service Area

Making Up For Lost Time

Ina Sommers always wanted to go to college but wasn't sure she had the nerve to do it. Now she has three associate degrees! She always wanted to go to college but married soon after high school, started having children, and... Well, you know how it goes after that. But at age 50 she finally found the time... and the nerve to do it.

It wasn't an easy decision she says. "I was nervous. Could I do it? I thought I would start out with a couple of computer courses..." From that modest beginning, nine years ago, she now has two associate degrees (Business and Administrative Office Management) and is just four classes away from an AA in general education!

An Idaho native who lived in California until 9 years ago, Ina came to Winslow as the manager of a large motel. When the hotel job disappared, Ina left too, but after an absence of just a few months, found the courage to take her life in a new direction. She came back to Winslow to attend college at NPC.

Ina credits NPC faculty members, even instructors she's not taken classes from, with encouraging and motivating her to do her best. But the instructors receive their due from Ina as well. "I find it amazing to have this quality [of instruction] in a small college," she says. She gives especially high marks to her first instructor, Janet Hunter. "I've had a wonderful, positive experience from day one, largely due to Janet. She looks at every student and sees a winner!"

As for the future, Ina says she wants to stay right here at NPC. She pauses. But maybe, just maybe, she might try going after a Bachelor's degree in Administrative Office Management. **You might say she is the poster child for the NPC motto of lifelong learning!**

Chapter 1
History and Organization of NPC

An Introduction to the Northland Pioneer College Service Area

Northland Pioneer College (NPC) is located in the heart of the Southwest, where the Colorado Plateau meets the White Mountains of Northeastern Arizona. The college offers classes at four campuses and six centers across Navajo and, by intergovernmental agreement, Apache Counties, an area of approximately 21,158 square miles with an estimated permanent population of 181,253 (US Census Bureau 2007 estimate). NPC's service area includes the tribal homelands of the Navajo, Hopi, and White Mountain Apache people. Established in 1972, NPC is an NCA - HLC accredited public community college, serving over 13,000 students annually in a wide range of courses and programs ("About NPC" webpage). The map below depicts the NPC service area.

Figure 1, NPC District Map

Since its inception, NPC has committed to serve the whole district and not just the part of the district that is easiest to serve. NPC is decentralized by design, and as much as possible brings educational opportunities to students where they are, when they are ready to learn. The service area is one of the poorest, most remote, and least populated of both Arizona and the United States, yet the college is committed to providing the

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same level of service as a community college unchallenged by the constraints of time, distance, sparse population density and high poverty.

The largest non-reservation communities in Navajo County are Holbrook, Show Low/Pinetop-Lakeside, Snowflake/Taylor, and Winslow. These are the four communities where NPC has full-service campuses. NPC has established centers at smaller non-reservation communities, including the Heber Center in Navajo County, the St. Johns Center and the Springerville/Eagar Center, both in Apache County. The Navajo, Hopi and White Mountain Apache Indian reservations occupy more than 65% of the total land in the college service area. The college supports the Kayenta Center on the Navajo reservation, the Hopi Center at Polacca on the Hopi reservation and the Whiteriver Center on the White Mountain Apache reservation. Additionally the college uses teaching sites in other small communities, including reservation communities and villages, rural school facilities and tribal chapter houses.

The population that NPC serves is vastly different from most demographic profiles. It is marked by rich cultural diversity in a setting of great natural beauty, juxtaposed by the effects of appalling poverty. Over forty percent of Arizona's Native American people live in Navajo and Apache counties. Native Americans comprise over 46.4% of the population of Navajo County and 74.1% of the population of Apache County (U.S. Bureau of the Census, Censustats 2006). According to the U.S. Bureau of Economic Analysis, Regional Accounts Data for 2007 (the most current data available) Arizona had a per capita personal income (PCPI) of $32,833. This PCPI ranked 41st in the United States and was eighty-five percent of the national average, $38,615. In 2007 Apache County had a PCPI of $20,689. This PCPI ranked fourteenth of the fifteen counties in the state and was sixty-three percent of the state average, and fifty-four percent of the national average. In 2007 Navajo County had a PCPI of $20,369. This PCPI ranked fifteenth (last) of the fifteen Arizona counties and was only sixty-two percent of the state average, and fifty-three percent of the national average. In addition to being the two poorest counties in Arizona, Apache and Navajo Counties are among the poorest 100 of all 3,111 counties in the United States, ranking 3,017th and 3,037th respectively.

High rates of poverty translate into high rates of unemployment in the service area, with Navajo and Apache Counties consistently ranking fourteenth and fifteenth among the fifteen Arizona counties. Current economic trends have prompted the Arizona Department of Commerce to publish an up-to-date unemployment report for the state, counties, and Native American reservations. According to the report unemployment for the state for the period from January through March 2009 stood at 7.4%, while Navajo and Apache Counties were 13% and 13.2% respectively. Analysis of reservation statistics is much darker. Unemployment on the Hopi lands was 18.5%, on the Navajo Nation, 20.3%, and on the Fort Apache reservation (White Mountain Apache Tribe), twenty-three percent.

The distance factor plays a huge role in NPC's choices, especially with emphasis on distance education. The number of persons per square mile is 9.8, which is significant when one considers that the population density of Arizona's capital city of Phoenix is over 350 persons per square mile. The largest community is Show Low, with an estimated permanent population of 12,315 people in 2008, according to the Arizona Commerce Commission. Distances between campus and center locations range from thirty-four to two hundred fifty miles, which is not surprising, considering the service area is six times the size of the state of Delaware with enough room left over for Rhode Island.

NPC has had a long-standing agreement with Apache County to serve its non-reservation population. By state statute, Apache County does not meet the tax base criteria to form its own community college district. Its median household income is

$29,976 (2007), and 33.4% of the population lives below the poverty level. There are 6.2 persons per square mile. An Apache County Coordinator, employed by NPC, represents the interests of Apache County constituents and serves as a liaison between them and the college. Kayenta, a community on the Navajo Reservation that is unique in that it is self-designated as a township, voted to use NPC's services in their community. The rest of the Navajo Nation is serviced by tribally-controlled Diné College, except by special arrangement.

Since its inception, Northland Pioneer College has provided quality post-secondary education that empowers its constituents with knowledge, skills for employment and self improvement, despite the challenge of doing so in such a vast and remote region, within the constraints of a very limited tax base and decreased state proportional funding. Its mission, vision, values and purposes reflect the ongoing commitment to this endeavor.

Our Mission

Northland Pioneer College creates, supports and promotes lifelong learning.

Our Visions

- NPC creates a learner-centered environment.
- NPC responds to community needs.
- NPC provides effective and responsive service to our constituencies.
- NPC fosters professional growth and collegial collaboration.

Our Values

We Value Learning
NPC is a community designed first and foremost to promote learning for our constituencies and for ourselves.

We Value Quality
NPC is strongly committed to improving learning opportunities by promoting high educational standards.

We Value Integrity
NPC is an organization that demands honesty and fairness in every relationship.

We Value Diversity
NPC respects and promotes multi-culturalism in its students, academic programs and employment.

We Value Service
NPC is a service organization dedicated to helping our students determine and achieve their goals.

We Value Accountability
NPC adopts efficient operational practices to assure that our constituencies receive the highest quality services for the lowest possible cost.

We Value Responsiveness
NPC addresses community and students needs quickly.

We Value Students and Colleagues

NPC respects and promotes the dignity, worth and capabilities of each individual.

We Value Access

NPC is committed to providing accessible and affordable learning opportunities.

We Value Collaboration

NPC can best serve its communities through cooperation and partnerships.

("About NPC" homepage).

Our Purposes

1. General Education

To foster the intellectual inquiry and breadth of knowledge as well as the skills inherent in general education.

2. Degrees/Certificates/Transfers

To facilitate student achievement of Associate degrees, certificates, and/or successful transfer to Baccalaureate programs.

3. Employability

To promote development of occupational skills.

4. Personal Enrichment

To encourage an awareness and appreciation of social, cultural, intellectual, and artistic endeavors as well as individual development and cultural diversity.

5. Developmental Education

To facilitate student success through development of skills essential for effective learning.

6. Support Services

To enhance student success through accessible and comprehensive student services.

7. Economic Development

To contribute to economic development through community programs and activities.

8. Professional Excellence

To attract and retain a highly qualified faculty and staff dedicated to student-centered learning, ethical practices, and continued professional development.

9. Access

To disseminate learning and deliver services to diverse communities throughout the college's rural service area.

10. Institutional Effectiveness

To strengthen planning and evaluation of our Institutional purposes to assure that our goals are effectively met. (College Catalog p. 6).

Organizational Structure

NPC was governed by the Arizona State Board of Community Colleges from its inception until the board was dissolved in 2002. Between 2002 and 2008 the Arizona College Association (ACCA), formed in 1982, was the gathering/clearing house for compiling reports to the state legislature and organizing meetings on a state level. The ACCA was dissolved in September 2008, and Janet Napolitano, the governor at that time, signed an

executive order approving the formation of the Arizona Community College Council (ACCC) in its place. Governor Napolitano posited that the ACCC would allow districts to coordinate more effectively and help achieve her goal of doubling bachelor's degrees awarded by 2020. The council is made up of members from all ten community college districts, as well as the Navajo Nation's Diné College and the Tohono O'odham Nation's Tohono O'odham Community College. Napolitano's executive order called for the council to support the expansion of dual-enrollment programs, propose revisions to higher-education funding mechanisms and establish standards for the exchange of data, among other things. The governor appoints members of the council.

Northland Pioneer College is governed by the Navajo County Community College District Governing Board (DGB). Members represent five geographical areas or precincts within the college district and are elected by the public in regular elections. The term for a DGB member is six years. All recommendations are brought to the board through the president for final approval during monthly public meetings.

The [president](#) is the chief executive officer. Two vice presidents manage three main service areas: Learning, Administrative Services, and Student Services. The Vice President for Student Services and the Vice President for Learning are currently handled by one individual. The Vice President for Learning position became vacant simultaneous to the current economic recession; this precipitated the decision to combine the two offices. There are three directors who report to the president: the Director of Information Services, the Small Business Development Center Director, and the NPC Foundation Director. The Apache County Coordinator also reports directly to the president. All of the rest of the employees of the college function within these service areas.

Shared Governance

The [Shared Governance Procedure](#) (Procedure 2125, revised 9/18/07) relates to [Policy 1210](#), President's Job Description, where "The President shares responsibility for the total organization and administration of the college, with the Board, and has been delegated authority for administering the laws and policies governing the college. The Board authorizes the President to form such committees as the President deems necessary to assist in the operation of the college".

The shared governance procedure articulates the internal governance structure through standing committees: Instructional Council (IC); Strategic Planning and Accreditation Steering Committee (SPASC); campus, center and district office forums; and College Council (CC). These standing committees (except the forums) have membership derived from all segments of college operations, and have the power to create standing subcommittees for the purpose of fulfilling their designated responsibilities. The shared governance procedure is under review for fiscal year 09-10.

The memberships are either appointed by the president, as in the case of SPASC, or designated by job description and solicited through the Classified and Staff Organization (CASO), and the NPC Faculty Association (NPCFA), or elected by peers.

The Strategic Planning and Accreditation Steering Committee (SPASC) developed a five-year [strategic plan for 2007-2012](#). The following year the strategic plan was narrowed down to a three-year revolving plan, [2008-2011](#). It includes six pillars:

> Pillar 1: Advance High Quality and Accessible Learning Opportunities
>
> Pillar 2: Strengthen Institutional Planning and Accountability
>
> Pillar 3: Strengthen Technology to Support Learning and Service
>
> Pillar 4: Strengthen Human Resources and Employee Relations

> Pillar 5: Strengthen Fiscal Resources to Support Critical Programs & Services

> Pillar 6: Strengthen Facilities through Planning and Development

Within the pillars are specific priorities, and within the priorities are goals with timelines. Each goal is tied to HLC core components and speaks to the mission, vision, values, and purposes established by the college. The budget process that was established includes addressing each line item to the specifics within the strategic plan.

Significant Developments in the Last Ten Years

Administration and Planning

NPC's last accreditation visit was October 18 – 20, 1999. At that time Dr. Gary Passer was president, and remained so until his retirement in June of 2004. At that time the college accomplished its mission through annual Operational Plans.

Dr. Richard Fleming was hired as president by the NPC District Governing Board and began duties July of 2004, but remained president only fifteen months. NPC began a new strategic planning process, but internal conflict, poor leadership, and the rapid deterioration of support for the president combined to stall its development.

Upon Dr. Fleming's departure, the DGB asked Dr. Passer to return as interim president while a new national search for president took place. The college planning committee developed a "bridge plan" to carry the college forward until a new president was hired. Dr. Passer served as interim president for ten months.

The DGB hired Mr. Ralph Orr as president in July 2006. Mr. Orr tabled the "bridge plan" and initiated a new planning process through the Strategic Planning and Accreditation Steering Committee (SPASC). The process was again stalled, this time by the president's prerogative, which led him to go in directions contrary to shared governance, decentralization, or the college community's collective recommendations. These directions resulted in internal turmoil and instability. Mr. Orr left the college in April of 2007.

Mark Vest, the Vice President of Student Services, was appointed as acting president for April and part of May 2007. The DGB then hired Dr. Jeanne Swarthout, who was serving as Vice President for Learning, as the president in May 2007.

Throughout the turmoil of rapidly changing administrations NPC suffered from declining enrollment, lack of clear direction and planning, and low overall morale among faculty, staff, and administrators. Lack of use of the shared governance procedure and lack of communication were fundamental shortcomings during the rapidly changing administrative years.

Since Dr. Swarthout's appointment, the college has once again been able to move forward. Through her leadership, shared governance committees have been actively participating in the planning and direction of the college. SPASC created a five-year strategic plan (2007-2012) by gathering input from all college service areas and all communities throughout the service area. Enrollment is increasing, and communication has been restored and improved through new technological advances and venues, and Dr. Swarthout's open-door and participatory style of leadership.

Due to global economic issues SPASC pared down the strategic plan to a tighter, more directed, rolling three-year plan, which is reviewed and revised each year. In the summer of 2008 the Executive Team, which includes the president, vice presidents, and Information Services director, created a recession plan, called the Cost Savings Plan, to

handle state budget cuts and economic uncertainties. This plan was folded into the strategic plan to allow for timely adjustments as state budget cuts occurred.

Institutional Resources – Facilities

NPC has added a total of seven new buildings since the last accreditation visit:

- The Aspen Center at White Mountain Campus (WMC) in Show Low houses the campus office, classrooms, and the Talon Art Gallery;

- The Performing Arts Center at Silver Creek Campus (SCC) in Snowflake provides a performing arts venue for both college and community use as well as classrooms and offices for NPC theater and music programs;

- The Nizhoni Learning Center at Painted Desert Campus (PDC) in Holbrook includes classrooms, offices and the campus library;

- The Tawa Center at Painted Desert Campus (PDC) in Holbrook includes classrooms, offices and the technology data/operations center;

- The Blunk Health Sciences Center at Little Colorado Campus (LCC) in Winslow houses classrooms dedicated to science and nursing;

- The Hopi Center building near Polacca contains classrooms, library and the center office;

- The Whiteriver Center Building in Whiteriver houses classrooms, library and the center office. (see Core Component 2b).

Additionally, NPC has relocated five modular buildings to provide more classroom space in Whiteriver and Springerville/Eagar Centers, and accomplished numerous remodeling projects throughout the service area to facilitate specific program usage. NPC has added and improved parking lots at several locations and tremendously improved landscaping at all locations.

Institutional Resources – Staff and Faculty

Between 1999 and 2008 NPC has added a total of forty-two fulltime positions. There are twenty-three new faculty positions and nineteen new staff and administrative positions.

Table 1, Distribution of Faculty, Staff and Administration 1999 and 2008

Regular Full-time Employee Positions	1999 Employees	Percentage (%)	2008 Employees	Percentage (%)
Admin & Staff	113	66.9	132	62.6
Faculty	56	33.1	79	37.4
Totals	169	100	211	100

NPC has placed emphasis on learning as its priority with 54.8% of its human resource expansion going into faculty positions over the last decade. During the turmoil of fiscal year 06-07, NPC lost approximately 20% of its fulltime workforce. Under a new administration, and with concerted effort through hiring committees and extensive advertizing efforts, most of the vacant positions were filled. Then the economic downturn of 2008 caused the college to freeze most hiring and adjust positions to meet the needs of highest concern, with provision of services to students as top priority.

In 2007 NPC re-designated the personnel office as the Office of Human Resources, and hired a human resources director. Pillar 4 of the strategic plan emphasizes the expanded initiatives of this office.

Institutional Resources – Instructional Programs

In March 2009, the college underwent a major restructuring of its organizational structure, especially with regard to instructional programs, in an effort to streamline responsibilities and conserve fiscal resources. In 1999 NPC had three instructional divisions: Division of Liberal Arts, Division of Business and Technology, and Division of Science and Mathematics, each headed by a dean. That organizational plan also included Extended Learning Services, which was re-designated in 2000 as Business and Industry Training (BIT) and Developmental Services, both headed by directors, and Instructional Support Services, headed by an associate dean. Satellite programs and Apache County programs were handled by coordinators.

Under President Richard Fleming, whose tenure ran from July 2004-October 2005, the directors of Business and Industry Training and Developmental Services were made deans. The Director of Information Services, the administrative division that handles communications infrastructure was re-designated as vice president. Business and Industry Training became a department under the Division of Workforce Development, which included Community Education, Emergency Medical Technology, Fire Science, Real Estate, Industrial Technology, and Industrial Maintenance and Operations. The latter two programs were developed and implemented in response to needs expressed by the Power Generation and Supply industry, which is a major employer throughout the service area, represented by three major coal-fired power plants, and an electrical power supply cooperative.

As the nursing program grew, it became the Nursing and Allied Health Programs division, headed by a dean, and added Allied Health, Medical Assistant, Continuing Nursing Education, Pharmacy Technician, and Therapeutic Massage programs to its offerings.

Since 1999 Library Services expanded and shifted focus. Originally under Information Services, the library moved to the learning area. Administrative Services acquired a new position of Director of Financial Services, which has the primary responsibility for managing the college budget under the guidance of the vice president.

As of the March 2009 reorganization, learning and student services are combined under a vice president. In addition to all student services, it includes the following divisions:

- Arts and Sciences (AS) consists of liberal arts, the sciences and mathematics. It houses academic programs, and absorbed Developmental Services. The AS Division has added programs in Heritage Preservation, Parks and Recreation Management, and Tribal Court Advocacy as well as physics courses.

- Career and Technical Education (CTE) houses all vocational programs except the health sciences, and absorbed the Division of Workforce Development. This division also coordinates the Department of Corrections programs, Carl Perkins Vocational Funding, and an IBM/Department of Commerce contract.

- Nursing and Allied Health absorbed the Paramedicine program from the former Division of Workforce Development.

Each of these divisions is headed by a dean, and in folding Workforce Development into the CTE division and Developmental Services into the AS division, two dean positions were eliminated.

Information Services (IS) is led by a director. The college's Institutional Research position, which was vacated in December 2008, was changed to a Institutional Research Analyst position and was moved to Information Services. Satellite programs and Apache County programs are still handled by coordinators. This configuration is more organizationally and financially compact and streamlined than the model that was in place in 1999.

Since 1999, NPC has dropped Aviation, Legal Assistant, and Electronics Technology programs, due to lack of student interest, lack of local industry involvement, and cost considerations.

Working with area high schools and high school students is an important aspect of NPC's mission. Currently NPC has dual enrollment agreements with nineteen high schools, and serves approximately 1450 dual enrollment students per year (07-08 unduplicated headcount). The Northern Arizona Vocational Institute of Technology (NAVIT) program brings an average of 430 students (07-08 unduplicated headcount) from eleven area high schools to NPC's campuses, centers, and teaching sites every year. NAVIT programs include Automotive Maintenance and Repair, Cosmetology, Education Professions, Fire Science, Health Related Occupations, Heavy Equipment Operations, Industrial Maintenance and Operations, Nursing Assistant, Network Technology, and Welding.

Institutional Resources – Technology

Early in NPC's history, information services became a key component of everyday business and educational operations. In 1988, NPC established a closed-circuit video system to broadcast class activities among campuses and centers. Building on this experience and infrastructure, NPC moved to fixed-line digital circuits for video, data, and audio in the late 1990s. This improved performance and reliability while homogenizing information services available throughout the district. From 1998 – 2008, NPC sustained a high level of information service access and performance, and during 2008 committed $3.5 million in information service and infrastructure investment. The college recognizes the key role information technologies play in a large geographic area with very low population density. Through modern networking and communications technologies, NPC can reach underrepresented communities throughout its district area.

Highlights of information service investments and changes over the 1998-2009 period are:

- **Transitioning to Web-based financial, faculty, and student service systems.** The transition allows college students and employees access to operational and educational data throughout the district via secure terminals. This transition includes the conversion from the POISE administrative system to the Jenzabar CX financial and student information system, enabling Web-based registration, access to grades, and financial management.

- **Implementation of the Jenzabar student/employee portal (JICS/MyNPC).** MyNPC provides browser-based access to course information, learning management systems, financial systems, and general information in one secure environment. Students and employees can customize the content and design of their MyNPC pages to collaborate with and inform internal and external partners.

- **Construction and transition to new data and operations centers at the new Tawa Center on the Painted Desert Campus in Holbrook.** The transition provides significant improvements to the management and reliability of college information services. The new data center has an emergency backup generator and redundant environmental controls. The equipment operates in a physically secure environment and the maintenance and operation are conducted using industry-standard practices for data reliability, security, and redundancy.

- **Doubling video classrooms at five locations** provides access to twice the classes available on interactive video.

- **Installation of digital whiteboards at all centers and campuses,** providing screen-sharing and remote whiteboard viewing in classrooms connected by an audio

conferencing system. This system allows students and faculty to share information on networked whiteboards throughout the college district.

- **Upgrading of Wide Area Network (WAN) circuits by 130 times** existing capacities while reducing networking expenses by 50%. The transition provides up to 200 Megabits per second (Mbps) between college locations, enabling upgrades and distribution of digitally-provided services throughout the district. The college will be expanding multimedia classrooms throughout the district and implementing new communications systems to provide additional capacity and new means of collaboration. The $200,000 in annual cost savings will improve college financial security and viability.

- **Standardization of services and equipment to meet minimum performance and service levels.** A college-wide upgrade program will reduce the average age of users' computing infrastructure from 4 years to 1.5 years, recycling all student and employee computers over 3 years old while reducing energy consumption by 65-90% and CO_2 emissions by four million pounds annually. Inventory and budget planning will ensure a sustainable replacement cycle to maintain minimum performance and reliability levels that meet educational needs.

- **Establishing business continuity systems and procedures** such as a remote disaster recovery site and plan, redundant communications links, performance monitoring, and automated community and group notification system.

- **Implementing customer service quality monitoring and improvement systems** and procedures to identify equipment and service trouble areas and seek continuous improvement opportunities.

Many upgrades and improvements have been in progress since 2007. Data confirming improvements and identifying problem areas will be available in 2009-2010.

Institutional Resources – Financial Services
Audits

For several years NPC was not able to complete its financial audit in a timely manner; therefore, the college was unable to submit its audited report, known as the Single Audit Report or A-133 Audit, to the US Department of Education (ED) on time. As a result the ED granted only a provisional certification to NPC to participate in the Title IV, HEA programs through December 31, 2009. The Title IV programs allow for federal student aid primarily in the form of Pell awards; although the college did not receive reduced funding, it was a warning to the college to start submitting audit reports on time. Through diligent work with the Office of the Arizona Auditor General, responsible for performing the college audits, the college was able to establish an aggressive timeline to complete three years of audits over an 18 month period. The Single Audit Reports were filed with the ED as they were completed, and fiscal year 05-06 became the first year NPC was able to meet its deadline with the ED. Since that year, NPC has submitted its audit report on time and for fiscal year 07-08 it was submitted early. NPC can now demonstrate to the ED that it has successfully met its deadline for three consecutive years, and when it applied for recertification (late spring 2009) the college was granted full certification status. The following is a summary of audit results from fiscal year 01-02 through fiscal year 07-08.

- Fiscal year 07-08 – audit report due 3/31/09, submitted 12/18/08 – 3 months early

- Fiscal year 06-07 – audit report due 3/31/08, submitted 3/28/08 – on time

- Fiscal year 05-06 – audit report due 3/31/07, submitted 3/28/07 – on time

- Fiscal year 04-05 – audit report due 3/31/06, submitted 1/16/07 – late over 9 months

- Fiscal year 03-04 – audit report due 3/31/05, submitted 8/31/06 – late 17 months

- Fiscal year 02-03– audit report due 3/31/04, submitted 6/29/06 – late 27 months

- Fiscal year 01-02– audit report due 3/31/03, submitted 11/15/04 – late over 19 months

In fiscal year 07-08, NPC approved the creation of a Director of Financial Services position to manage and lead the financial operations of the college. The new director started in August 2007 and immediately went to work with the consultant and auditors to ensure the fiscal year 06-07 audit was completed on time. During the fiscal year 06-07 audit process, the director identified many areas that were not properly accounted for but did not have the necessary resources to correct all of them. Most of the clean-up of the accounting records occurred during the audit cycle for fiscal year 07-08. By then, a new controller had been hired, who assisted the director in managing the cleaning up process and managing the overall audit process with the auditors; this eliminated the need to continue using a consultant to assist with the audit. The following areas were part of the clean-up process over two audit cycles:

- Properly accounting for book inventory at cost and not sale price

- Properly recognizing accounts receivables, related to property taxes

- Properly recognizing defeased amounts related to old debt issuances

- Properly accounting for revenues in the year in which they were earned – related mostly to grants and contracts

- Properly establishing reserves for bad debt associated with accounts receivables

- Cleaning up coding errors – expenditures going to wrong account or wrong fund leaving unreconciled balances on the accounting system going back to fiscal year 02-03; related mostly to payroll and grants

- Updating fixed asset records to reflect an accurate listing of assets; also started a phased approach to completing physical counts

- Updating numerous bank reconciliations that were not current – continuing to make improvements in this area to minimize the man hours required to reconcile

- Ensuring employees receive adequate training and guidance for recording accounting transactions

During fiscal year 07-08, the audit committee was also formed with three internal NPC members and two CPA-qualified community members. The committee is charged with assessing and promoting a strong internal control environment and evaluating the adequacy of responses to risks or weaknesses identified through audits. The committee held its first meeting in June 2008, and is meeting quarterly. Audit Committee minutes are posted on the HLC Resource Center.

Budget

NPC has consistently complied with its statutory requirements for preparing and approving the annual operating, capital and debt service budget. The director of Financial Services reorganized processes to improve budget development. The following are several process changes implemented for the fiscal year 08-09 annual budget cycle:

- Development of the annual operating and capital budgets was a collaborative process, featuring budget meetings with all budget managers, including deans and directors.

- The budget was specifically tied to the newly adopted strategic plan.

- Department operating budgets were distributed within two weeks of the beginning of the fiscal year, allowing budget mangers the opportunity to successfully manage their budgets.

- Capital budgets were distributed within two weeks of revised budget; the budget was revised due to elimination of state aid.

- The director of Financial Services is monitoring the department budgets each quarter and immediately addressing any risks with the service area vice president or division dean to identify and implement strategies for managing any risks.

The director of Financial Services has also implemented a mid-year review with the executive team, deans and directors to assess current spending by divisions, departments, and by expense categories. The review also focuses on revenue receipts and three-year trends in key expense categories. As economic conditions continue to worsen, this may be modified to a quarterly review.

Business Office

The Business Office has spent the first half of fiscal year 08-09 establishing new controls and enhancing existing controls around cash receipts. Actions taken are as follows:

- Provided training to employees who are responsible for cashiering duties at the campuses and centers, with specific emphasis on how to properly record student tuition and bookstore payments, posting credits and adjustments to student accounts, correcting errors, and ensuring there is an audit trail for cash hand-offs.

- Modified procedures with campus/center managers to properly record GED payments so that they appear on a student's account and not in a generic account.

- Revised new procedures for the library related to recording of cash for overdue and lost books and cash received for copying fees.

- Modified procedures with the registrar to properly handle cash for student transcripts.

- Established new bank accounts for each campus and center, to eliminate all cash transactions going into one large account that was extremely difficult to reconcile.

- Will deploy hardware and software to all campuses and key centers to allow for electronic desktop check deposits with Bank of the West. The business office previously deployed hardware/software to the district office and White Mountain Campus that will assist with process efficiencies, bank reconciliations, and reduce/eliminate lost checks.

Institutional Resources – Human Resources

The personnel office was changed in title and scope to encompass a full-service Human Resources Department (HR). A Director of Human Resources was hired in July of 2007 to make that transition. The 2008-2011 Strategic Plan establishes Pillar 4: Strengthen Human Resources and Employee Relations, and includes four major priorities:

- Create and implement a Master Human Resources Plan.

- Establish stability, consistency and excellence in college staff and services.

- Strengthen hiring, evaluation and compensation standards.

- Foster an institutional environment that encourages teamwork, pride in job and institution, and professional growth and development.

The transition began with a review of major components of HR responsibilities.

The Employee Relations Standing Committee, established in 2007 under the College Council, is charged with the following responsibilities:

- Coordinate personnel policy and procedures, communications and deliberations.

- Review and evaluate policy and procedure relating to personnel and employee relations.

- Oversee issues related to employee relations and make recommendations to appropriate bodies concerning the need for new or revised policy or procedures.

- Consult with and assist the College Council and president on matters relating to professional growth. Evaluate and recommend for approval or disapproval professional growth applications from classified and administrative staff. Evaluate completed professional growth activities.

- Consult and assist the College Council and president on matters relating to policies and procedures for in-service training and guidelines for awarding recognition for excellence.

In collaboration with college attorneys and the Employee Relations Standing Committee, all HR policies and procedures are reviewed and revised, and some new ones such as the Temporary Employment procedure are developed. HR forms were redesigned and combined to streamline processes and decrease paperwork. Annual evaluation forms, for instance, are online at HR's MyNPC page. The Employee Handbook was updated and is available online. A wellness program was launched in January 2009, with information made available through campus and center wellness representatives.

The human resources office has been organized in accordance with state and federal recordkeeping requirements. All NPC job descriptions have been added to a three-year review and update cycle. A New Hire Orientation program was implemented prior to the Fall 2008 semester. A Supervisory Training Series was launched in Spring 2008.

Conclusions

Northland Pioneer College has undergone tremendous changes in the last decade, and anticipates more to come with the current world economic issues. Employees of NPC are committed to serving the populations within the college service area and beyond, through technologically advanced distance learning systems and viable, responsive and needs-driven programs. The college is prepared to move forward with a revolving three-year strategic plan, cost savings plans, active advisory board processes, technology growth plans, and evolving shared governance. In a February 2009 email to all employees President Swarthout stated, "NPC can and will continue to be successful during this time period. We won't be exactly the same college as we go through these changes but we believe we can improve our service model while maintaining a quality educational program for our communities."

> Yes, I would recommend the program I took at NPC to others. Computers are critical to today's workplace and NPC gave me hands-on training for many of the programs I use in my job everyday. All my teachers were great!
>
> – answer by graduate to the Student Satisfaction Survey, 2008

Chapter 2

Introduction to Self Study

Responses to Previous Accreditation Visit

Outstanding Graduate

Every year, Northland Pioneer College selects those graduating students who have earned the highest grade point average in each of the five areas in which the college offers an associate degree.

Nathan Chase is Northland Pioneer College's 2009 Outstanding Associate of Science graduate. With an area of emphasis in biology this intelligent and well-spoken young man is establishing a résumé that could easily gain him employment in any field he might choose.

He considers himself fortunate to have been born and raised in Pinetop where so many exceptional outdoor activities are found. He skis and snowboards, enjoys camping, and is passionate about fly fishing. Entering the field of fish and wildlife management makes good sense, too, Chase says, "There's going to be a lot of career openings because so many are retiring from the field."

This thoughtful approach to life seems to be a hallmark of Chase. One of the main reasons he selected NPC to start his college career was that it made sense to live close to campus and save tuition costs before transferring to a university. "It's just a more logical way to go," he adds.

When asked how NPC prepared him for coming time at a university, Chase answered, "In high school they kind of hold you by your hand, but here you learn to do it on your own." And what he has learned has paid off.

He has already been accepted at Northern Arizona University with the intent of earning both his bachelor's and, eventually, a master's degree in his chosen field of fish and wildlife management.

Chapter 2
Introduction to Self Study

Responses to Previous Accreditation Visit

The last HLC comprehensive accreditation visit to NPC was conducted on October 18 – 20, 1999. The team identified the following strengths and concerns:

Strengths:
1. The faculty and staff are committed to a clearly stated and widely understood mission.

2. By building a substantial reserve, the college has significantly improved its financial position, particularly when compared with the status at the time of the last NCA visit (1989).

3. The College Initiative Fund effectively promotes innovation by enabling all personnel to participate in college revitalization…in effect, it renews the historic Pioneer spirit of the college.

4. Publications are consistent, comprehensive, readable, and useful.

5. The College makes a difference for its students and the community, and is a vital partner with the Northeastern Arizona region.

6. Successfully completed facilities enhance the image and contribute to the effectiveness of Northland Pioneer College.

7. Faculty, with support from the NPC administrators, have demonstrated leadership in the measurement of student academic achievement, and have developed the feedback loops necessary to improve classroom instruction.

8. The Presidential Scholars' program is exemplary.

Concerns:
1. The College has not moved aggressively enough to complete the Wide Area Network (WAN) and the Local Area Networks (LANs) to determine the appropriate computer operating system, and to provide e-mail and Internet access for instruction and administration.

2. Although the college is viewed positively in the community for its contributions, it has taken a narrow approach to its role in economic development.

3. Team interviews with students suggest inconsistent quality in the delivery of instruction.

4. The college is not positioning itself to effectively meet its present and future personnel needs.

5. At several sites, the practice of testing students in public areas without appropriate supervision may compromise instructional integrity.

The Team required a progress report regarding the development of facilities and technology implementation by 6/30/03.

Technology Solutions
The college responded to the team's concerns about technology and technology-enabled services. The college replaced remote analog audio components with digital conferencing units in fiscal year 00-01, which not only remedied the shortcomings of the

previous system, but added additional features which enhanced connectivity capabilities and provided a more stable connection.

The college reduced discrepancies in location-specific services in 2000 by implementing wide- and local-area networking technologies, digital data circuits, a college-wide interactive television system, telephone system, improved audio equipment and new computer equipment at the Kayenta and Hopi Centers. The LAN (Local Area Network) was also expanded and enhanced to include all modular structures and locations, providing access to online resources, including library services, and communication with NPC faculty and staff operations. Some operating system software was also standardized at that time.

This period of time also represents a major transition for the college from primarily paper and mail communication to electronic documents and transmission for internal college communication. Paper and pencil placement testing was replaced with online testing that streamlined the process of guiding students to appropriate course scheduling.

Facilities Solutions

A new Kayenta facility was established in partnership with the Kayenta Unified School District, through a lease of 1,400 square feet of classroom and office space for a nominal fee. Additional classroom space is rented as needed.

A new Hopi Center was constructed near Hopi High School in Polacca in fall 2000. It is a 9,500 square foot building which houses a center office, library, video and audio classrooms, computer and science labs, and multi-use classrooms.

A new 8,500 square foot Whiteriver Center was constructed in 2001 at a prominent location in Whiteriver. The college completely updated the classroom and administrative technology, including the installation of two video classrooms and an audio classroom. Continued enrollment at this center also necessitated relocating three additional modular structures to the Whiteriver Center.

Facility modifications were completed to address safety concerns at the Springerville/Eagar Center by the development of an additional entrance to the parking area. A modular building was added to the center which was designed as a science classroom. The addition of a modular structure for the photography lab at White Mountain Campus was completed in 2001.

The college completed construction of testing facilities to address HLC concerns. The testing facility modifications included remodeling existing space at White Mountain Campus and Whiteriver Center, and new construction at Painted Desert Campus. Space was redesignated for monitored testing at Little Colorado Campus and at Silver Creek Campus. The detailed progress report was sent to the HLC in May 2003.

Economic Development

Regarding the HLC Team's concern about the narrow approach to the college's role in economic development (2), in 2000 Arizona voters approved Proposition 301, which in part provided workforce development funds to expand the community colleges' involvement in job creation. With these funds the Small Business Development Center (SBDC) was able to add staff, and their impact has grown. In 2008, the SBDC was responsible for guiding the creation of 133 jobs in the service area, assisted in retaining an additional 11 jobs, and started 33 new businesses, with a projected sales increase of 6.2 million dollars. A Native American Enterprise program was also developed to assist in the special needs of businesses on Tribal lands, and is one of five specialties for an AAS in Business degree at NPC.

In July of 2000 President Passer created the area of Business and Industry Training (BIT). It started as a one-person department with a director who initiated partnerships to provide ongoing in-service training with area power plants, recruiting adjunct faculty as designers of curriculum and workforce trainers. The department evolved until it became the Division of Workforce Development under a dean in 2004. By 2008 the division had grown to include 12 disciplines, 8 full-time faculty and around 70 adjuncts per semester. Due to a major reorganization in spring 2009, the Division of Workforce Development became part of the Career and Technical Education Division. It retained the Business and Industry Training (BIT) coordinator position to liaison with local industries to meet training needs.

Human Resources

The concern of NPC "…not positioning itself to effectively meet its present and future personnel needs" was not directly addressed in the progress report. Currently the president has structured a goal to achieve better transitions in replacement of employees.

Self Study Process and Committees

The Strategic Planning and Accreditation Steering Committee (SPASC) was established under [Shared Governance Procedure 2125](), revised on 9/18/07, to create a strategic plan for the college and incorporate the accreditation process with the strategic plan. A key focus in development was to address the Higher Learning Commission's core components as elements of good practice into the strategic plan; thus, all elements of the strategic plan correspond with one or more core components.

The committee members were appointed by the president, and the committee first met in this form in September 2006. As the members looked at the tasks of creating the strategic plan and organizing the self-study for the next accreditation visit, they decided to form subcommittees around the five HLC criteria. Their task was to examine the HLC core components to find evidence for inclusion in the self-study. In addition to these, SPASC also formed three committees to serve the needs of all five of the criteria subcommittees: Data Team, Communications Team and Resource Room. The Northland Pioneer College District Governing Board has received monthly reports on the processes and progress with accreditation and self study.

The following is a listing of the committee memberships for the 2008-09 academic year:

Strategic Planning and Accreditation Steering Committee
>Donna Ashcraft, English faculty, co-chair
>Eric Bishop, Computer Information Systems faculty, co-chair
>Jeanne Swarthout, President, advisory co-chair
>Patrick Canary, Dean of Arts & Sciences
>Russell Dickerson, Administrative Assistant to VP for Learning
>Claude Endfield, Early Childhood Education faculty
>Blaine Hatch, Vice President for Administrative Services
>Eric Henderson, Dean of Academic Development
>Cindy Hildebrand, Coordinator for Student Services Information Systems
>Michael Lawson, History and Anthropology faculty, NPCFA president
>Mary Mathias, Art faculty
>Mark Vest, Vice President for Student Services, Acting Vice President for Learning
>>Advisory members:
>>>Ann Hess, Director of Marketing and Recruitment
>>>John Velat, Director of Information Services

Criterion 1, Mission and the Organization

Blaine Hatch, Vice President for Administrative Services, chair
Ann Hess, Director of Marketing and Recruitment
Peggy Belknap, Dean of Workforce Development
David Huish, Director of Facilities and Vehicles
Cyndi Hutton, Biology and Chemistry faculty
Karalea Kowren, Apache County Coordinator
Shannon Newman, Developmental Services faculty
Peter Parent, student/alumnus representative

Criterion 2, Future Focus

Mark Vest, Vice President for Student Services, Acting Vice President for Learning, chair
Eric Bishop, Computer Information Systems faculty
Maderia Ellison, Director of Financial Services
Andrew Hassard, Anthropology, Geography, History faculty
Dana Stevens, student/alumnus representative
Jennifer Witt, English faculty

Criterion 3, Learning Leadership

Eric Henderson, Dean of Academic Development, chair
Heidi Fulcher, Dean of Developmental Services
Brandy Hatch, student representative
Orina Hodgson, Nursing faculty
Dawn Johnson, Developmental Services faculty
Jean McCabe, Administrative Information Services faculty
Tom Nagle, Business faculty
Vicki Owen, Silver Creek Campus Advisor
Barry Richins, English faculty

Criterion 4, Inquiry and Applications

Leslie Collins, White Mountain Campus Advisor, chair
Sherry French, Associate Librarian
Barbara Hockabout, English faculty
Kenny Keith, Industrial Maintenance and Operations faculty
Debra McGinty, Dean of Nursing and Allied Health Programs
Donna Ashcraft, English faculty, liaison to steering committee

Criterion 5, Connections

Candy Howard, White Mountain Campus Manager, chair
Curtis Casey, Welding faculty
Troy Eagar, Director of Human Resources
Mark Engle, Director, Small Business Development Center
Ann Hess, Director of Marketing and Recruitment
Jake Hinton-Rivera, Director of Enrollment Services
Julie Holtan, Music faculty
Rickey Jackson, Developmental Services faculty
Gary Reyes, Psychology faculty
Eric Bishop, liaison to steering committee

Communications

Ann Hess, Director of Marketing and Recruitment, chair
Dustin Benavides, student representative
Suzanne Trezise, Springerville/Eagar Academic Advisor, Library Technician
MiAnna Tyler, Painted Desert Campus Manager

Melissa Webb, Springerville/Eagar Center Manager
Mira White, Information Services Department Manager

Data

Cindy Hildebrand, Coordinator for Student Services Information Systems, chair
Stephanie Holliday, Whiteriver Center Manager
Carolyn Pecotte, Little Colorado Campus Advisor
Terrie Shevat, Administrative Assistant to Vice President for Administrative Services
Bobette Welch, Executive Secretary to Dean of Arts and Sciences

Resource Room

Trudy Bender, Head Librarian, chair
Susan Acton, Little Colorado Campus Associate Librarian
Sherry French, White Mountain Campus Associate Librarian
Daphne Brimhall, Library Circulation Manager

Framing the Strategic Plan

In its first year SPASC created a five-year strategic plan centered around six pillars:

Pillar 1: Advance High Quality and Accessible Learning Opportunities

Pillar 2: Strengthen Institutional Planning and Accountability

Pillar 3: Strengthen Technology to Support Learning and Service

Pillar 4: Strengthen Human Resources and Employee Relations

Pillar 5: Strengthen Fiscal Resources to Support Critical Programs & Services

Pillar 6: Strengthen Facilities through Planning and Development

Each pillar contains priorities with goals connected to HLC Core Components. Institutional accomplishments toward this plan were summarized and presented to the NPC District Governing Board at the end of the fiscal year.

With the uncertainty of world economics and the vagueness inherent in years four and five, SPASC decided to cut the Strategic Plan to a rotating three-year plan, starting with 2008 – 2011. This plan was approved by the NPC District Governing Board at its September 2008 meeting.

Cost Savings Plan and Budget Reductions

The Executive Team, consisting of the president, the vice presidents and the director of Information Services, also created a document entitled "Northland Pioneer College's Three-Year Plan for Quality Improvement in an Uncertain Fiscal Environment", later titled the Cost Savings Plan, to prepare for possible state budget cuts and other economic factors affecting the college. The Cost Savings Plan has three tiers, each according to the percentage of potential budget cuts from Arizona state funding.

For the 2008-09 fiscal year, the Arizona State Legislature first cut 3.67% from operational state aid for all Arizona Community Colleges, which meant a reduction of $161,000 for NPC, from $4,412,400 to $4,250,300. The Legislature then cut an additional 3.67% in equalization funding to the four rural community colleges receiving those funds. For NPC that meant a reduction of $205,300 to $5,386,500 from the originally granted $5,591,800. The legislature eliminated all capital state aid funding.

Most recently, in February 2009, the state legislature cut an additional 7.75% from NPC's operating state aid. State predictions include a much larger budget shortfall for fiscal year 09-10, so the college is moving toward further consolidation of services and more economical ways to meet the needs of the constituents in the service area.

Precipitated by both cost savings and efficiency, the college consolidated some duties, moved some positions, and cut some positions in spring 2009. These actions were taken as directed by the Cost Savings Plan, which will help NPC navigate through uncertain financial challenges.

A Self Study to Shape NPC's Future

While economic hardship clouds the current picture, NPC's future will be shaped and guided by the pillars of the strategic plan. Each pillar is derived from the HLC Criteria for Accreditation, the core components of each criterion, the local and global economy, resources available, and the needs of the constituents of the NPC service area. The pillars collectively guided the self study and continue to keep future planning focused upon what is most important.

Pillar 1: Advance High Quality and Accessible Learning Opportunities
This pillar is built upon HLC Criteria Three and Four. Criterion Three has special significance for Northland Pioneer College, because the creation of effective teaching and learning environments is so important in light of the unique challenges that arise from the vast, rural and remote nature of the service area. Related to this idea, Criterion Four is especially relevant to this pillar, because as the college employs distance learning technologies to promote student access to learning opportunities in spite of the barriers of time and place, it must keep in mind the integrity of its educational programs, as well as their breadth and scope.

Pillar 2: Strengthen Institutional Planning and Accountability
Pillar 2 is rooted soundly in Criterion One, because all institutional planning must be embedded in the Mission documents to ensure consistency and integrity. It is strengthened by Criterion Two, which guides the college toward a plan for the future that encompasses and enfolds its entire organizational structure and constituency. In this regard, Pillar 2 includes support from the core components of Criterion Five: Engagement and Service.

Pillar 3: Strengthen Technology to support Learning and Service
Access to all learning and ancillary services, regardless of time and place, is the key to the future of Northland Pioneer College, so Criterion Two lays the foundation for this pillar which guides future planning. Classrooms without walls or borders have increasingly become the norm in post-secondary education, and as NPC grows in this direction, it must endeavor to maintain the integrity of its programs and practices. Criteria Three and Four uphold this pillar from that standpoint.

Pillar 4: Strengthen Human Resources and Employee Relations
Even with sound, principled practices in place for delivery of high-quality and accessible student support services and instruction, the institution must stand united in terms of its internal constituency. This pillar is upheld by Criterion One, especially with its emphasis on effective leadership and collaboration. Moreover, if faculty and staff are united in understanding of and support for the college's mission, values and purposes, they are strengthened as a group by their resolve to uphold these tenets.

Pillar 5: Strengthen Fiscal Resources to Support Critical Programs and Services
Given the current state, national, and global economic status, the need for future planning that is proactive, visionary, and prudent is of paramount importance. The core components of Criterion Two speak volumes to this tactical approach to institutional planning.

Pillar 6: Strengthen Facilities through Planning and Development

As with Pillar 5, facilities will be fortified to accommodate a dynamic future if they are wisely conceived within the scope of available resources, and with conservation of those resources in mind. Criterion Two clearly upholds this pillar; so does Criterion One. All facilities development must be driven by, and ultimately uphold, the mission of the college.

The chapters that follow will take the reader on Northland Pioneer College's path to self-discovery through its most recent self-study process. Reflecting upon the past ten years, and looking into the future through the scope of the Higher Learning Commission's criteria and core components has empowered the Northland Pioneer College family to move ahead with confidence to carry forward its mission for the people of Navajo and Apache Counties.

> The staff at NPC always were encouraging in my education; instructors, librarians, office staff, bookstore staff, financial aid office, tutor (math). All showed genuine interest in me achieving my goals.

Chapter 3

Mission and Integrity: Criterion One

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

NPC's mission is to create, support and promote lifelong learning. Student Story Example:

Education – the Key to Success

Life doesn't always go the way we think it will, but often it is motivation to achieve more than we thought we would. That's what brought Chantilly to NPC.

You wouldn't suspect from her mischievous smile that **Chantilly Vargas**, a soft-spoken young woman not long out of her teens, is a widow and the mother of two. Born and raised in Winslow, Chantilly admits she wasn't a particularly motivated high school student and she dropped out of school at 16. Yet the life events that left her a young, single mom of two motivated her to achieve far more than she ever thought possible. "I didn't want to just stay at home, I wanted a career to make more money but still be able to have time with my kids."

Her first step was earning her GED at Northland Pioneer College. Inspired by The Learning Cornerstone (TLC) instructor Rickey Jackson during the GED orientation class, Chantilly quickly took advantage of the book scholarship and six credits of NPC tuition awarded those who successfully pass the exam. She went on to improve her basic skills and, today, is enrolled in the Allied Health Certified Nurse Assistant (CNA) certification course.

But Chantilly doesn't plan to stop there, and will stay on at NPC as long as it takes to, "keep on going with education." Her ultimate goal: obtaining her nursing degree.

She enjoys lots of family help and support in her pursuit of a degree, especially from her 16-year-old-brother, but she knows achieving her goal will not be easy.

Someday Chantilly says she might consider going on to a university, but she enjoys her time at NPC for now.

Chapter 3
Mission and Integrity
Criterion One

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

NPC operates with integrity to ensure the fulfillment of its mission to create, support and promote lifelong learning, using processes and structures involving the NPC District Governing Board, its employees, and its constituents.

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

Northland Pioneer College's mission statement is: *NPC creates, supports and promotes lifelong learning.* As the college looked forward to the re-accreditation process, it recognized a need to clarify, simplify and redirect its mission documents. When the college met for Fall Convocation on August 24, 2007, the employees voted to change the mission statement to a straightforward and all encompassing direct address. The District Governing Board ratified the mission statement at the September 18, 2007 meeting.

The mission documents include the mission statement, vision, values and purposes (see Chapter 1), and a multi-year strategic plan. The NPC mission statement is deliberately clear and precise. It signals to internal and external communities what they can expect from the college. The vision statements provide an internal view of where the college is constantly striving to focus and improve. The values serve as guiding principles in planning and decision making. The purposes state what the college is committed to provide. The strategic plan is annually reviewed, updated and refined using the mission, vision, values and purposes as the foundation for the future. All elements of the strategic plan are also paired with the Higher Learning Commission core components. Together these documents provide a concise explanation of organizational priorities and directions.

These documents represent input from the college community through surveys and forums. The external constituencies, the people and communities that the college serves, provide input through student focus groups; annual Center Community Outreach meetings with NPC center communities; and a Community Advisory Committee with representation from all NPC campus communities. Criterion 1 subcommittee conducted a Mission Survey at the Fall Convocation on August 22, 2008. Evidence revealed that 98% of college employees who completed the survey agree that the mission is effectively being implemented. The HLC Constellation Survey, which was conducted on September 5 – 12, 2007, showed that the mission documents are clear and articulate NPC's commitments. From the "What Matters Most" section:

> Standing out as most important (score 7.01 of 9 as highest) is promoting excellence in teaching. A number of statements relate to Northland Pioneer College's commitment to student learning and effective processes to support learning. A high priority of the institution is effective processes to lead and communicate a clear vision, instill trust and have employees share an understanding of the educational goal.

This clearly demonstrates the college's unified commitment and understanding of the mission documents. Evidence from the Mission Survey shows that 93% of those surveyed were able to identify the mission statement, and 96% stated that they agreed that NPC's mission documents are clear and articulate publicly NPC's commitments.

The organization makes the mission documents available to the public, particularly to prospective and enrolled students.

Table 2, Public Mission Documents

Mission Statement	NPC Web page "About NPC" College catalog Employee Handbook Faculty Handbook
Our Shared Vision	NPC Web page "About NPC" College catalog Employee Handbook Faculty Handbook
Our Shared Values	NPC web page "About NPC" College catalog Employee Handbook Faculty Handbook
Our Purposes	NPC web page "About NPC" College Catalog Faculty Handbook
Strategic Plan	NPC web page "HLC Resource Center"

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

NPC serves a large and culturally diverse population. The service area includes three unique Native American nations, several communities with strong Hispanic roots, and two counties rich in multi-generational families from pre-statehood. As part of NPC's mission documents, diversity is identified as one of our values: "NPC respects and promotes multiculturalism in its students, academic programs and employment."

The fall 2008 Full Time Student Equivalency (FTSE) report reflects that 47.87% of NPC's student enrollment is identified as something other than White. This is in line with the US Census Bureau data of 2007 for Navajo and Apache counties. The White population of Navajo County is 51.2% and American Indian and Alaskan Native is 45.8%. In Apache County the White population is 24.3% and American Indian and Alaskan Native is 73.0%; however, the NPC focus in Apache County is centered in the communities of St. Johns, Springerville, and Eagar where the White population is predominant. NPC serves Apache County because of a state statute that requires a minimum tax base that is above private property tax values available. NPC serves that portion of Apache County that is not on the Navajo Nation, since Diné College, located on the Navajo Nation, is a tribally controlled institution. It has the right of first refusal for higher education services for the reservation population. NPC serves at several sites on the Navajo Nation, primarily in Adult Basic Education and Early Childhood Development programs. NPC also provides a Certified Nurse Assistant (CNA) program at Chinle and dual enrollment classes at some reservation high schools.

Employees of NPC also reflect the organization's commitment to its culturally diverse constituencies by employing 17.5% Native American full time staff. The overall employee makeup including faculty is more reflective of statewide demographics with 87.3% Caucasian and 4.8% Native American and Alaskan Native. NPC is committed to improving recruitment of minority students and employees through the Strategic Plan 2008 – 2011, with goal 2.3.3 "Work to increase numbers of Native American students."

The college also works to increase diversity among staff and faculty by advertising all job openings in all three reservations' newspapers, as well as all local area newspapers and other avenues. All job announcements list the diversified conditions of the service area in the first paragraph. The Human Resources Director has plans to further extend the advertisement of job openings to special interest magazines. Because of the economic recession and Arizona's state budget cuts, NPC is under a hiring freeze until further notice, effective January 1, 2009, which has limited efforts towards increasing employee diversity. Additional restructuring resulted in consolidation of workloads and workforce reduction.
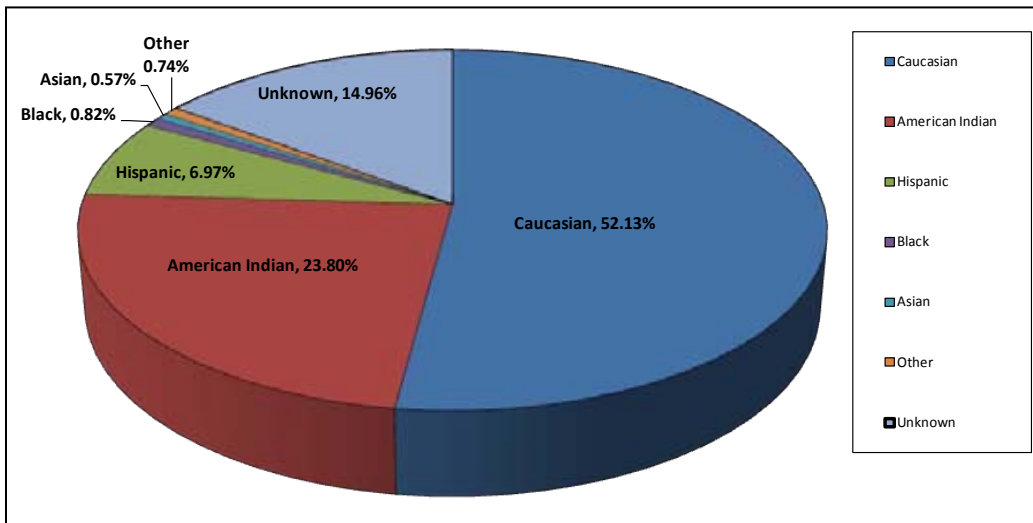
Figure 2, Student Demographics Fall 2008
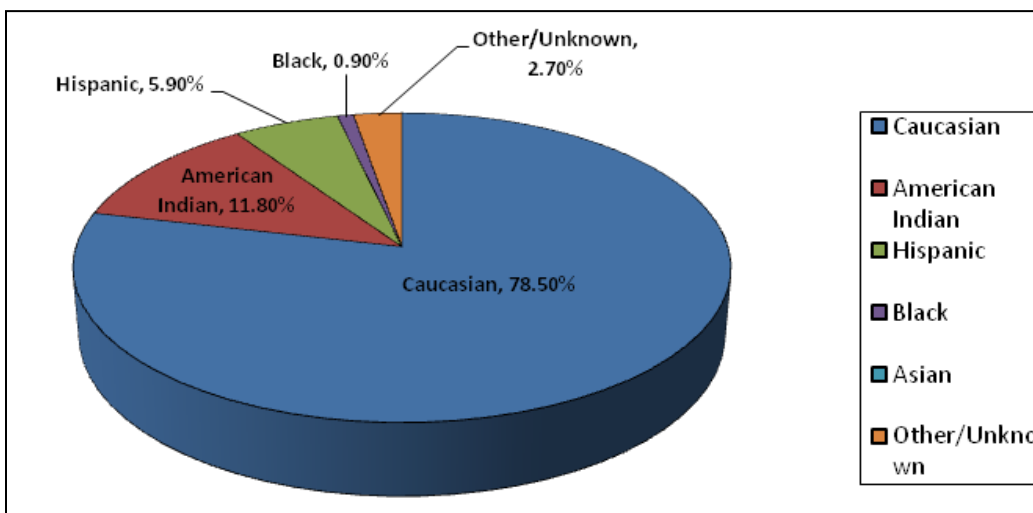
Figure 3, Employee Demographics Fall 2008

Distance Learning

Since the college district's population is widespread and sparse, online, audio, and video classes help increase access to instruction by students throughout the district. In fall 2008 NPC unveiled a new Web site and a student portal called MyNPC where students can access registration, grades, and some course materials online from any Internet-connected computer. Instructors have been encouraged to create hybrid courses, where some of the course information is available online even for face-to-face course sections.

Cultural Diversity

Some regularly scheduled special interest classes offer culturally diverse experiences, like Navajo rug weaving, Mexican folk dancing, and language classes in Navajo, Apache, Spanish and American Sign Language. As of fall 2008 semester, NPC had 29.4% of its full time student equivalency (FTSE) from dual enrollment (high school students taking college classes at the high school facilities) and Northern Arizona Vocational Institute of Technology, or NAVIT (high school students taking college classes at college facilities) combined. NAVIT and dual enrollment fill a need in the community, giving high school students a head start on a college education or vocation. NPC has open enrollment so that anyone fourteen or older can enroll. Non high school graduates are able to obtain their GED through the college, and basic literacy coursework is available throughout the service area. NPC offers senior citizens a fifty percent discount on tuition, and the tuition scale is designed to ease the financial strain on our predominantly low income constituents through a schedule that allows a student to pay for one course and get the second course at no additional tuition charge.

Lifelong Learning

Some students who already have degrees come to the college for retraining or self enrichment. Lifelong learning is encouraged by community outreach such as art shows, concerts, plays, specialty courses, one-day seminars and workforce development. NPC sponsors community activities such as the Earth Day celebration on April 22, drug coalition meetings and meetings of student clubs. The college offers training to school districts, local hospitals, health care facilities, governmental agencies, and private industries. NPC has a Small Business Development Center which assisted in creating 144 new jobs in 2008, with thirty-three new businesses starting up. The prison program serves inmates in the Arizona Department of Corrections (DOC) Winslow facility and its Apache County unit. GED testing is provided, along with automotive, upholstery, facilities maintenance, and fire science classes. Fall 2008 DOC enrollment represented 6.8% of the total enrollment for the semester. Starting with spring 2009 semester Arizona state budget cuts directly affected DOC programs. By March, two DOC programs were suspended. One program was later temporarily reinstated. Under current economic conditions, enrollment will remain entirely at the discretion of the Department of Corrections.

Mission Documents

The mission documents address diversity in each of the component areas: visions, values, purposes and strategic plan. The value statements include, "NPC respects and promotes multiculturalism in its students, academic programs and employment." The shared vision states, "NPC responds to community needs" which are promoted through community focus groups and program advisory boards. The purpose of personal enrichment includes the statement, "To encourage an awareness and appreciation of social, cultural, intellectual, and artistic endeavors as well as individual development and cultural diversity." The purpose of access includes the statement, "To disseminate learning and deliver services to diverse communities throughout the college's rural service area." Diversity is also addressed in the Strategic Plan 2008-2011. Pillar 2, Priority 3 contains three goals specifically addressing the diversity of NPC's student population, including

increasing the numbers of Native American students; creating a dual enrollment campaign for area high school students' parents; and increasing marketing for area vocational skills programs, job retraining and skills enhancement.

Diversity is celebrated in the names given to facilities. In 2008 the building and renovation of Painted Desert Campus was completed. The buildings were renamed Tiponi Community Center, which means "child of importance" and connects Hopi to Navajo. The Tawa Center is named after the Hopi Sun Spirit, and the Nizhoni Learning Center means "beautiful" in Navajo.

Core Component 1c: Understanding of and support for the mission pervade the organization.

In the NPC Mission Survey faculty and staff were asked if understanding and support for the mission pervade the organization. The response was 89% who agreed or strongly agreed with this statement. The statement "Decisions within NPC are made with the best interest of students in mind" received 88.9% agreement, and "Decisions in my area are made with the best interest of students in mind" received 90.3% agreement, or strong agreement. This demonstrates that administration, faculty and staff believe that the college community understands and supports NPC's mission.

Additional evidence can be found in the Constellation Survey results. Employees were asked what processes in ways of working together are most important at the college. "Helping students learn" is rated the highest priority. Areas of strength in performance included, 'Support for student learning", "Investing in people", and "Integrity in institutional processes":

Table 3, Importance of Major Process Groups to NPC Employees

Importance of Process Groups

Process Group	Average Importance Rating
Helping Students Learn	6.47
Accomplishing Other Distinctive Objectives	5.94
Understanding Students' and Other Stakeholders' Needs	5.93
Valuing People	6.14
Leading and Communicating	6.34
Supporting Institutional Operations	6.17
Measuring Effectiveness	6.08
Planning Continuous Improvement	6.02
Building Collaborative Relationships	5.93

Average Importance Ratin

Rating Scale: 9 = high importance 1 = low importance

Employees rated what processes NPC does well, and whether what matters most is what we do well.

> As in "What matters most?" trusting employees to do their work effectively, and having effective leadership and processes to support learning, stand out from all the statements. Making certain students acquire appropriate knowledge and skills, and having well designed programs and services are priorities. It is obvious there is agreement on what is being done well and what matters most. Eight of the statements rated as "being done well" also appear in what matters most (9).

By combining the high importance scores and the high response rates, a Strength or Capacity Score is the result. It defines those areas employees indicate are both high in importance and currently done well.

> The high performance principles rated highest are:

- Being Learner Centered
- Integrity in Operations
- Collaboration
- Investing in People (11)

The agreement between what is important and what we do best is congruent. These principles are all reflected in the mission documents.

Table 4, Areas NPC Employees Agree Are High Priority and Done Well

Item	Statement: What are the strengths?	Strength Rating	Importance Mean	% Responding on Importance	Performance Mean	% Responding on Performance
8	NPC intentionally promotes excellence in teaching.	9.37	7.01	96.18	5.83	96.18
9	NPC makes certain that students acquire the knowledge and skills required by their academic programs before awarding them credentials.	9.34	6.94	95.8	5.83	95.8
10	Employee have a shared understanding of NPC's educational goals for students.	8.23	6.69	96.18	5.6	96.18
13	NPC has processes to ensure that students are prepared for the programs and courses in which they enroll.	8.02	6.64	94.27	5.58	94.27
6	When making institutional decisions, administrative personnel consider the impact on students and learning.	8.01	6.78	96.18	5.61	96.18
35	NPC's core values stress the centrality of learning.	8.01	6.79	89.69	5.82	89.69
76	NPC has effective policies that ensure responsible conduct.	7.94	6.71	87.02	5.83	87.02
74	NPC's basic education or developmental offerings effectively prepare students for courses and programs.	7.63	6.74	86.64	5.72	86.64
30	NPC's hiring processes make certain the people it employs possess necessary credentials, skills, and values.	7.56	6.69	90.46	5.54	90.46

Formula Scale: Higher rating = Area of greater strength or capacity

The Mission Survey asked if decisions within NPC are made with the best interest of students in mind. The result was 89% agreed. An example of this is planning and construction of physical facilities at each campus and center, which has been based upon the need to facilitate student load. The District Governing Board (DGB) decides to renovate or remodel existing facilities based on student demand for educational programs. Because of the limited number of classrooms and buildings, DGB decisions to expend capital funds on physical facilities have been focused on improving the learning environment for students and promoting access to programs. Specialized facilities have been and will continue to be constructed to meet the needs of students and programs. The DGB's decision to overhaul the existing LAN-WAN and many other basic information services of the college is proof that the DGB is aware of the needs of the college and its mission to serve all students by creating opportunities for access to learning. District Governing Board decisions have been determined on the principle of improving access to learning, improving the learning environment, and improving the programs and instruction for all shareholders in the educational process.

Employee Orientation
New employees are given an orientation session at the beginning of every academic year. The New Hire Orientation consists of a day of information and presentations including NPC policies & procedures, the Employee Handbook, employee benefits, disability resources, information systems, business office procedures and payroll processes. New Faculty Orientation includes an additional two days of information and training, including an overview of the college's mission documents; who to contact for instructional needs and issues; technology training for course development; and enculturation to NPC's diverse constituents. The second day includes a field trip to outlying areas. The last two years have featured trips to the NPC Hopi Center, to the Hopi village of Walpi and the Hopi Cultural Center.

Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

According to the mission survey, 86.7% of the respondents agreed or strongly agreed that the governance and administrative structures of NPC support collaborative processes that enable NPC to fulfill its mission. Additional evidence can be found through support of the District Governing Board, senior administrators, faculty, and staff, and shared governance procedure and practices.

The District Governing Board
The District Governing Board ratified the current mission statement on September 18, 2007. Further evidence that the DGB supports this mission statement is the shared governance procedure (2125), reorganization of human resources, and establishment of the Employee Relations Committee within College Council. Support has been demonstrated through approval of college budgets, including funding for technology infrastructure improvements, purchase of equipment for instructional areas like the heavy equipment program, and addition of faculty positions to support programs. All of these decisions promote lifelong learning.

NPC Administration
NPC's administrative structure holds that authority and responsibility for the activities and effectiveness of each division or department is delegated to the director or dean of that division. Most NPC directors or deans were chosen by committees that include employees from that department or division; each new hire was chosen for his or her position through demonstration of specialized knowledge, experience, and ability. Together with the help of their qualified staff, each director or dean is charged to fulfill the mission of the college. Because of the faith that the administration has in their directors, a coordinating style is afforded, allowing directors to work with each other to achieve the needs of the college and mission. Student services, financial aid, instructional activities, and physical facilities are all focused upon the needs of the students and the learning environment.

Curriculum Development
The Instructional Council (IC), which is organized through the shared governance procedure 2125, reviews and approves all new curriculum and significant changes in existing curriculum, and academic standards. The group is primarily faculty with administrative support. The NPC Faculty Association (NPCFA) nominates the faculty for two-year terms, serving on a rotating basis, with representatives from each division. The Vice President of Learning serves as the chair of the IC.

Public Disclosure
Through District Governing Board (DGB) meetings, reports are given to the public concerning current legislation and existing laws, and how they affect the operations of the college. These reports include information pertaining to the financial condition of the college, tuition, taxes, governmental financial aid support available to students, state funding, student enrollment, and new programs. Every meeting includes reports from representatives from the Student Government Association (SGA), Classified and Support Staff Organization (CASO), the Faculty Association (NPCFA), and the NPC Foundation. Citizens of the college district have the opportunity to ask questions and seek information on any subject of concern or interest through the call to the public. DGB members and administration are available to answer these questions at this meeting, or will make requested information available at future meetings. The DGB exercises its responsibility to

the public to ensure that the organization operates legally, responsibly, and with fiscal honesty. All DGB minutes of meetings are available to the public.

NPC Policies and Procedures
The college policies and procedures are reviewed to determine if they are clearly stated and interpreted, and fair regarding the rights and responsibilities of each of its internal constituencies. These policies and procedures are made available to all faculty and staff through electronic posting prior to adoption by the District Governing Board (DGB). Through these processes all constituencies know how the college will operate in any given situation. This review process is overseen by legal counsel who work with college staff for compliance with federal, state, and local laws. All policies and procedures are available for the public to view on the NPC website. Policies and procedures are adopted by the District Governing Board after faculty and staff input, and review by legal counsel.

Core Component 1e: The organization upholds and protects its integrity.

NPC upholds its integrity by abiding by all applicable federal, state, and local regulations, as well as policies established by the District Governing Board. NPC complies with Title IX of the Education amendment of 1972 and the regulations adopted pursuant thereto in the Title VI and VII of the Civil Rights Act of 1964 and Section 504 or the Rehabilitation Act of 1974 "…does not discriminate on the basis of race, color, national origin, religion, marital status, gender, age, Vietnam era veterans status, or disability in admission or access to or treatment or employment in its educational programs or activities," as stated on page 200 of the college catalog. The Director of Human Resources is the affirmative action compliance officer.

Student Services
The Disability Resources and Access Coordinator provides the latest information on federal compliance to instructional staff on a timely and consistent basis, and requires that the Disability Resources and Access Office contact information is available on all syllabi every semester. Copies of all syllabi are available in the respective dean's office. College facilities are ADA accessible. The Disability Resources and Access Coordinator monitors compliance with all Federal regulations as to non-discrimination of persons with disabilities and serves as the college's Section 504 Compliance Officer. Eligible students are provided with reasonable and appropriate accommodations to instruction and services. Information about the Disability Resources and Access Office is available on the NPC homepage and in the course catalog.

The college complies with Title IV student financial assistance programs as authorized under the Higher Education Act of 1965. NPC moved from provisional certification to regular certification in Spring/Summer 2009. The most recent audit of the Student Financial Assistance Cluster continues to include an unqualified auditor's report with no material weaknesses or significant deficiencies identified. The associated audit findings are required to be reported in accordance with section 510a of the Single Audit Reporting Package for the year ended June 30, 2008.

The Jean Clery Disclosure of Campus Security Policy and Crime Statistics Report is available on the website and by request in print. NPC works closely with local law enforcement agencies to ensure the safety of its constituents. The college hires Campus Monitors who are present in the evenings to secure rooms and buildings, and are available to escort students and faculty back and forth across campus. They serve a public safety function; however, they have no law enforcement authority.

Legal Services

NPC retains legal services through the pre-paid legal program of the Arizona School Risk Retention Trust and has identified the firm of [Mangum, Walls, Stoops and Warden](#) as the primary service provider. The firm provides basic legal services and is regularly consulted to assure compliance over a broad range of issues.

NPC upholds its integrity in the following publicized shared values:

We Value Integrity

> NPC is an organization that demands honesty and fairness in every relationship.

We Value Accountability

> NPC adopts efficient operational practices to assure that our constituencies receive the highest quality services for the lowest possible cost.

Further evidence is stated in the [College Catalog](#) under Section VII – Student Rights & Responsibilities, which includes information and guidelines regarding affirmative action, attendance, communicable diseases, crime awareness and campus security, alcohol and drug policy and prevention, release of educational records, annual notification of FERPA rights, harassment and unlawful discrimination, hazing prevention, photo and videotape notice, reporting emergencies, appeal of grades and the student conduct code.

Fiscal Responsibilities

Processes are in place that promote fiscal responsibility and ensure that the college meets legal and ethical standards. Fiscal integrity and oversight, stewardship, safeguarding of assets and fiscal accountability have been identified as primary priorities in the [Strategic Plan](#), Pillar 5, Priority 3, with goals to enhance disclosures, report on the effectiveness of internal controls, and procedures for financial reporting. Another goal in this area is to develop community and management reports and a reporting calendar.

The District Governing Board chartered an Audit Committee in [September, 2007](#) to address risk management and financial report monitoring. The Audit Committee includes college staff and external experts. The [Audit Committee](#) meets quarterly, and reports to the DGB annually.

The college enhanced its financial reporting and control capabilities in 2007 with the addition of a new position, Financial Services Director, hired in August, and filling the position of Controller in February 2008, which had been vacant for several months.

The financial audit for the fiscal year ending June 30, 2008, was submitted to the US Department of Education on December 18, 2008, more than three months prior to the deadline. This is a significant accomplishment given the history of audit submissions since the advent of the eZ-Audit process (see Chapter 1 for schedule of submissions).

The college has consistently complied with its statutory requirements for preparing and approving the annual operating, capital and debt service budget. However, under the previous administrations, the budget was prepared at the executive level, with little to no input from the college deans and directors. Further, because of resource constraints information regarding the approved budgets by departments was not distributed to budget managers in a timely manner. In some years the department budgets were not released until six months into that current fiscal year, which did not allow for budget managers to properly manage their spending.

With the current strategic plan tied to HLC core components, all budget allocations are considered in light of the strategic plan's goals. Since the acquisition of a Director of

Financial Services, several process changes have been implemented. Now there is collaborative development of the annual operating and capital budgets. All budget items are specifically tied to the current strategic plan. Department operating budgets are distributed within two weeks of the beginning of the fiscal year, allowing budget managers the opportunity to successfully manage their budgets (see Chapter 1 "Institutional Resources – Financial Services").

The current strategic plan has identified the need to link program review and assessment to budget development and has outlined the following goals (5.2.4): Identify benchmarks and key indicators; Use program review to analyze present and future allocation of resources; Identify risks and opportunities during budget development and reviews; Link operational accomplishments to budget; Develop a cost model for current programs; Refine and make mandatory a business plan for new proposed programs.

Criterion 1 Strengths:

Analysis of the HLC Constellation Survey clearly indicates that the faculty, staff and administration of Northland Pioneer College not only identify with and understand the mission documents of the college, but also embrace them and agree that they must shape the decisions the college makes and the directions it takes. Moreover, evidence from the survey demonstrates that the tenets of the mission documents are being implemented effectively, college-wide, in spite of the challenges of time, place and distance that exist across the service area. As mentioned in Chapter 1, NPC has indeed chosen to serve all of its constituents, not just those in geographically accessible locations.

Stemming from the mission documents is a renewed emphasis on integrity, a value that was seriously undermined during the administrative upheavals that took place in the middle of this decade. The current president and administration have adopted and actively promote shared governance, which fosters a sense of commitment throughout the college. At least as important is the shift toward the practice of transparency with regard to the availability of college documents on the MyNPC web site. This move toward collaboration with all stakeholders of the college speaks to a future in which NPC will grow and evolve in response to the needs of its constituents, supported by the entire college family.

Current economic realities will doubtless produce challenges, but a college united by its mission and guided by the integrity of its policies, procedures, and leaders will prevail.

Criterion 1 Recommendations:

Although the mission documents have undergone periodic change, they need regular review. The College Council needs to be charged to regularly review all mission documents in order to bring them into alignment with any new direction the college is taking.

Since the mission is central to all that NPC does, one or more components of the mission documents needs to be highlighted and discussed at Convocations to increase awareness and shared goals.

The mission statement needs to be prominently displayed at all campuses, centers and on the web where it can be immediately viewed by anyone opening the college web site.

Although NPC has a diverse student population, the employees of the college, especially faculty and administrators, do not have diversity in proportion to the students. The college needs to put more effort into matching employee demographics to community and student populations.

The Strategic Plan Pillar 4 addresses human resource issues of the college. It should more specifically address diversity.

NPC has developed e-mail accounts and training on existing resources for all employees, including student and part-time employees and adjunct faculty. The college is working toward providing e-mail for all students.

Departmental goals are linked to the strategic plan; however, additional documentation of goal progress or completion needs to be formalized and reviewed periodically.

> I have recommended NPC's online courses to friends who would like to further their education but didn't have the time to travel after work.

Chapter 4

Preparing for the Future: Criterion Two

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

TAKES THE GOLD!

Last year **Patrick Meza** was the silver medalist in the statewide Skills USA welding competition. He headed back to the contest again this year on April 9 aiming for gold and accomplished his mission! And to add to the fun, he was joined by NPC/NAVIT student, Isaac Larimer, from the St Johns welding shop who took gold in the secondary welding category, and Calvin Lee from Holbrook who earned silver in the secondary competition as well.

Three years ago, Patrick enrolled in the NPC/NAVIT welding program. The Show Low High School grad says, "My grades weren't the best; I'm kind of a hands-on kid. But when I got in the welding program I finished a three-year program in two years! Now I'm a welding lab aide while I finish taking courses for my AAS degree." (He graduates from NPC this June.)

Last year his welding class took a field trip to Phoenix, to places in the Valley that hire welders. At one company Patrick observed that the people who were earning the big bucks sat in air conditioned offices and used their welding experience to design fabrications on their computers. "I love welding, but it's not an easy job," he says. "I want to become my own boss and hire someone else to do my welding for me."

Patrick plans to stay in the area with a good welding job and do a bit of relaxing before he moves to Flagstaff to begin working on a degree in Structural Engineering.

And thanks to NPC, a kid who whose grades weren't the best is solidly on his way to earning gold.

Chapter 4
Preparing for the Future
Criterion Two

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

NPC has demonstrated through its mission documents, its planning documents, its assessment of current resources, and survey of future needs according to information obtained from its constituents and the communities it serves, that it can and will continue to create, support and promote lifelong learning with quality and integrity.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Introduction: Core Component 2a
NPC has planning documents in place that realistically reflect the institution's current capacity and prepare the institution to move into future years with the resources to meet the needs of the students and communities it serves. The planning documents include the strategic plan, which incorporates information from the technology plan, the marketing plan, the HLC Constellation Survey, the operations budget, the capital budget, cost savings plan, information gained from the president's Community Advisory Council, the community forums, and the college community. The college would normally have a master facilities plan, but it has been on hold since January 2009 due to budget constraints and lack of state capital funding. Through consistent assessment of educational processes, administrative processes, and student service processes, the college is poised to meet the needs and address the challenges of the students, the economy, and the ever-evolving job markets.

In September of 2007 the college administered the HLC Constellation Survey to assess the needs and perceptions of the college community. It is important to note that the college had over 100% participation in this survey, because in addition to the fulltime employees, a number of adjunct faculty chose to participate. The results of the survey were revealed to the college community at the January 2008 All College Convocation, facilitated by two members of the HLC community. Two important goals were set at the convocation: The first was that priorities of the college were identified which laid the ground work for the strategic plan; the second was a list of "quick fixes" – those things that could be addressed in a relatively short period of time. Some examples of quick fixes that occurred within six months were:

- SMART boards for audio classrooms

- The hiring of a Director of Financial Services

- Changing of the Personnel Office to the Human Resources Office, with a master plan to expand services

Annual Operational/Capital Budgets
As indicated by Table 5, NPC Summary of Board Approved Budget Adjustments, NPC has adequate financial capacity. In taking a conservative approach with its expenses, the college has been able to add to its financial reserve, which is critical in the unpredictable economic future.

Table 5, NPC Summary of Board Approved Budget Adjustments

Northland Pioneer College
Summary of Board Approved Budget Adjustments

FY0708	General Fund	Auxiliary Enterprises Fund	Restricted Fund	Unexpended Plant Fund	Retirement of Indebtedness Fund	Total
Adopted Budget	$ 23,074,454	$ 1,250,000	$ 4,635,000	$ 3,905,000	$ 1,908,658	$ 34,773,112
Budget Adjustment	(3,581,507)	(20,833)	113,206	(3,723,485)	42,199	$ (7,170,420)
Revised Budget	19,492,947	1,229,167	4,748,206	181,515	1,950,857	$ 27,602,692
Actual Expenses	19,492,947	1,229,167	4,748,206	181,515	1,950,857	$ 27,602,692
Variance	$ -	$ -	$ -	$ -	$ -	$ -
(under)/over budget	-15.52%	-1.67%	2.44%	-95.35%	2.21%	-20.62%

Note: Expenses for Unexpended Plant Fund includes assets capitalized and Retirement of Indebtedness includes debt payments that were excluded for financial reporting purposes but included in the budget as expenditures.

FY0607	General Fund	Auxiliary Enterprises Fund	Restricted Fund	Unexpended Plant Fund	Retirement of Indebtedness Fund	Total
Adopted Budget	$ 21,219,896	$ 1,325,000	$ 4,070,000	$ 2,905,000	$ 1,908,761	$ 31,428,657
Budget Adjustment	(2,246,702)	283,812	(1,481,410)	(1,658,323)	114,479	$ (4,988,144)
Revised Budget	18,973,194	1,608,812	2,588,590	1,246,677	2,023,240	$ 26,440,513
Actual Expenses	18,973,194	1,608,812	2,588,590	1,246,677	2,023,240	$ 26,440,513
Variance	$ -	$ -	$ -	$ -	$ -	$ -
(under)/over budget	-10.6%	21.4%	-36.4%	-57.1%	6.0%	-15.9%

Note: Expenses for Unexpended Plant Fund includes assets capitalized that were excluded for financial reporting purposes but included in the budget as expenditures; expenses would be higher by $1,028,527 for a total of $1,246,677.

FY0506	General Fund	Auxiliary Enterprises Fund	Restricted Fund	Unexpended Plant Fund	Retirement of Indebtedness Fund	Total
Adopted Budget	$ 20,229,930	$ 1,101,000	$ 4,070,000	$ 4,126,900	$ 1,895,546	$ 31,423,376
Budget Adjustment	(3,013,879)	519,333	(485,987)	(1,709,222)	(6,357)	$ (4,696,112)
Revised Budget	17,216,051	1,620,333	3,584,013	2,417,678	1,889,189	$ 26,727,264
Actual Expenses	17,216,051	1,620,333	3,584,013	2,417,678	1,889,189	$ 26,727,264
Variance	$ -	$ -	$ -	$ -	$ -	$ -
(under)/over budget	-14.9%	47.2%	-11.9%	-41.4%	-0.3%	-14.9%

For the fiscal year 08-09 budget, NPC implemented an open process for prioritizing expenditures within its capacity limits. Prior to 08-09, budget managers were not collaboratively involved in this process.

In prior years capacity was negatively impacted with untimely information (i.e. budgets were not communicated to budget managers until mid fiscal year). For fiscal year 08-09 operational budgets were distributed within two weeks of the current fiscal year. For fiscal year 08-09, capital budgets were made available within one week of the conclusion of the capital budgeting process.

Cost Savings Plan
Given the current financial constraints for fiscal year 08-09, the college has initiated a formal review for all new and replacement positions to determine their importance in achieving the objectives of the current strategic plan. A cost savings plan was presented to the college community for implementation in January 2009. Further reductions from the state budget have been addressed as information is revealed to the college.

NPC is cognizant of potential cuts in state funding due to economic instability. This provides an opportunity for the college to identify and evaluate cost savings measures. The executive team has been working to identify and prioritize budget reductions that may affect capacity. The college community has been encouraged to share potential cost savings measures in an online forum. The college has continued to seek out

alternative revenue sources. NPC's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, globalization, and sustainable alternatives.

Technology Plan

NPC has adopted a [Technology Plan](#) that is fiscally sound, because it will improve network capacity and performance while significantly reducing costs over time. The plan required in its first year a substantial financial commitment of $931,746, or thirty-nine percent of the capital budget. This was approved by the NPC District Governing Board and has been implemented. Figure 4, Cost Savings from Information Services Investments, illustrates the projected cost savings of some activities in the technology plan over a ten-year period. Because technology is one of NPC's most critical resources in providing services across the vast, remote, two-county region, the technology plan is described in detail in the section concerning HLC Core Component 2b.
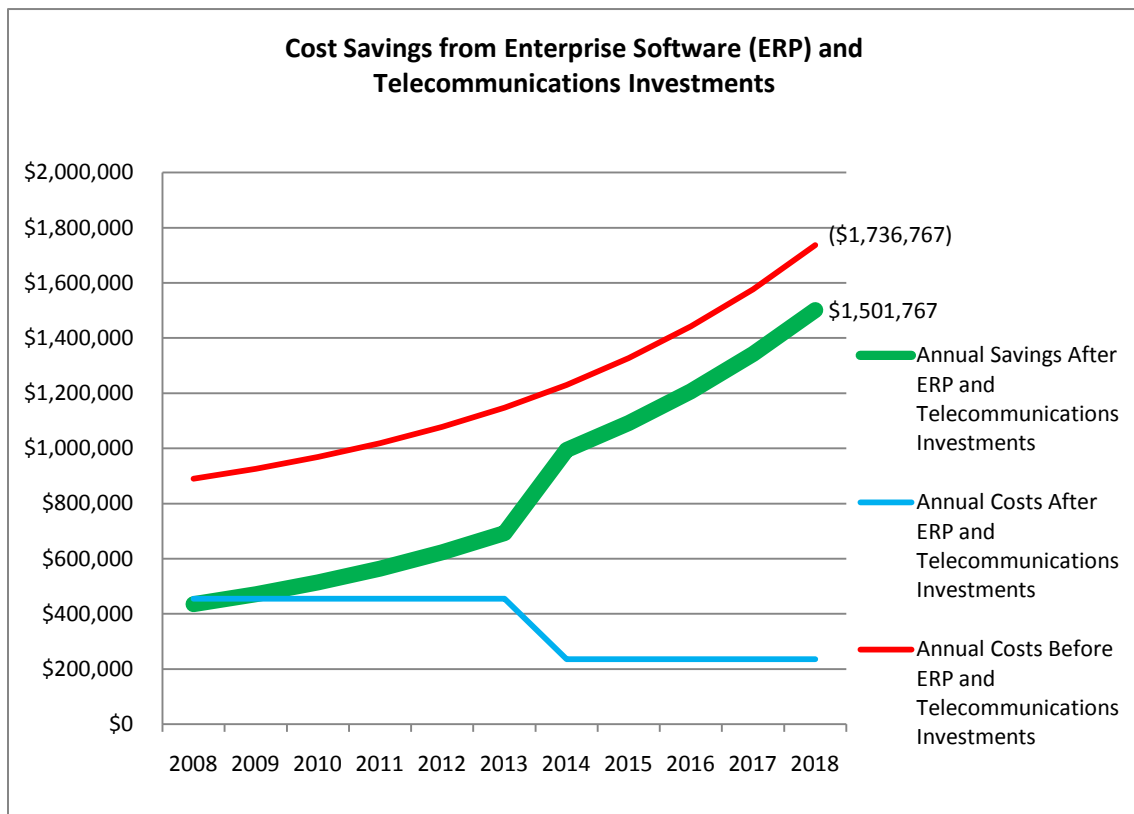
Figure 4, Cost Savings from Information Services Investments

Grants

Beginning in fiscal year 07-08, the college committed to pursue grants that align with the strategic plan. Recent examples include applications to the TITLE III Strengthening Institutions program, Fund for the Improvement of Post-Secondary Education (FIPSE), and the National Science Foundation Scholarships for Science, Technology, Engineering and Mathematics (S-STEM) program (awarded fiscal year 07-08).

Facilities

NPC has been operating year to year on an outdated document (Capital Project Development Plan – January 2006 update) that creates a band-aid approach to facilities management. In fiscal year 08-09 NPC committed $180,000 in capital funds for

the development of a comprehensive master facilities plan. The development of the plan was put on hold due to the recession and deep state budget cuts. All major new facilities projects are currently on hold awaiting future economic stability. The college is working on a master facilities *maintenance* plan to sustain and improve existing facilities to meet the needs of instructional programs.

The Students Served by NPC

NPC service area demographics have remained consistent, without any major shifts over the past three years. Ethnicity changes are less than two percent with age by sex demographics remaining very constant. In spite of this constancy, one major trend revealed by analysis of enrollment patterns is that Native American males are being underserved. The current marketing initiatives of the strategic plan incorporate recruitment strategies that target Native American males.

Figure 5, Fall 2005-Spring 2008 Ethnicity Demographic Statistics
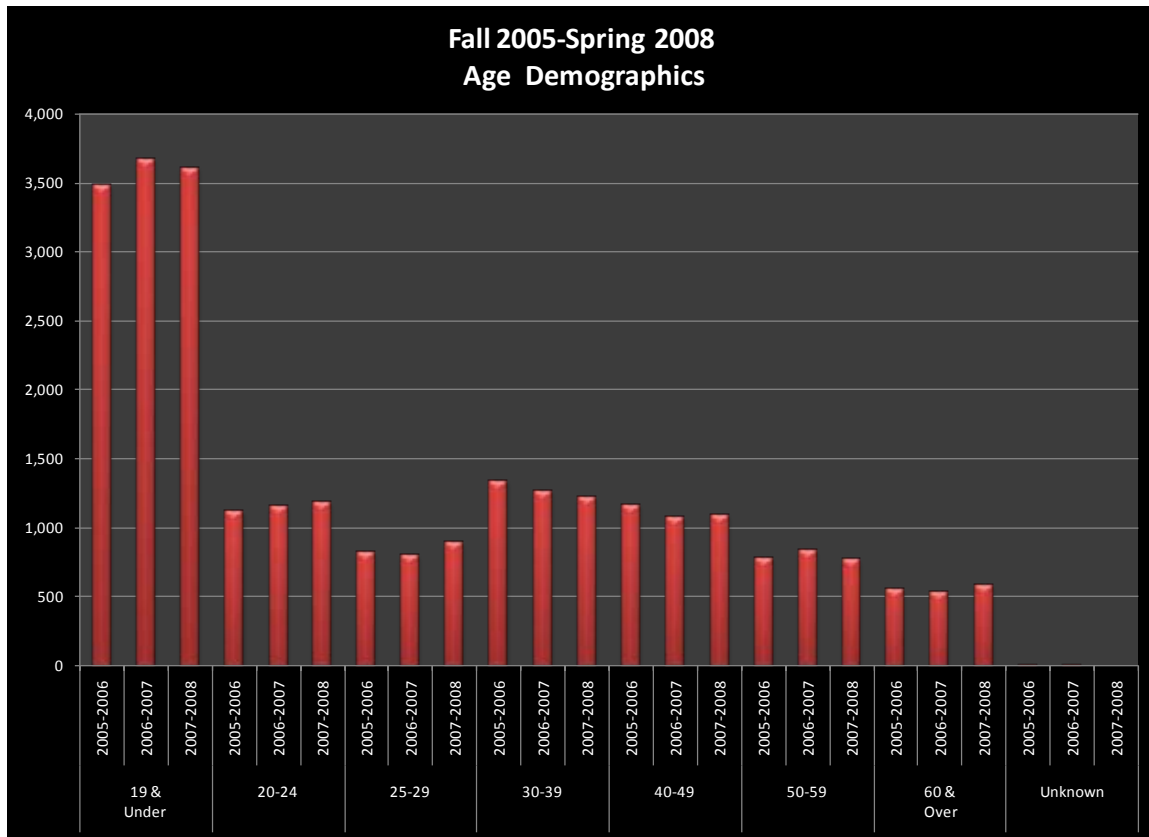
Figure 6, Fall 2005-Spring 2008 Age Demographics

Program Reviews

Prior to 2008, program review was scheduled for each program on a five-year schedule, but the college was not consistent with this process. A new process was adopted in fall 2008. A calendar was developed requiring program reviews to be completed every three years. In addition, all departments will submit an annual report. This will give the college the opportunity to discover strengths, weaknesses, opportunities and threats (conduct a "SWOT" analysis) of programs in a more proactive manner.

All vocational programs have advisory boards consisting of members of local industry, college faculty, student services representatives, and students. This configuration allows the college to meet the needs of local industry in a timely manner. Advisory minutes are available for some programs and are posted online in the HLC Resource Center. However, few incorporate a detailed SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis.

Industrial Maintenance and Operations (ITP) is an example of one program whose practices have been validated by a recent program review. The program review revealed that ITP maintains consistent communication with area industry and has surveyed and implemented their recommendations. Arizona Public Service (APS) and Salt River Project (SRP), two of the largest local employers in the Power Generation and Supply industry, support ITP with facilities, adjunct faculty and equipment.

New Initiatives

Several new initiatives have been pursued starting in 2008. Dr. Swarthout signed the American College and University Presidents Climate Commitment on behalf of the college. The college has organized a Sustainability Committee to look at ways the

college community can conserve and renew resources. NPC pursued formation of community gardens both to provide a living laboratory for gardening students and to feed the needy in each community. The college is also researching development of a sustainable energy program. To conserve transportation costs and resources, NPC formed a partnership with Navajo County and some of the campus communities and businesses to form a bus line to carry students, employees and community members between Show Low and Holbrook, which directly serves three NPC campuses. The bus line began carrying passengers in April 2009, and provides a discounted ticket rate for students.

NPC Partnerships
NPC shows careful attention to its function in a multicultural society through its partnerships. NPC regularly commits to Intergovernmental Agreements (IGAs) with area public schools and with tribal entities. One outstanding example is the Construction Technology (BOC – formerly Building Occupations and Construction) program. BOC enjoys a successful partnership with the White Mountain Apache Tribe. Apache students learn construction skills while helping to build tribal homes. Another outstanding example is the Early Childhood Development (ECD) program, which operates classes in conjunction with all three tribal entities. The ECD coordinator and faculty work with Head Start Programs, area preschools and family care providers to train employees to meet federal and state mandates. Table 6, ECD General Education Scholarships, Spring 2008 Summary, illustrates a typical semester of scholarships and completions for the ECD program. Because most of the partnerships involve NPC's instructional programs, a more complete discussion of partnerships may be found in Chapter Five, which covers Student Learning and Effective Teaching.

Table 6, ECD General Education Scholarships, Spring 2008 Summary

ECD General Education Scholarship ($200) Spring 2008 Summary	
Applicants:	32
Awarded	27
Denied	5
Awarded Distribution:	
PDC/Holbrook	3
Apache County (Navajo Nation)	5
Cibecue	1
Hopi	11 (7-Teacher Assistant Project)
Kayenta (Navajo Nation)	2
SCC/Snowflake-Taylor	1
St Johns	1
Whiteriver	3
ECD Completers:	22
Tribal Distribution:	
Navajo Nation	7
Hopi Nation	11
White Mountain Apache	4

Reaching Out to High School Students

Dual enrollment agreements with local high schools prepare area high school students to get a head start on their post secondary education by enrolling in college-level courses while still in high school. A similar partnership agreement exists with the Northern Arizona Vocational Institute of Technology (NAVIT), which is a Joint Technological Education District (JTED) formed in 1999 to assist high school juniors and seniors in completing community college technical education classes. NAVIT serves school districts in Navajo, Apache and Gila Counties. Students enrolled in NAVIT can jump-start an Associate of Applied Science (AAS) degree by taking community college classes beginning in the junior year of high school. NAVIT assists these students with tuition, books and fees, and NAVIT students take classes at the community college from community college instructors for part of their high school day.

Dual enrollment produces around 334 FTSE per semester, or 15.4% of the overall college FTSE. NAVIT produces an average of 293 FTSE per semester, or 13.5% of the college's total FTSE (according to Spring 2009 enrollment figures).

Community Outreach

The president has formed the Community Advisory Council which consists of leaders in communities throughout the service area, including city council members, superintendents of schools, plant managers, health occupation managers, national park administrators, county government officials, business owners, correctional facility managers and students. The Executive Team (president, vice presidents, and IS Director)

also holds yearly meetings with community members and students through Center Community Outreach Meetings.

The Community Education program serves NPC communities by providing lifelong learning opportunities through special interest classes such as home crafts, dance, health and wellness, computer applications, cooking specialties, and sustainable living strategies, to name a few. Short-term workshops, seminars or classes are arranged as either credit or non-credit, and are included in the semester schedule of classes, local newspaper advertising and mailings.

The NPC marketing department coordinates NPC support for community events through participation in parades, cultural events, fairs, and other such activities.

NPC's Commitment to Decentralization
NPC is committed to serving all its communities and maintaining a decentralized system of four campuses and six centers. A past president tried to shift the institution to a more centralized model, but his efforts were not successful, because other college faculty, staff and board members emphasized the importance of preserving the historical operations of the college. Policy 1087 – Definition of Decentralization, states:

> *The Board is committed to providing the college programs, activities, and services throughout the service area via decentralization. Components of decentralization will include the following:*
>
> *1. Designating campuses where enrollment, programming and related services are sufficient to fulfill all objectives of the college's mission.*
>
> *2. Designating centers and course sites where enrollment, programming and related services are insufficient to fulfill all objectives of the college's mission.*
>
> *3. Allowing campuses and centers to grow according to the unique changes and needs identified within their respective communities.*
>
> *4. Since high cost programs and services may not be possible for all college locations, these programs may be limited to single sites. These would become magnet programs attracting students to them from throughout the service area.*
>
> *5. The delivery of instructional and student services via alternative, flexible multiple modalities.*
>
> *6. Some administrative services must be centralized to be cost effective. (Rev 3/10/98)*

Furthermore, the college often enters into agreements to utilize remote educational sites for particular disciplines, especially for The Learning Cornerstone (TLC), NPC's developmental education program, and Early Childhood Development (ECD), which operates in pre-schools and day care centers across the two-county service area. NPC classes are offered in tribal government facilities, day care centers, storefronts, and public school facilities

Making Decisions at NPC
The college's organizational charts clearly identify authority for decision making. The NPC District Governing Board (DGB) sets policy. The president reports to the DGB and is responsible for approving all procedures. Position descriptions outline principle duties and chain of command for each position. Shared Governance, procedure 2125, specifies the committees that govern internal activities and recommendations. These include the College Council (CC), Strategic Planning and Accreditation Steering Committee (SPASC), and Instructional Council (IC). Procedure 2135 establishes that the president

may approve groups as official functions of the college if they support and further the mission, goals, and objectives of the college. The following groups are recognized as having an affiliation with the college and are designated under this procedure as official functions and activities of the college: Northland Pioneer College Foundation, Classified and Administrative Support Organization (CASO), and Northland Pioneer College Faculty Association (NPCFA).

The college community is informed in a timely manner. President Swarthout holds an All College Forum on the video system twice monthly to keep employees informed and aware of issues and developments. The college closes twice each year for All College Convocation, wherein the entire college community comes together to learn and to grow.

For example, at the 2007 Fall Convocation the college community chose a new mission statement and participated in activities that led to ideas to be considered for the strategic plan. The Spring 2008 Convocation was led by two associates from the HLC who facilitated the responses to the Constellation Survey. The College Council organized the Spring 2009 Convocation. It was held as an Open Space event, where members of the college community volunteered to host a discussion on a topic of their choice. Topics ranged from "How can we save on expenses at the college?" to "How can we help students learn?" and from Massage Therapy to Moodle applications. Students are informed biweekly with "Eagle Briefs," a current events newsletter that is posted in every bathroom stall. Current events are also posted on the college web site and on MyNPC. Special interest articles are featured regularly throughout the service area's community newspapers.

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

NPC typically spends forty to fifty percent of its annual operating budget on instruction and academic support to ensure it has adequate financial resources to support its quality education programs. In fiscal year 08-09, NPC dedicated forty-four percent of its budget to instruction and academic support. Actual spending for instruction and academic support in fiscal year 07-08 was forty-six percent (unaudited), in fiscal year 06-07 was forty-four percent and in fiscal year 05-06 was fifty percent. In fiscal year 07-08 instruction and academic support cost per FTSE was $5,115, in fiscal year 06-07 it was $5,021, and in fiscal year 05-06, it was $4,768. Figure 7, Percentage of Budget Allocated to Academic Support, and Figure 8, Amount Allocated to Academic Support per FTSE, describe spending on academic areas.
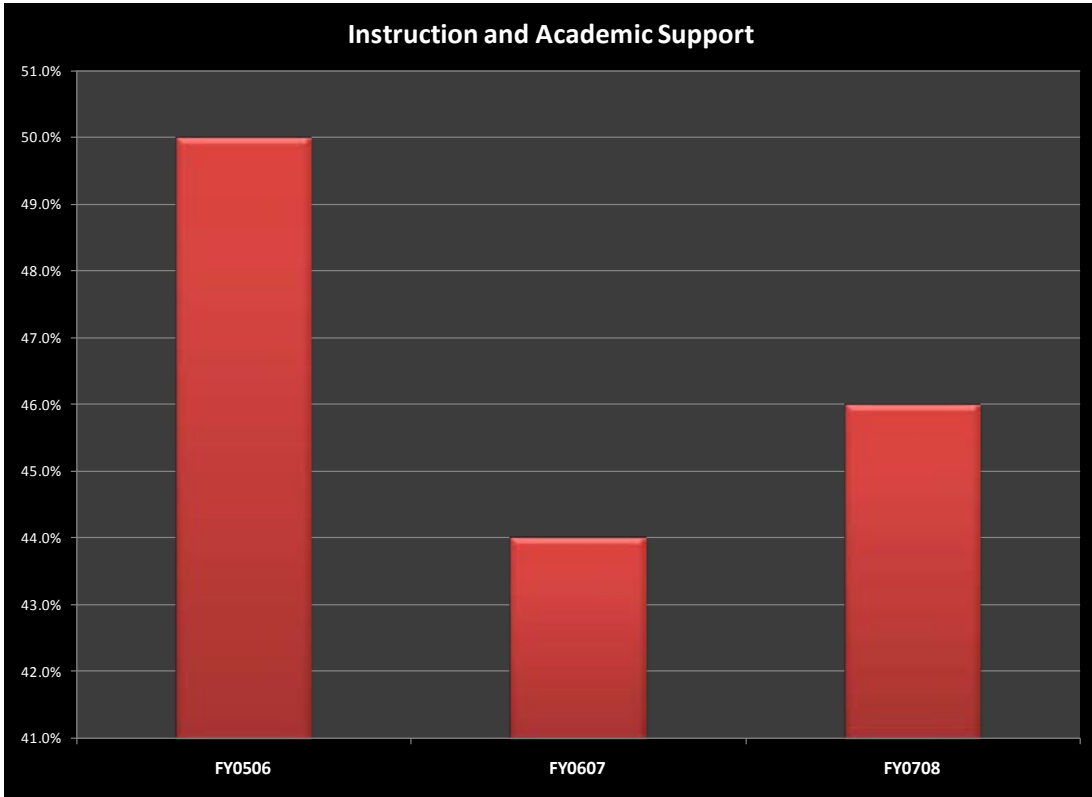
Figure 7, Percentage of Budget Allocated to Academic Support
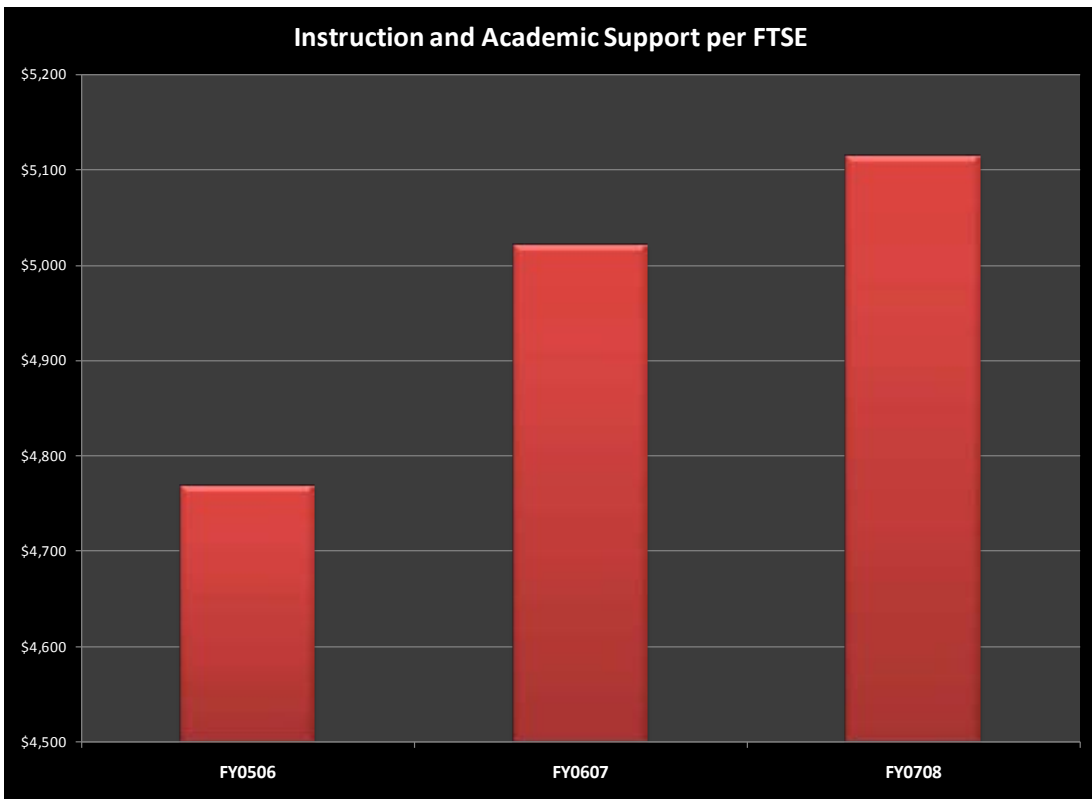
Figure 8, Amount Allocated to Academic Support per FTSE

In fiscal year 07-08, NPC prioritized investments in the local and wide area networks and other technology improvements in development of its capital budget. This amounted to thirty-nine percent of the capital budget. In fiscal year 08-09, NPC devoted forty-eight percent of its remaining available capital budget for instruction and academic support. In fiscal year 08-09, NPC allocated $45,000 to secure a new facility for the building trades program. Also in fiscal year 08-09, NPC allocated $40,000 for the purchase of a fabricated building for use by the college's heavy equipment program. In fiscal year 08-09, despite continued budget pressure, NPC continued to devote the same level of budget support to the college library for student academic resources.

NPC continually strives to attract qualified full-time faculty to support its quality education programs; it has increased faculty by twenty percent from fiscal year 05-06 to fiscal year 07-08. In fiscal year 07-08, NPC had eighty-four full-time faculty providing instruction to an average of 2,181 FTSE (excluding dual enrollment). In fiscal year 06-07, full-time faculty was seventy-four compared to 2,016 average FTSE. In fiscal year 05-06, NPC had seventy full-time faculty compared to 2,134 average FTSE (excluding dual enrollment). Figure 9, FTSE per Full-time Faculty Ratio, describes the faculty to FTSE ratios.

FTSE Per Full-Time Faculty Ratio
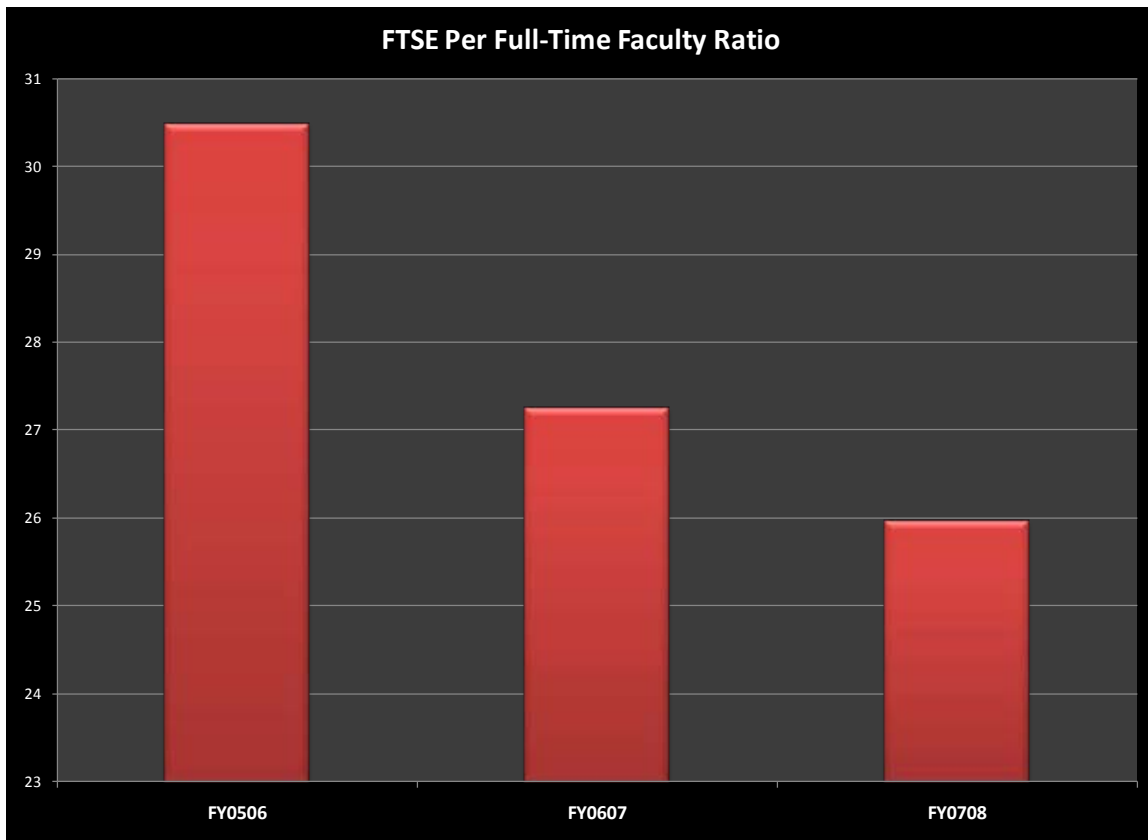
Figure 9, FTSE per Full-time Faculty Ratio

The 2008-2011 strategic plan demonstrates the college's renewed commitment to developing and allocating resources to meet the college mission and attendant priorities. Specifically, the strategic plan addresses Criterion 2 regarding use of planning and resources to meet future challenges through improvements in instructional and student service resources, development of a sustainable growth strategy, and improvement in the quality and quantity of resources for college staff and faculty.

The instructional division has revised its program review process to be timelier and more focused. Divisions will examine specific topics on an annual basis, allowing for a quicker response to changing community needs and concomitant allocation of resources necessary for program support and/or modification. The college strategic plan has identified a number of programs (Construction Technology, Heavy Equipment Operations, Industrial Technology) that need additional financial and/or human resources to improve their quality. In the 2008-09 capital budget and Carl Perkins grant budgeting processes, the college committed more than $100,000 to improving facility and vehicle resources for these programs. The college has also identified specific curricular needs to accomplish the objectives of its National Science Foundation S-STEM grant, and has committed faculty and financial resources through the strategic plan to meet those needs.

The enrollment management subcommittee of the College Council is currently developing an enrollment management strategy focused on sustainable FTSE growth. Per the strategic plan, a sustained FTSE growth model will focus on identifying target groups for recruitment, identifying unmet community needs, improving retention by identifying and addressing student needs, and improving the service standard of the institution. The plan was submitted to the College Council for review in spring 2009, with the goal being to implement first steps in fall 2009.

Development of Human Resources

In fiscal year 07-08, the Human Resources department updated the Employee Handbook which had not been updated since fiscal year 04-05. The Handbook summarizes general policies and procedures, employment classification, benefits, leave and work schedules, and professional development.

In fall 2008, the Human Resources department initiated the first day-long orientation for new college employees. This orientation focused on educating new employees to the college culture and mission, the unique nature of the college service area, and basic information and services for all employees. This event will occur on a regular basis for all new employees.

As part of improving services standards for employees, the Enrollment Management (EM) plan will recommend ongoing training for all college staff on topics ranging from appropriate phone etiquette to current college services for students. The EM plan will also recommend a series of workshops and classes to train all college employees in the use of the new technologies being made available by NPC.

NPC recognizes its employees as one of its most valued resources and is committed to hiring and retaining the best qualified faculty and staff in providing quality education to its students. Table 7, Distribution of Degrees Among Full-time Employees, details the degrees held by full-time employees (not including grant-funded positions).

Table 7, Distribution of Degrees Among Full-time Employees

	Number of Employees	Associates Degree	Bachelors Degree	Masters Degree	Doctorate Degree
Administrators:					
President	1				1
Vice Presidents	2			2	
Deans	6			2	4
Directors	10	1	6	3	
Faculty:					
Arts & Science	33			24	9
Career & Technical Education	16	7	4	5	
Developmental Education	5		1	4	
Nursing & Allied Health	9		4	5	
Workforce Development	3		2	1	
Staff:	74	38	22	14	
Total	159	46	39	60	14

NPC supplements its full-time faculty with adjunct faculty; without adjunct faculty NPC would not be able to provide classes at all its locations (4 campuses and 6 centers) or to quickly add additional classes to meet unexpected demand. During fiscal year 07-08, NPC employed 257 adjunct faculty. As a cost savings measure, all academic deans have been asked to cut the current adjunct faculty budget by 10% for spring 2009, and by 25% when scheduling for fall 2009. Minimum class sizes have been increased to more efficiently address student needs, with special consideration for availability of course offerings to the far reaches of NPC's service area.

NPC values diversity and strives to recruit qualified faculty that is representative of its student population, but has not been successful (Figure 3, Employee Demographics Fall 2008). On the other hand, NPC has been successful in attracting a diverse college staff. NPC needs to develop a stronger plan to recruit faculty from a diverse population.

Professional Development

The NPC benefits package includes tuition waivers for courses taken at the college to all regular employees working twenty hours or more per week. This benefit has allowed the college staff to stay abreast of skills required for their positions or earn an Associate degree to further their education.

The Classified and Administrative Staff Organization (CASO) provides a professional development award to its members who successfully pass any NPC course related to their profession or attainment of an NPC degree. Twenty-six percent of current college staff earned an Associate degree from NPC.

NPC provides faculty development for current and future needs through annual faculty orientation, annual training for adjunct faculty, use of the Faculty Professional Development Committee, and the Instructional Skills Workshop.

NPC has an annual New Faculty Orientation program that is consistently rated by attendees as highly successful. The two-day program introduces new faculty to:

- the diverse nature of the NPC student body and the needs and aspirations of NPC students

- the unique environment of NPC, with 10 campuses/centers spread over 21,000 square miles

- the various academic and student support services available to students and faculty

- a tour of the more remote areas of the district, including a visit to a reservation center

- the technological resources available for faculty and classroom instruction

- the college administration

- faculty support and governance mechanisms

NPC holds annual training and discussion sessions for adjunct faculty at the beginning of the academic year. These sessions focus on a range of topics, from pedagogy to new pieces of technology to assist faculty.

NPC has a Faculty Professional Development Committee (FPDC) that awards funding based on applications received from full-time faculty and certain classes of adjunct faculty (level 2 and above). The Professional Development subcommittee of the Instructional Council is a faculty-based group that reviews and recommends action on all professional development proposals. This team works with deans and faculty to identify useful professional development opportunities and how best to disseminate throughout the faculty the knowledge gained from these activities.

In fiscal year 07-08, the FPDC awarded $40,000 for [faculty professional development](), $18,000 in fiscal year 06-07, and $18,000 in fiscal year 05-06. Faculty and college administration determined in the fiscal year 07-08 budgeting process that additional resources were needed to increase availability of faculty professional development. This decision generated an additional $22,000 allocation for professional development for fiscal year 07-08. Professional development funding was fully expended in each of those years. The budget for fiscal year 08-09 was set at $40,000, but when the state began cuts that budget was reduced by 10%, and additional state funding cuts have further affected the professional development budget. A factor in the Cost Savings Plan implemented in January 2009 states, "Immediate freeze on all out-of-district travel, except as deemed critical by supervising vice president."

The NPC Nursing/Allied Health Division utilizes grant and operational funds to implement professional development supplemental to the college effort. For fiscal year 06-07 through 08-09, 29 Allied Health faculty participated in development opportunities totaling $20,125. Allied Health typically fully utilizes or slightly exceeds its budget capacity for professional development. Each January, Nursing sends faculty to the Nursing Educators Boot Camp in Albuquerque, New Mexico. The dean feels this attendance at the boot camp has been critical to increasing the skills of new nursing faculty.

NPC Developmental Education, called The Learning Cornerstone (TLC), utilizes state Adult Basic Education (ABE) grant funds to implement professional development for its faculty. Under a new state requirement, beginning in fiscal year 08-09, TLC must allocate 10% ($51,805) its ABE grant funding to professional development. TLC expects to fully expend this current funding as well. In fiscal year 06-07, TLC entered the Professional Development Leadership Academy (PDLA). PDLA is a 3-year commitment for teams of six. As a result of this initiative, the TLC PDLA team has vastly improved professional learning for all TLC staff. Year one Professional Learning Sessions were developed and

implemented program wide. These half-day sessions are required, paid professional development for all TLC staff. In the second year the team initiated professional learning communities and instructional coaching for all TLC teachers and aides. The team is combining its work with another pilot, Adult Secondary Education Reframing, which has implemented mandatory orientation for all GED candidates. Year three the team is targeting student transition and goal setting; the intent is to help students pass GED and enter post-secondary education.

NPC currently has nine faculty members who hold doctorate degrees. All NPC faculty are reviewed by their appropriate deans to verify their instructional qualifications. The college continues to uphold the qualification standards established by the now-defunct State Board for Community Colleges of Arizona.

NPC also provides an excellent professional development opportunity for all NPC faculty, both adjunct and full-time, through its Instructional Skills Workshop (ISW). ISW provides an avenue for participants to review basic ideas about teaching, check current practices, and experiment with new instructional strategies and techniques. Participants are encouraged to address different learning domains --- psychomotor, cognitive, and affective. The workshops are offered several times throughout the academic year; the size of the class is limited to four to six faculty (adjunct and full-time) working closely with two NPC faculty-trained facilitators. In fiscal year 07-08, six workshops were held during the academic year at various campuses and centers training twenty-one faculty (adjunct and full-time). In fiscal year 06-07, six workshops were held training twenty faculty (adjunct and full-time), plus three faculty were trained as facilitators. In fiscal year 05-06, seven workshops were held and nineteen faculty (adjunct and full-time) were trained. All participants in the workshop earn two credit hours. In addition, adjunct faculty earn points to move up on the NPC adjunct faculty multi-level pay scale and full-time faculty receive a staff development unit payment of $187.50.

Development of Technology as a Critical Resource
NPC began utilizing a wide area network (WAN) in 1998 with the deployment of interactive television (ITV) systems under a Title III grant. Following the successful integration of distance learning technologies based on the early ITV technology, NPC migrated its WAN toT-1 digital circuits operating at 1.5 Mbps transmission speeds to connect the eleven college locations throughout the district. The ever-increasing demand for bandwidth to connect digital and analog systems meant that even multiple T-1 connections between main campuses could not deliver adequate capacity. The limited speeds and increasing unreliability of this network generated frequent student complaints and a general loss of instructional and service quality. Network bandwidth issues also precluded the development and use of numerous technology-driven service solutions for NPC students. The T1-based system was also expensive, incurring an estimated annual cost of over $440,000 in direct recurring costs. In spring 2008, the college implemented a new wide area network (WAN) development plan. This plan is expected to save the college an estimated $5,225,000 over ten years in telecommunications and interpreting services (Figure 4, Cost Savings from Information Services Investments) while increasing bandwidth up to 130 times compared to T-1 services. The expanded capacity and reliability immediately began providing access to new college-wide services such as video relay interpreting (VRI), remote equipment and service management, and increased multimedia classroom capacity and functionality.

One service enabled by the new WAN and network design led to a dramatic increase in access to higher education by Deaf and hearing-impaired students throughout the district while reducing costs by over $100,000 annually. In fiscal year 08-09, NPC budgeted $163,000 in operational funds for interpreting services for hearing-impaired

students. With an average of three hearing-impaired FTSEs served per year, the approximate annual cost to NPC is $54,000 per FTSE. This cost is precipitated by the college having to hire interpreters from the Phoenix area. In spring 2009 the college began piloting a video-relay interpreting system using its new network speed and bandwidth, combining technology with improved service. This service is providing better service for hearing-impaired students with a 70% cost reduction. The college will use that cost savings to address other instructional and student support needs.

The WAN enables expanded audio and visual transmission capacity to every classroom in the NPC district. The expanded capacity will allow deployment of video conferencing or digital whiteboard systems into any classroom, as well as extension of multimedia instruction to any computer on the college network. Instruction will no longer be limited by the classroom capacity and scheduling restrictions of the single audio-enabled classroom per location and one or two video classrooms per location.

Additional services are being deployed throughout the college on the network infrastructure to further reduce travel and maintenance costs. An example of network-enabled cost and environmental impact reductions is the use by Facilities and Maintenance Department of remote monitoring and management of HVAC systems. Instead of manual adjustments of thermostats throughout the college, maintenance personnel can remotely manage heating and cooling without traveling the great distances between facilities. Centrally-managed HVAC systems now operate just 25% of the time on work days, and less during weekends and holidays, dramatically reducing both operational expenditures and energy consumption college-wide.

Until fiscal year 07-08, the college employed an in-house web manager to maintain the college website. This created a bottleneck in web content development. In fiscal year 07-08, with a vacancy in that position, the college contracted with an external developer to design and deploy a new website (www.npc.edu) utilizing free, open-source software. The new website went live on October 13, 2008. The site itself is a substantial upgrade over the prior site, with increases in site reliability, security, ease of use, and distributed content editing capabilities. The low-resource requirements of the open-source software also reduce the energy consumption and cooling needs of the underlying server by over 90% compared to the previous system. Development and ongoing maintenance costs are far below that of the former web manager position salary, allowing the college to use a portion of the former salary line to contract for annual professional review and maintenance of the new site, and to train faculty and staff to manage their own portions of the site. The college will utilize the remainder of the former position's salary as a cost savings.

The adoption of the new wide area network and the commitment of college fiscal year 08-09 capital funding to technology improvements will allow the student services division to initiate the following activities in fiscal year 08-09 and fiscal year 09-10:

- Video relay interpreting for hearing impaired students

- NPC-provisioned email for all NPC students

- MyNPC (Jenzabar JICS) as an information source for all students, giving students access to information about all student services, their schedule, their transcript, and their account status

- New NPC website with information for the public and students

- Web-based group tutoring accessible at all NPC locations

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- Web-based advising accessible at all NPC locations
- A hybrid onsite/web-based orientation for new students

Facilities

While it was established in 1972, NPC opened its doors to students in 1974 with an ongoing commitment to providing quality education in a functional and safe environment while developing facilities that are aesthetically pleasing. During the past ten years, since the last accreditation, NPC has added several new buildings, renovated many existing facilities, and expanded parking for students to meet the growing educational needs of the communities it serves. Each of the campuses and most of the centers are located on main thoroughfares, allowing easy access to both students and the community.

The Painted Desert Campus (PDC) in Holbrook was located on Hermosa Drive, but due to environmental factors, specifically poor soil conditions, poor visibility, and limited access for students and the community, the campus was relocated to its current site in 2003. The new location on Navajo Boulevard has three permanent buildings. PDC added the Nizhoni Learning Center and renovated two existing buildings which were later named the Tawa Center, which was more than doubled in size, and the Tiponi Community Center. The Nizhoni Learning Center houses the campus office, library, developmental education (The Learning Cornerstone or TLC), science classroom (biology, chemistry, geology, physics), computer labs, multi-use classrooms and the audio and video classrooms. The Tawa Center houses the arts facilities (art, photography) in addition to administrative offices including the president's office and Information Services. The Tiponi Community Center houses a fitness center and conference .

The Little Colorado Campus (LCC) in Winslow has four permanent buildings and two modular buildings used for classrooms. Since the last accreditation, LCC has added the Blunk Health Sciences Center with major funding from a donor. This houses the nursing division and the sciences (biology, chemistry, geology). The addition of the new Health Sciences Center has allowed the nursing program to expand to meet the needs of its students.

The Silver Creek Campus (SCC) in Snowflake has three permanent buildings and an annex. Since the last accreditation it has added the Performing Arts Center in 2003 and renovated the Student Center. The Performing Arts Center houses a theater and classrooms for the performing arts program. The Performing Arts Center is used year-round for plays, musical events, and meeting rooms for the college and the community.

The renovated Student Center houses the campus office, science division, and student lounge.

The White Mountain Campus (WMC) located in Show Low currently has five permanent buildings and eight modular buildings used for classrooms. Since the last accreditation, NPC built the Aspen Center, and renovated the Goldwater Center and the Cosmetology Center. WMC is the largest campus, and as growth in students continues, adding additional facilities for teaching and expansion of parking lots for students will become more of a challenge. Growth requires additional acreage and currently the vacant land that is available has limited development possibilities. The Aspen Center houses the campus office and the arts including the Talon Art Gallery. The gallery provides a venue for students to show and sell their art work and is open to the community. The Goldwater Center houses the bookstore, the Small Business Development Center and other administrative offices. The Cosmetology Center houses a clinic with forty-five stations and a classroom for thirty-five first-year students. The student lounge has been moved from

the cosmetology building to a remodeled patio attached to the Learning Center, along with the NPC Student Government Association office.

The Hopi and Whiteriver Centers, both located on tribal lands, acquired newly constructed centers since the last accreditation. The buildings house the center office, library, computer lab, and classrooms. In 2001, the Hopi Center, located on the Hopi reservation, opened its new 9,500 square foot building. In 2002, the Whiteriver Center, located on the White Mountain Apache reservation, opened its new 8,500 square foot building.

Planning Processes Assure Adequate Resources

NPC's planning processes are flexible and take into consideration future trends in the economy and job market. The NPC District Governing Board (DGB) approved the 2007 – 2012 strategic plan on October 16, 2007. Based on changing needs, it was modified to a three-year plan for years 2008 – 2011, adopted September 16, 2008, demonstrating the college's ability to be flexible. The revised plan incorporates all major elements of the 2007-2012 plan, but also includes new elements, such as:

- A comprehensive marketing and recruitment strategy targeted at student groups identified through a series of meetings with instructional and support staff and faculty

- A comprehensive technology plan designed to significantly increase the college's network capacity, instructional delivery capability, and student access to academic/student services

In fiscal year 08-09, the enrollment management subcommittee of the College Council formulated a set of enrollment management recommendations focused on recruitment, retention, and customer services issues. Some or all of the recommendations from this team will be incorporated into the three-year strategic plan during its annual review and update.

At the direction of the president and with support at all levels within the institution, the strategic plan now guides the following activities:

- The development of the annual operational budget and establishment of budgetary priorities

- The development of the annual capital budget and the establishment of budgetary priorities

- Review and development of new and existing instructional programs

- Review and development of new and existing academic and student support programs

- Review of new and vacant positions and prioritized hiring based on strategic plan objectives

In June 2008, the college presented its first annual report under the new strategic plan to the NPC District Governing Board. The college cited eighty-eight items tied to the strategic plan that had either been completed or were nearing completion. The college reported that the fiscal year 08-09 operational and capital budgeting processes were tied specifically to completing strategic plan objectives. In May 2009 the second annual report added ninety-nine more items completed.

NPC approved a Capital Project Development Plan in January 2006 that provided guidance on annual capital spending for several years. Projects were identified by campuses/centers and focused on improving classroom facilities with 34 projects at an

estimated cost of $21.2 million. In fiscal year 07-08, NPC focused on developing an aforementioned master facilities plan with a process that would evaluate community needs and college capacity for future growth, then offer the college a plan for sustained growth. In spring 2008, the college awarded a bid to the DLR Group to begin the master facilities plan. The actual development of the plan was scheduled to begin in spring 2009. Because of state funding cuts, the plan has been put on hold. A master facilities maintenance plan is being developed to keep existing facilities in good repair.

Cost Savings Plans Conserve Financial Resources
During the development of the fiscal year 08-09 operating budget, NPC was aware that the state was considering reducing or eliminating certain support to community colleges. NPC developed plans that took into consideration the worst and best case scenarios and used those documents to help guide the college in developing a realistic operating budget with enough flexibility to adjust to unanticipated funding levels. NPC recently developed a Cost Savings Plan to identify strategies that can be implemented to guard against any future reductions in state aid and other downturns in the economy.

The Arizona Joint Legislative Budget Committee (JLBC) did eliminate capital state aid to all community colleges in fiscal year 08-09. This required NPC to support capital spending needs from operations revenues. With the current economic downturn NPC is aware that it will need to develop forward looking budgets beyond the most current year. Based on the strategic plan the goal is to develop five-year capital plans.

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Evaluation of Policies and Procedures
The college community is governed through policies and procedures that are legally articulated and binding. These policies and procedures undergo periodic review and revision, always with attorney review and adoption by the NPC District Governing Board. The 2008-2011 strategic plan, Pillar 4, Priority 2, Goal 1 states that under the responsibilities of the Human Resources Director, all of the human relations policies and procedures will be reviewed annually. The Employee Relations Committee, which is a standing committee under College Council, the human resources director and the college legal consultant have worked to revise the Grievance Procedure 2760, Other Paid Leaves 2740, and Credit by Examination 3105. A new procedure regarding Temporary Employment is in process, as well as revisions to Drug Free Workplace 2750, and Instructional Effectiveness 2970. Twenty-two policies and thirty-four procedures have been revised within the past three years.

Additionally, NPC has a procedure that allows for affected groups within the college community to have the opportunity to be part of the procedure development and review process.

Procedure 2100 – *Development of Procedures*

Procedures will be developed, or modified, by the President, or designee. Prior to approval by the President, employees who are affected by the change will be provided an opportunity to review the proposal and have a minimum of one week to comment on it.

The review process for new, or modified, procedures may vary, depending on the employees or employee groups that are affected. Options for review include, but are not limited to, all-college meetings, NPC Faculty Association, Classified and

Administrative Staff Organization, and all-NPC email. Certain procedures may affect few personnel, minimizing their review audience. The President will also consult with the President's Cabinet prior to making a decision concerning the procedure, and all procedures will be reviewed by legal counsel before enacted.

The final decision regarding approval is solely that of the President.

[Based on Policy #1115 and #1210; Rev 06/06]

Budget Evaluations

NPC is currently operating within budget guidelines (, NPC Summary of Board Approved Budget Adjustments). NPC has always been cautious and conservative, not exceeding its statutory spending limit. This has allowed the college to carry forward spending capacity for future years as shown in the expenditure limit report. The college provides the NPC District Governing Board with a monthly financial report including detailed monthly expenditures. Beginning in fiscal year 07-08 the college instituted an audit committee that includes two external certified public accountants (CPAs). The audit committee's charge is to provide a conduit to its constituents on financial data and information. Budget managers have real-time access to online budgets which allows them to effectively manage their budgets.

Because NPC'S budgeting and auditing processes have undergone significant changes since the last self-study for accreditation in 1999, they are discussed at length in Chapter One under the subheading, "Significant Developments in the Last Ten Years."

NPC Evaluation by Outside Agencies

NPC is audited and reviewed annually by numerous external agencies, including the following:

1. State of Arizona Office of the Auditor General for financials and enrollment

2. Department of Education financial aid audit

3. State and Federal agency reporting for all grants

4. Arizona Department of Health audits for emergency services department

5. State Veterans Administration audits

A complete list of external reviewing agencies and their recent reports on NPC can be found in the HLC Resource Center.

As a result of external audits and reviews the entity performing the audit provides recommendations for improvement. These recommendations are reviewed by the college and integrated into the college planning process.

Faculty Evaluations

The probationary and evaluation process for instructors, Procedure 2970, assures the proper rigor needed to maintain high quality instruction. It contains three tracks for residential and special status faculty assessment: Probationary track, quality improvement track, and developmental track. The procedure includes specific guidelines and timetables for each track. The procedure also includes associate (adjunct) faculty assessment. The faculty evaluation process is an integral element of the success of NPC instructional programs, so it is covered in greater detail in Chapter Five.

Employee Performance Reviews

Reviews of the college's employee performances per Procedure 2705 contribute to improvement of the college operations. NPC uses the information gleaned through these periodic reviews, to make changes in employee performance, and in college operations to enhance the learning experience and environment for the students.

Non-faculty employees require a performance review every year, conducted by the respective supervisor. Supervisors receive forms from the human resources department to guide in the evaluation process. The following forms are available:

1. Probationary Period Performance Review
2. Exempt – Professional & Technical Employee Performance Review
3. Non-Exempt General Employee Performance Review
4. Management & Supervisory Employee Performance Review
5. Non-Exempt – Office Employee Performance Review

The president initiated an online review process of her performance, which was made available to all fulltime employees of the college initially in May of 2008, with plans to continue the process and expand it to a 360-degree review every other year.

Reviewing College Performance from a Customer-Service Perspective
NPC conducts many student surveys to evaluate its performance and improve its effectiveness.

1. Graduate survey (annual)
2. Non-returning student survey (every two years)
3. Student satisfaction survey (annual)
4. Student focus groups at all center locations (annual)

All student surveys are reviewed annually by relevant staff. Survey data and student focus group data is released to the college to assist with setting annual goals.

Program Review
Program reviews are crucial to continued effectiveness in any discipline. NPC has instituted a three-year program review cycle with annual departmental reports to keep current with the evolution of programs. This is also explained in detail in Chapter Five.

Department chairs are provided with release time of three or more load points in which adherence to assessment goals are part of such load time duties. This also provides them with release time to work on program reviews.

Instructional Assessment
NPC has an assessment process to assure outcomes can be measured and meet stated expectations. Because instructional assessment is a critical component of the success of NPC instructional programs, it is covered in detail in Chapter Five, which covers HLC Criterion 3.

Institutional Reports
NPC now has a digital information repository known as the HLC Resource Center that houses and organizes institutional information. The college also began its most comprehensive archives in 2007. The archives contain all historical and official documents and records from college entities, including electronically indexed shared governance committee minutes and all NPC District Governing Board minutes for the past decade This element of planning for transparency ensures that all NPC constituents have access to information about college governance and operations.

NPC committees use organizational information to make informed decisions and recommendations. In 2008 the placement committee reviewed the past three years of placement data. Based on this review, the committee recommended a set of changes to college placement processes. Seven out of eight recommendations were adopted

and will be implemented for fall 2009. The enrollment management subcommittee of College Council recently completed a strategic enrollment management review of college admissions, enrollment, retention, and customer service processes. This report was provided to the College Council in the spring of 2009.

Program reviews and advisory boards routinely use institutional data for program recommendations and improvements. From "Survey Monkey" to self-generated efforts, various committees and associations within the institution have attempted to collect, analyze and use organizational information.

JICS/MyNPC is being used to share and store data such as agendas, minutes, and supporting documents while also serving as a means of internal communication, course management, course delivery, employee management, and general information distribution. This provides ready access to data by members of the college and community. MyNPC was deployed in fall 2008. Course management and delivery features include distribution and display of syllabi, online quizzes and tests delivery, and online grade submission and review for quick assessment and student contact. Through MyNPC students can access online classes, unofficial transcripts, and view college announcements and news.

Starting in December 2008, NPC sought consultation to determine the best operational systems and procedures for collecting and preserving data for standardized reports such as Integrated Post-secondary Educational Data System (IPEDS), Annual Report to the Governor, Higher Learning Commission Annual Report and Arizona State Enrollment Reports. After the resignation of the Director of Institutional Research in December 2008, the executive team and the information services department are working to refocus the scope and relationship with a revised institutional research position: Institutional Research Analyst, who will report to the Director of Information Services.

Voices in NPC's Decisions

Community outreach and focus groups demonstrate the institution's efforts at using community information to improve and meet the needs, both real and perceived, of its community. The vice president of Student Services provides an annual report to the college president of all data from the outreach meetings and focus groups and this report is incorporated into the college planning process. In fiscal year 07-08 the college president established the president's Community Advisory Council made up of community and industry leaders as well as students. This group's purpose is to advise the president on community needs.

Procedure 2125 establishes shared governance at NPC, which defines the process and allows for a system of policy and procedure review and change. The NPC chapter of the American Association of University Professors (AAUP) conducted a survey of faculty members regarding their views on shared governance as it is implemented at NPC in fall 2008. The results were shared with the president, who called for a college-wide discussion on shared governance. Procedure 2100 describes the process involved in making revisions to college procedures while further supporting shared governance with informing and asking important stakeholder groups for input. Through shared governance, committees provide feedback loops that analyze data and recommend appropriate changes for improvement.

As a result of internal audits and reviews the college provides recommendations for improvement. These recommendations are reviewed and integrated into the college planning process. For example, in fiscal year 07-08 Disability Resource and Access utilized federal guidelines to perform a physical access review of all college facilities. The results of this survey will be incorporated into the college's master facilities plan.

Assessment of Student Learning

Through the Assessment of Student Knowledge committee (ASK), a subcommittee of Instructional Council (IC), the assessment process includes several days per semester dedicated to assuring NPC has a process that is organized and self-sustaining across the institution while still addressing the various specific student learning outcomes by program, department and course. (Details are provided in Chapter 5, which addresses student learning.)

The college also has provided incentives for outstanding department assessment reports that demonstrated "closing the loop" to improve student learning. For 2008 the outstanding award was split among three departments: biology, nursing and developmental services. Each of these presented assessment of student learning data and changes in instruction. Based on those data they improved student learning outcomes in their division or department. They divided a $2000 prize.

NPC joined the HLC Assessment Academy with the February 2008 cohort group. In doing so, they have sent a team to training sessions and are working on a project titled "Evaluating General Education Student Learning Outcomes."

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission

The 2008-2011 Strategic Plan addresses Criterion 2 focus of planning and using resources to meet future challenges through improvements in instructional and student service resources, development of a sustainable growth strategy, and improvement in the quality and quantity of resources for college staff and faculty. In August 2006, NPC began the Strategic Planning and Accreditation Steering Committee (SPASC) that developed the 2007-2012 five year strategic plan. In fiscal year 07-08, the college cited eighty-eight items tied to the strategic plan that had either been completed or were nearing completion. Also, operational and capital budgeting processes were tied specifically to completing strategic plan objectives. The revised plan incorporates all major elements of the 2007-2012 plan, but also includes new elements. The strategic plan aligns with the college's mission statement, visions, values, and goals

Technology planning is tied to the college's mission documents as evidenced by the overhaul and expansion of the college's wide area network (WAN) described in Chapter One – "Significant Changes in the Past Ten Years," and under core component 2a in this chapter. Indeed, technology is arguably the most important tool in allowing NPC to be responsive to the needs of its constituents, according to its vision. Technology is the gateway that facilitates access to all NPC services for all stakeholders, whether they are located in Whiteriver or Kayenta, Winslow or St. Johns.

In order to actively create, support and promote lifelong learning, per the NPC mission statement, the budgeting of fiscal resources must be both proactive and conservative. Both the operating budget and the cost savings plans described in Chapter One and in core component 2a in this chapter consider the worst and best-case scenarios in terms of state funding and economic downturns, and are used to guide budgeting with flexibility.

NPC's policies and procedures are aligned with the institutional mission, because they permit change to take place when it is needed. Policy and procedure reviews allow NPC to make the changes needed to maintain institutional effectiveness. This is clearly established by Policy 1115, which provides the college president with authority to establish college procedures. Procedure 2970 assures the proper rigor needed to

maintain high quality instruction. Procedure 2125 establishes shared governance at NPC, which defines the process and allows for a system of policy and procedure review and change. Procedure 2100 describes the process involved in making revisions to college procedures while further supporting shared governance with informing and asking important stakeholder groups for input.

Results of self-evaluative practices provide indicators that steer planning. NPC conducts many student surveys to evaluate its performance and effectiveness. Probationary faculty members are asked to perform annual self evaluations. Adjunct faculty also submit periodic self evaluations. The college's assessment process includes several days per semester dedicated to assuring NPC has an assessment process that is organized and self-sustaining across the institution while still addressing the various specific student learning outcomes by program, department and course. NPC is audited and reviewed by several external governmental agencies. Community Outreach and focus groups demonstrate the institution's efforts at using community information to improve and meet the needs of NPC communities.

Criterion 2 Strengths

Northland Pioneer College strives to strategically allocate its resources: financial, technological, physical, and human, to prepare for a future that will provide numerous challenges. These challenges will stem most notably from the state of the economy, the continually evolving nature of technology, the remote, sparsely populated, and impoverished service area, and the environment. To be most effective, NPC must continue to keep a weather eye on these variables, while keeping an ear to the needs of its unique, culturally diverse, rural constituency.

The key to planning effectively is communication, both internal and external, with all stakeholder groups. Analysis of this chapter indicates that NPC has made great strides in the realm of communication since its last self-study for accreditation in 1999, and that communication is indeed a core strength that will propel the college into the future. The practice of shared governance (Procedure 2125, revised 9/18/07) relies upon open and effective communication. Through shared governance, input from all constituents drives the strategic planning process.

NPC operates under a comprehensive strategic plan that was derived from the stated needs of all constituents. The strategic plan provides a framework for timely development of responsive budgets, a process that faltered in the interim since the last self-study. In addition to adding to its financial reserve, the college is prepared for economic hardship through foresight. The strategic plan and additional input from the college family has led to the creation of a proactive cost savings plan to assist NPC in navigating through uncertain economic times. Exploration of environmentally responsible initiatives for conservation of resources has the potential to further strengthen the college's bottom line.

Communication facilitated by community outreach meetings, student surveys, vocational program advisory board meetings, internal electronic forums, and all-college forums and convocations has provided NPC with a means of ongoing improvement and refinement of services and offerings based on need. For example, the Enrollment Management committee has identified the need for focusing recruitment on its most underserved group: Native American males. Career and technical programs, such as Construction Technology, Industrial Technology, and Heavy Equipment Operations have improved the quality of their offerings and expanded capacity through input from their respective advisory boards. A revised process for program review positions the college to

refine its academic and vocational offerings in an efficient manner. Emphasis on the preparation and ongoing improvement of faculty and staff through new-employee programs and professional development initiatives ensures that the college's greatest resource, the human resource, is ever-evolving abreast of the changing times. The self-study itself has proven a vehicle for positive change through communication resulting in implementation of better ways for NPC to carry out its mission.

The driving force behind this effective communication is technology, made possible through the expertise of the Information Services director and his division and the financial and ideological support of the college family and the NPC District Governing Board. The Technology Plan, in increasing capacity and performance while decreasing cost, is a tremendous asset to a unique community college that relies upon the ability to communicate with all its stakeholders, regardless of where in its vast service area they are located. Inasmuch as effective communication is the highway to the future, technology is the vehicle that will carry NPC on its journey, and it is one of the college's greatest strengths.

Indeed, planning at NPC is need-driven and arises through communication with all stakeholder groups, both internal and external. As such, the college's future is shaped by its mission, vision, values and purposes.

Criterion 2 Recommendations

Recent rapid and dramatic changes in NPC's information services and infrastructure increases the need to focus employees on learning new technology and modes of communication. Instructional and student services units are currently planning how to change their operations to best utilize the new services. The Information Services Department continues to develop and deliver training, documentation, and support services. In addition, it is important that employees take advantage of training opportunities and familiarize themselves with the capabilities of the new technology and how it may best be utilized for instruction, communication, and administration.

Of the sixty-six full-time faculty members, nine hold doctoral degrees. Thirty-nine instructors hold master's degrees. Current employees should be encouraged and supported more aggressively to complete advanced degrees and professional development. The college needs to explore ways to further accommodate employees seeking advanced degrees and professional training.

Program reviews have not been done consistently. Starting with fall 2008, the instructional division has revised its program review process to be more focused. Divisions will examine specific topics on an annual basis, allowing for a quicker response to changing community needs. The college needs to make regular program reviews a priority. The schedule was changed from a five-year cycle to a three-year cycle, allowing for more frequent comprehensive review. The goal of the program review process is to constantly address student and community needs.

Over the last few years, the college has not had a master facilities plan. The college had begun a master facilities plan process that would evaluate community needs and college capacity for future growth and then offer the college a plan for sustained growth. The actual development of the plan was to begin in spring 2009. That plan is currently on hold until the economic recession eases and capital funds again become available. In spite of economic hardship, the plan should remain a priority. The college should develop a master facilities maintenance plan to prioritize the needs of current facilities.

NPC has not been successful in its efforts to recruit qualified faculty that are representative of its student population. The college needs to put more effort into recruitment of diverse faculty members. The strategic plan and the marketing plan have included strategies for recruitment that will be utilized when key faculty positions are vacated and the economy allows for consideration of additional faculty positions.

NPC does not currently have a succession plan to address replacement of key positions when an employee retires or leaves unexpectedly. NPC would benefit from creating pools of candidates with strong leadership potential who are being groomed to replace a key position (deans, department chairs, president, vice presidents, and directors) and to minimize disruptions and maintain effectiveness during periods of employee transition.

As the growth in students continues, especially at White Mountain Campus, adding additional facilities for teaching and expanding the parking lots for students will become more of a challenge since growth requires additional acreage, and currently the ten acres that exists adjacent to the campus has drainage and other problems, limiting development possibilities. NPC should begin planning how to best handle the potential growth.

The Arizona Joint Legislative Budget Committee (JLBC) eliminated capital state aid to all community colleges in fiscal year 08-09. This required NPC to support more capital spending needs from tuition revenues. NPC is aware that economic instability will lead to future cuts in state funding for years to come. With the current economic downturn, NPC is aware that it will need to develop forward looking budgets beyond the most current year. Based on the strategic plan the goal is to develop five-year capital plans to sustain current student needs and to best strategize for future growth.

During fiscal year 06-07, the college budgetary and planning processes were directed solely by the president, with no input from the institution. Then with presidential change the budgetary development process was made transparent and collaborative, involving all budget managers from deans and directors through to the president. NPC needs to establish and adopt a policy to ensure that future presidents will not have total control over budget development and planning processes.

In the past some of the institutional data NPC has collected has not been organized and distributed to allow for maximum effectiveness. It is recommended that the college's current attempt to implement a system of institutional data collection, the electronic resource center and college archives, must assure that the variety of data collected throughout the institution can be organized in such a way as to assure its analysis and use can be maximized throughout the institution by all constituents.

Some attempts have been made to evaluate the college and community needs through advisory councils, committees, program reviews and FTSE reports as stated under emerging factors; however, more effort needs to be focused in this area. The college needs to develop and adopt a consistent process for effective environmental scanning

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> " NPC delivers all that is promised –
> rewarding classes, transfer credits, assistance and advice."

Chapter 5

Student Learning and Effective Teaching: Criterion 3

The organization provides evidence of student learning
and teaching effectiveness that demonstrates it is
fulfilling its educational mission.

NPC's mission is to create, support and promote lifelong learning.
Student Story Example:

Meet an NPC honor grad

Every year, Northland Pioneer College selects those graduating students who have earned the highest grade point average in each of the five areas in which the college offers an associate degree. Please meet **Kandi Hynes**, the NPC Outstanding Associate of Arts graduate.

Kandi graduated May 16 from NPC, and in approximately two weeks will be giving birth to her fifth child (forecast to be a boy). In another month, she, her husband and the kids will be moving to a suburb outside Kansas City, Missouri.

Hynes was born in Ajo, Arizona but has lived in St. Johns most of her life except for a four year-stint in Louisiana when her husband worked as a welder on an off-shore oil rig.

Hynes graduated from St. Johns High School in 1992 and spent the next decade raising a family. About six years ago, she began taking classes at the NPC Center in St. Johns. She took some Internet classes, but was able to obtain her degree completely in Apache County classrooms.

She says the staff and faculty at St. Johns helped her along the way, "They were always flexible for me and would help me work around sick kids. And I must have had the office staff run 5,000 degree audits for me to make sure I was doing okay!" she jokes.

She did more than okay. Her grades were terrific. "I didn't want to waste the money. I wanted straight A's."

Hynes now plans to take one or two well-deserved semesters off to adjust to the new baby. After that she may take online classes towards a possible career in public relations or event planning, both highly suitable arenas for this attractive, competent woman.

Chapter 5
Student Learning and Effective Teaching
Criterion 3

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

NPC provides effective teaching methods to optimize student success, which advance its mission to create, support and promote lifelong learning. Through clearly articulated learning outcomes stated for each course and program, students and instructors have the opportunity to approach learning opportunities in a goal-oriented way. The college provides quality instruction through a variety of modalities to address the multiple learning styles of students at the farthest corners of the service area.

Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

NPC's learning goals are aligned with the college's mission – to create, support and promote lifelong learning. A strong emphasis is placed on life-long learning in both transfer and career preparation programs. Prior to fall 2008, NPC's goals for student learning outcomes had not been as clearly stated as desirable. Rather, goals had been articulated within the program descriptions in the catalog and were often interwoven with program descriptions and program values. During the 2008-2009 academic year, NPC more clearly identified and delineated student learning outcomes at the program level. An example of improved student learning outcomes is on the Biology department web page.

NPC provides a variety of educational options. The college offers six distinct associate degrees and a wide range of certificates. As NPC's catalog notes, the college supports five major academic-related missions:

- General Education,
- Transfer Preparation Education,
- Basic Skills/Developmental Education,
- Customized Education, and
- Personal Interest Education

Table 8, Degrees Offered at NPC, 1974-Present

Date Range	Full Degree Title
1974 – present	Associate of Arts (AA)
1974 – 1980; 1999 – present	Associate of Science (AS)
1974 – present	Associate of Applied Science (AAS)
1983 – present	Associate of General Studies (AGS)
1999 – present	Associate of Business (ABus)
2005 – present	Associate of Arts, Elementary Education (AAEE)

AAS degrees are offered by twenty-nine different programs. The college lists programs that lead to certificates of proficiency in seventy-two different certificate areas.

In general, certificates of proficiency (CP) are awarded to students completing a block of credit hours focused on specific competencies within a Career and Technical Education (CTE) program. In most cases a student completing the core requirements of an AAS program can earn a Certificate of Applied Science (CAS) in these areas by completing six additional credit hours (one math and one communications course). This allows students to advance toward an AAS degree.

Over the past four academic years (2004-05 through 2007-08), students received degrees or certificates in over forty different programs. Certificate programs (both certificates of proficiency and certificates of applied science) have declined sharply during this period. The number of Associate of General Studies degrees awarded has also declined over the past two years. However, other degree totals have remained relatively stable over the same period. The number of AAS degrees awarded averages about twice the combined number of "transfer" degrees awarded. For clarification, "transfer degrees" refers to the fact that these degrees are academic in nature, and so will transfer to the university level, while AAS degrees are vocational and prepare students for employment.

Table 9, Number of Degrees and Certificates Awarded by NPC, 2004 - 2008

Academic Year	Transfer* Associate	AGS	AAS	Certificates of Applied Science	Certificates of Proficiency
2004 -2005	47	30	74	28	143
2005 - 2006	40	39	87	44	120
2006 - 2007	48	18	73	16	105
2007- 2008	43	23	78	6	71

* Includes: A.A., A.S., A.Bus., A.A.E.E.

Transfer Degrees

NPC offers four degrees that are generally considered to be designed for students intending to transfer to a university to pursue a baccalaureate degree: Associate of Arts (AA), Associate of Science (AS), Associate of Business (ABus), and, since 2005, the Associate of Arts in Elementary Education (AAEE). The AA degree accounts for over half of all the transfer degrees awarded as shown in the accompanying bar graph.
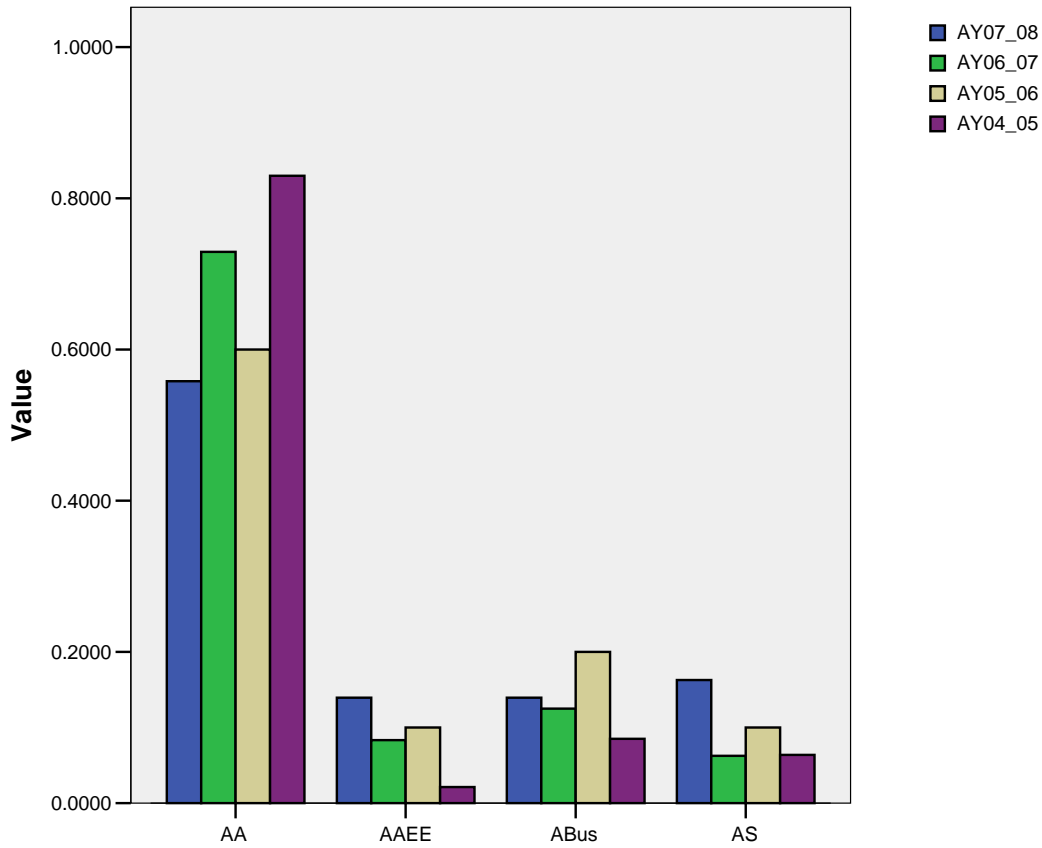
Figure 10, Degree Path

However, as Arizona universities continue to expand Bachelor of Applied Science (BAS) programs, the distinction among various community college degrees has become blurred. That is, some proportion of students receiving AAS and AGS degrees also plan to transfer to universities.

Vocational and Technical Programs
Since the spring of 2004, nursing has accounted for about forty percent of all awarded AAS degrees. Three other programs – Early Childhood Development (ECD), Business, and computer related programs – account for another third of all AAS degrees. In all four of these fields, baccalaureate programs are available if students decide to eventually continue their education and transfer to a university. ECD has developed pathways that facilitate this transition and nursing program graduates also have a relatively seamless transition to a Bachelor of Science in Nursing (BSN) program. Faculty in other areas, especially Computer Information Systems (CIS), are beginning to develop curricular pathways within the AAS degree that serve to facilitate such transfer, as well as pathways that provide skills necessary for immediate entry into a career.

Table 10, AAS Degrees Awarded, 2004-2008

Percent of AAS degrees awarded by top 4 areas	07-08	06-07	05-06	04-05	TOTAL Including Sp 04
AAS-Nursing	47.4	43.8	27.6	44.6	39.8
AAS-ECD	15.4	8.2	21.8	14.9	14.6
AAS-Business	5.1	9.6	9.2	12.2	8.6
AAS-CIS/CTP	3.8	8.2	12.6	5.4	7.3

Several programs at NPC allow and encourage career advancement within the program of study itself. One of these is nursing, which is designed with both a multi-entrance and multi-exit curriculum. A beginning student can complete the certified nursing assistant (CNA) training portion and leave school for a job as a CNA. A student can continue the program and with prerequisites and additional nursing courses be eligible to sit for state board certification as a licensed practical nurse (LPN). This is another opportunity to enter the job market. A student can continue to the Registered Nurse (RN) certification and leave to work, or then transfer to a university to complete a Bachelor of Science in Nursing (BSN). Students can enter at any of these levels if they have previously obtained the proper schooling and certifications.

Another NPC program that not only allows, but encourages career advancement within the program of study itself is Computer Information Systems (CIS). CIS students can receive certificates in areas such as Graphic Design. Not only can these students continue in the program to receive associate degrees, but they can gain employment in these areas while continuing their education. Businesses, such as real estate magazines, contact NPC instructors to ask for the names of students with graphic and publication design capabilities so they can utilize their services.

Community Special Interest Courses

One aspect of NPC's mission focuses on offering community members the opportunity to learn particular crafts, specialized skills, or information on narrow topics of interest. These community education offerings frequently attract enrollment from individuals who are lifelong learners and who are interested in only a single course or two. The range of community education courses reflects the diversity of the communities NPC serves and includes courses in horsemanship, Navajo rug weaving, scrapbooking, stained glass, quilting, yoga, Mexican folkloric dance, and personal finance. NPC views the content and quality of community services as important. There is a periodic review of both credit bearing and non-credit community service courses.

A thorough review of seventy-four community service courses was most recently conducted in spring 2007. Fourteen were non-credit courses and the remainder were credit bearing courses. Sixty-eight of the courses (including all credit bearing courses) had a course outline. The course materials were examined for content and how they fit with NPC's overall curriculum. It was recommended that eight of the courses move to non-credit status and fourteen courses be given credit bearing status with permanent course numbers above the 100 level. It was also recommended that thirty-six courses retain credit bearing status and be given course numbers below the 100 level. All courses are areas of skills and knowledge of general community interest, and are part of the college's commitment to supporting lifelong learning.

Learning Environments

In addition to traditional classroom offerings, virtually all of the general education core courses are offered on video, audio, and/or online formats. This is particularly helpful for students who live far away from the four main campuses. Part of the college-wide technology plan has been to upgrade and add equipment to both the video and audio classrooms. There are fifteen video classrooms and ten audio classrooms across the service area, with each campus and center location having at least one of each type of classroom. All audio classrooms received Smart boards and computers in fiscal year 07-08. Smart boards are interactive white boards that are connected to computer systems, and they facilitate a more active exchange of ideas and information between teacher and student. Smart boards have proven a tremendous boon as a visual tool in audio classrooms, which were previously limited to speaking and listening exchanges.

Following the overhaul of network infrastructure in FY08-09, video relay interpreting (VRI) was widely deployed for the first time, providing hearing-impaired students with real-time interpreting by certified interpreters in classrooms throughout the district. The college plans to offer VRI outside the classroom to provide expanded learning opportunities for all students.

In recent years, online enrollment has grown rapidly. Between fall 2005 and fall 2008 the Full Time Student Equivalency (FTSE) for Internet courses grew from 90.73 to 158.87. Online courses are offered in two different formats. These include hybrid online classes and fully online classes. The hybrid classes offer varying degrees of components online to enhance and supplement learning. In fully online classes, all learning occurs through study on the Web. Online courses are taught on WebCT, Moodle, JICS/MyNPC-LMS, and other independent platforms. The college is ending its support of WebCT at the end of spring 2009 semester. Most online classes follow the semester time frame but a few are offered in an open entry-open exit option. It is important to reiterate how valuable online instruction is in making learning opportunities available in anytime-anyplace formats across NPC's vast and remote service area.

Adult Basic Education

The Learning Cornerstone (TLC), NPC's Developmental Services program, currently offers fifty-two courses in reading, writing, math, English Language Acquisition for Adults, and study skills. Content levels range from literacy to college preparatory. TLC courses are clustered in the following instructional branches:

- New Reader's Program
- English Language Acquisition for Adults (ELAA), formerly English as a Second Language (ESL)
- Basic Education
- Developmental Literacy
- General Educational Development (GED) Preparation
- Skills Enrichment
- College Success

Student Learning Outcomes

NPC has articulated student learning outcomes for all courses. Most, but not all, programs have explicit student learning outcomes. The college is requiring all programs to articulate student learning outcomes, to be completed by March, 2009.

NPC's current general education requirements were developed in the late 1990s and conform to parameters of the [Arizona General Education Curriculum](#) (AGEC) that was established among all Arizona community colleges at that time. NPC is one of the few Arizona community colleges that has embedded the "intensive writing and critical inquiry" and the "cultural awareness" components into its AGEC. Other schools have designated specific courses to fulfill these requirements of the AGEC.

Only a few courses were added to NPC's general education lists between 1999 and 2007. Recently, three factors have led to some minor reformulations of NPC's general education program.

1. In the fall of 2006 the Arizona General Education Articulation Task Force focused on the Student Learning Outcomes of each institution. This provided one impetus for NPC to re-examine and more clearly articulate its general education outcomes.

2. At about the same time, the Arizona community colleges revised the Business and Science AGECs to provide smoother transfer pathways for students. This involved re-configuring the general education components of these two AGECs at NPC. This also led to an interest in more clearly articulating student learning outcomes in the general education program as a whole.

3. These factors led to NPC's application to participate in HLC's Assessment Academy with a focus on assessing general education. In 2007 NPC was accepted into the Assessment Academy.

A mission statement for the general education program was formally approved by the Instructional Council on October 24, 2008. The statement reads "The NPC general education program promotes skills in critical inquiry, communication and an understanding of diversity that supports a life-long intellectual engagement in cultures and the natural world."

In December 2008, the Assessment of Student Knowledge (ASK) committee adopted revised student learning outcomes for the general education program. The six basic outcomes are:

1. <u>Critical Thinking/ Critical Inquiry</u>: Students will develop the practice of disciplined, independent thinking that allows for the analysis and evaluation of information.

2. <u>Effective Communication</u>: Students will develop thoughtful and precise verbal and written skills across a variety of social venues.

3. <u>Quantitative Reasoning</u>: Students will develop skills in the interpretation, explanation, and manipulation of quantitative data.

4. <u>Scientific Inquiry</u>: Students will develop the ability to formulate and assess hypotheses and analyze and evaluate theoretical frameworks.

5. <u>Information Literacy</u>: Students will demonstrate skills in locating, assessing, and analyzing information effectively, including the use of digital resources and tools.

6. <u>Diversity</u>: Students will develop knowledge of diverse cultural and natural environments.

The six specific student learning outcomes are designed to provide students the opportunity to develop the knowledge and skills that will be (1) useful in the careers students choose, (2) relevant for engagement in civic affairs, and (3) supportive of lifelong learning.

Program Outcomes

An example of specifying program outcomes is the Associate of Arts in Elementary Education program, which has set the following student learning outcomes for the core education classes. These outcomes are adapted from the content areas based on the ten standards developed by the *Interstate New Teacher Assessment and Support Consortium*. INTASC is a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of the education, licensing, and on-going professional development of teachers. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels. The ten areas of student learning outcomes / assessment are:

1. Content Pedagogy

2. Student Development

3. Diverse Learners

4. Multiple Instructional Strategies

5. Motivations and Management

6. Communications and Technology

7. Planning

8. Assessment

9. Reflective Practice: Professional Growth

10. Schools and Community Involvement

Another program with specific outcome goals is Developmental Services. Developmental Services provides a centralized, comprehensive, quality, developmental education program, offering learning services and resources for NPC students. Developmental Services works directly with community agencies and offers open access for all who have the desire and ability to learn. To meet local needs, the curriculum spans many levels. The curriculum is designed to promote student personal growth, to develop individual skills, and to prepare students for continuing educational and employment opportunities.

Developmental Services helps fulfill the following institutional purposes:

1. Developmental Education – to facilitate student success through development of skills essential for effective learning.

2. Personal Enrichment – to encourage an awareness and appreciation of social, cultural, intellectual, and artistic endeavors, as well as individual development and cultural diversity.

3. Support Services -- to enhance student success through accessible and comprehensive student services.

4. Employability – to promote the development of occupational skills.

5. Economic Development – to contribute to economic development through community programs and activities.

Developmental Services consists of three distinct, but integrated components:

1. The Learning Cornerstone (TLC,) developmental instruction

2. Student Writing Center

3. Learning Assistance

Assessment of Student Knowledge

NPC began explicitly attending to the assessment of student learning outcomes in the 1990s. The "Program for Assessment of Student Academic Achievement" was implemented in most instructional areas in the 1996-1997 academic year. At that time the college had identified six main educational categories:

1. General Education

2. Transfer Preparation

3. Career Preparation

4. Developmental Services Education

5. Customized Education

6. Personal Interest Education

By 1998 substantial progress had been made for the assessment of general education, career preparation, and developmental education. At the same time, however, little progress had been made in the other three areas.

Between 1998 and 2007, little effort was made to assess student learning outcomes in either customized or personal interest education. In the past two years some minor efforts have been made in both these areas. Moreover, the area designated as "transfer education" has been subsumed by the general education area.

In 1998 assessment plan charts were developed for areas within general education and developmental services and some areas within the career preparation category. Each area was to develop and implement measures of student learning outcomes according to a hierarchy of "activity levels:"

1. Develop measures instruments/ process details

2. Implementation of data collection activity

3. Data analysis by area instructional leaders and deans

4. Use of data analysis to improve the assessment process

5. Use of data analysis to improve instruction & learning

Reports following this format were generated in 1998 and 1999. Following this the college moved to a two-year cycle of assessment.

A number of the proposed measures of student learning outcomes were actually more akin to retention and persistence measures (such as setting goals for percentages of students passing individual courses) or indirect measures (such as student satisfaction surveys).

Between 2000 and 2004, little progress was made in the area of the assessment of student learning at the program level. Personnel changes and a lack of faculty commitment to the assessment process at the program level contributed to the weakening of the assessment process. It also became increasingly difficult to obtain useable program level data from the Institutional Research office.

Faculty continued to be involved in course level assessment of student learning and reports were generated in 2002 and 2004 that primarily focused on course level outcomes. In 2006, there was relatively strong faculty involvement in course level assessment. There were overall improvements in faculty and departmental participation

in the 2006-2008 assessment cycle. Nevertheless, a few departments regressed in their assessment activities. Because of these challenges, NPC decided to apply for the HLC Academy for Assessment of Student Learning and was accepted for the February 2008 cohort. The college addressed this issue in fall 2008 by conducting an assessment "planning day" workshop attended by seventeen faculty, five deans, two program coordinators, and President Swarthout.

Graduates of some professional programs, including NPCs nursing, cosmetology, emergency medical technology, fire science, therapeutic massage, and nursing assistant programs must pass board or licensure exams to practice the profession they earn their degree and/or certification in. The implications of these rates for the students, graduates, instructors, programs, and college itself are profound given the extensive resources required to maintain the program. The pass rates of their graduates on these exams are the most immediate demonstration of student achievement. As part of NPCs nursing program assessment and review, the NCLEX-PN and NCLEX-RN (national exams for licensure as practical nurse and registered nurse) rates are examined on an individual basis (against a self-established department goal) and on a comparative basis. The comparisons evaluate how the pass rates differ from year-to-year in response to curriculum development and how NPC's rates compare to state and national pass rates.

The following information is extracted from NCLEX® PROGRAM REPORTS:

Table 11, Nursing Exam Pass Rates, April 2006-September 2008

	APR - SEP 2006	OCT 2006 - MAR 2007	APR - SEP 2007	OCT 2007 - MAR 2008
Total Number of Your Graduates Tested	22	2	32	37
Number Passing	15	1	29	35
Percent Passing	68%	50%	91%	92%

Table 12, Comparison of NPC Nursing Pass Rates with Peer Institutions

NPC Graduates	Jurisdiction	Similar Programs	National
94%	88%	87%	87%

Attention to assessment data and internal program review and response (such as mapping curriculum to NCLEX test-plan as described above), appear to be positively affecting the nursing program's efforts to meet student learning objectives and goals.

Faculty are the prime movers in the areas of creating student learning outcomes at the course and program levels. Faculty originate all course curricula. Deans and the instructional council approve course outlines created by faculty. Guided by the course outlines, faculty members determine their own syllabi either individually (as in the social and behavioral sciences) or in conjunction with other departmental members (as in computer information systems and biology). Departmental faculty cooperate in determining what student learning outcomes to assess and in developing assessment instruments. The 2008 assessment report reveals the variety of faculty approaches to assessment. The sciences tend toward pre-test/post-test approaches, humanities and the social sciences focus on student critical thinking skills, and several of the Career and

Technical Education and Workforce Development programs have focused on the effectiveness of "hands-on" components in course instruction.

Examples of Assessment

An example of a successful assessment program at NPC is the Humanities Department's annual faculty meetings where each general education course offered under the Arts and Humanities section of the catalog is evaluated. The faculty discuss common themes through the courses and develop a single assessment instrument to measure student learning. The faculty also read and discuss a sample of student responses and score them according to a departmentally created rubric. A similar process is followed in the social sciences.

The English faculty use holistic scoring, with a rubric, of a final analytical essay of a sample of students taking composition classes. The results are used to revise course assignments and other pedagogical techniques.

Science and math, business, and several other departments use a pre-test / post-test approach to assessment. Again, the results are used in developing revisions to courses. The biology department periodically revises all courses; emphasis has been concentrated on the BIO 181 course.

In Workforce Development programs all curriculum is developed by faculty working closely with an advisory committee. Since 2006, the Industrial Maintenance and Operations (IMO) faculty have met numerous times with their advisory committee, comprised primarily of power plant officials, to revise curriculum. As a result, the IMO program has adopted / integrated curriculum from the National Center for Construction Education and Research (NCCER). NCCER maintains a national registry of companies that recognize its curriculum and its attendant certifications. Therefore, a student at NPC who completes a vocational program using NCCER curriculum will receive a certificate that is recognized by NCCER-member companies nationwide, conceivably enhancing his or her employability with NCCER-member companies.

Curricula included in all AAS degree areas within Career and Technical Education and Workforce Development proceed through several channels before being adopted. Curriculum is first originated and reviewed by faculty members prior to being submitted to the appropriate department heads / deans for review. Once curriculum has the consent of the department, it is usually presented to long-standing advisory boards for review and advice. Once the advisory boards are satisfied with the proposed curriculum, it is placed on the agenda as an action item to the Instructional Council for approval. If approved at this stage, it is forwarded to the vice president of Learning, which is the final destination before becoming adopted curriculum.

Specialized Accreditation

Several programs of study at NPC maintain specialized accreditation and national association memberships that influence the standards of the field and promote educational effectiveness as part of their criteria.

NPC's nursing program is fully approved by the Arizona State Board of Nursing at both the nursing assistant and associate degree in nursing multiple exit (LPN and RN) levels. On-site reviews assure that NPC's nursing program is meeting the criteria deemed necessary by the Arizona State Board of Nursing to offer comprehensive, safe, and effective education to nursing students.

The nursing program at NPC is currently preparing a self-study to seek accreditation through The National League for Nursing Accrediting Commission (NLNAC) as

demonstration of its dedication to continually improve and maintain excellence in nursing education.

Another example is the [Emergency Medical Technology](#) training program at NPC. It also maintains certification, assuring that "The Emergency Medical Technology (EMT) program, under the regulations of the Arizona Department of Health Services (DHS) and with the cooperation of local, state and private medical institutions and emergency medical services agencies, trains people from First Responder through Certified Emergency Paramedic". The program was changed to the title AAS in Paramedicine with revised curriculum to be implemented fall 2009.

NPC's welding program is another example of industry accreditation. The program is accredited through the American Welding Society (AWS) as a S.E.N.S.E. (Schools Excelling for National Skills and Excellence) school. As representatives of an accredited institute, NPC welding instructors follow all the national standards set forth in the AWS EG2.3 & 4.0: 2006 guidelines, as well as those of the National Center for Construction Education and Research (NCCER). NPC instructors and students, therefore, meet all national competencies through AWS and exceed the Arizona state competencies. The welding program teaches students at three levels:

- Entry Welder AWS EG2.0:2006

- Advanced Welder AWS EG3.0-96

- Expert Welder AWS EG.4.0-96

Students can be certified at each level. To receive certification, students must complete the course requirements (which have been aligned with the competencies of the AWS guidelines) and pass a 225-question summative final exam at a score of 75% or greater for each level. The program also participates in a very detailed evaluation through the NCCER using the Accredited Training Education Facility (ATEF) Evaluation Manual (From NCCER form 105).

Some other programs that use standards from state and national certification bodies include Adult Basic Education, Library Media Technology, Cosmetology, and Massage Therapy.

Core Component 3b: The organization values and supports effective teaching.

NPC supports effective teaching through professional development opportunities, both internally through the Instructional Skills Workshops and other activities, as well as through funding to support faculty participation in external workshops and conferences. The college also engages in assessment of student learning outcomes that provides the basis for instructional innovations. Deans in each division support faculty mentoring and development.

Integral to [NPC's mission and vision statements](#) is creation and support of a learner-centered environment. "We value learning" and "We value quality" are the first two statements listed among the college's Values. Within *Our Purposes*, the institution claims to promote "PROFESSIONAL EXCELLENCE: To attract and retain a highly qualified faculty and staff dedicated to student-centered learning, ethical practices, and continued professional development." These standards demand careful attention to, and evaluation of the qualifications of our faculty and their involvement in developing and maintaining optimal curriculum throughout the college.

Faculty Qualifications

Efforts to meet the standards for qualified faculty are outlined in NPC's distant and recent adoption of policies, procedures, and strategic plans and are stated in the 2008-2009 Faculty Handbook. Procedure 2925 outlines minimum faculty qualifications. Liberal studies transfer courses must be taught by a faculty member who has a master's degree with eighteen graduate semester credit hours in the discipline being taught. General academic courses require a master's degree and twenty-four upper division and graduate hours in the field to be taught. An occupational course requires either a bachelor's degree and three years occupational experience, or an associate degree and five years of occupational experience.

Deans / directors may approve in writing a person who cannot qualify in the desired teaching field but who has acquired the knowledge and skills to instruct in a specific field through experience or alternative educational experiences. In such a case, the dean or director also documents that it is not feasible for the college to secure the services of a person qualified under any of the areas listed above.

Only degrees and credits from regionally accredited colleges or universities are accepted to meet the standards listed above. Degrees earned from foreign institutions are considered on an individual basis. Approval of appropriate qualifications by deans / directors is required before any faculty member is allowed to begin instruction.

Pillar 4 of the NPC 2008-2011 Strategic Plan is to Strengthen Human Resources and Employee Relations. Within this pillar is Priority 3: Strengthen hiring, evaluation and compensation standards, with a specific goal to create a plan to enhance procedures that foster the hiring of quality personnel by January 2009.

In the 2008-2009 Faculty Handbook, it is stated that,

> *Consistent with Northland Pioneer College's intent to provide the highest quality of education possible to our students and members of our communities, the standards by which the College qualifies both full- and part-time faculty are designed to be in alignment with our accrediting, university and industry partners. The College's accrediting partner, The Higher Learning Commission, states that a qualified faculty consists of "people who by formal education and tested experience know what students must learn" and that such faculties "create the curricular pathways through which students gain the competencies and skills they need". In order for faculty to teach transfer courses, they must have a master's degree in the discipline they are teaching or have another master's degree in another discipline with at least 18 graduate hours in the discipline (35).*

Faculty credential files are located in the dean's offices. A file contains official transcripts and résumés, among other documents.

Instructional Council

NPC's faculty are responsible for the content of the curriculum and the academic standards involved in implementing the curriculum. NPC's current Instructional Council (IC) was established under the shared governance procedure that was revised in September 2007. The IC, chaired by the vice president for Learning, includes ten additional voting members (seven full-time faculty, one adjunct faculty, two deans) and several advisory members. The IC oversees all curricular matters and academic standards.

During the 2004-2005 academic year, a specific debate over curriculum provided the incentive for restructuring committee membership. The faculty role in this area has been substantially strengthened since 2005 and procedures have changed to increase faculty

involvement. The strengthened role of the faculty in this area provides an example of how NPC's processes have improved. Changes have been implemented to provide faculty with greater authority in the area of curriculum and academic standards. Most departments throughout NPC send a representative to their respective Articulation Task Force meeting once or twice each year. Representatives from all the community colleges and the universities meet to discuss transferability of classes, changes in curriculum, course equivalency, and updates within the discipline area.

Evaluation of Full Time Faculty

NPC has three categories of evaluation for fulltime faculty: probationary track, quality improvement track, and developmental track. In the probationary track, which pertains to new hires, all instructors must go through three years of observation by their respective dean and two non-probationary faculty. Probationary faculty are judged on their teaching ability, their character, and their work habits. They are also evaluated each semester by their students and members of their probationary committee, who will judge their teaching and classroom presentation.

All faculty who have successfully completed the probationary track enter the quality improvement track and are evaluated annually according to their instructional growth objectives that they have established with their dean. Faculty are also evaluated each year by students in at least one class section.

An instructor who demonstrates significant difficulty with job performance may be moved from the quality improvement track to the developmental track for not less than one semester, nor more than one year. This evaluation may occur at any time, upon recommendation by a dean and approved by the vice president of Learning. A documented plan for remediation will be implemented.

Student evaluations are distributed toward the end of each semester in classes selected by division deans, usually after consultation with department chairs and faculty. Students complete the forms and anonymity is assured. Completed forms are reviewed by the deans and passed along, with comments, to the faculty member after grades are posted. An analysis of student evaluations indicates that students, overall, have a positive assessment of faculty.

Nursing faculty at NPC participate on a voluntary basis in a peer review process titled "Coach and be Coached," adopted with the recognition that

> *Collaborative coaching is a confidential process through which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace. In collaborative coaching, the teacher requests information and the coach collects data. The coach then guides the teacher in self-reflection by utilizing active listening techniques (as posted on My NPC Nursing & Allied Health Division group pages, November 2008).*

This cooperative non-threatening strategy allows departmental faculty to observe and evaluate strategies and techniques of one another in a way that is informative and supportive to both the reviewer and the observed as they strive to maintain excellence in teaching.

Instructors in The Learning Cornerstone (TLC), NPC's developmental learning program, are supported by the Arizona Association for Lifelong Learning (AALL). This organization and the Arizona Department of Education issue annual awards for outstanding achievement. Since 2001, five TLC faculty have been awarded state recognition for their accomplishments.

Faculty Orientation

New full-time faculty receive two days of structured orientation. Because classes begin so quickly after nine-month contracts begin, new faculty usually begin with a week addendum contract to allow time to get to know the institution. The deans collaboratively plan a new faculty orientation each August. One day is spent on campus tours, overview of college practices and meeting key members of the college community. New faculty receive a resource binder and are guided to various on-line links as well. The second day is spent on a cultural field trip. The 2008 trip was typical. New faculty, deans and mentors toured a Hopi village and shared lunch at the Hopi Cultural Center. Because there is so much information to share, deans have recommended that Human Resources spend a day with faculty reviewing employee related issues. This allows the deans' orientation more time for matters related to student learning.

Adjunct faculty mainly learn about the college through their departments. Adjunct faculty orientation varies widely by department. Chairs are usually the contact persons for adjunct faculty. The TLC program, which has no chair, tasks each full time faculty member with coaching several adjunct faculty; assignments are made by location. Orientation is especially challenging for departments with large dual enrollment populations. As a solution, English, humanities, math, and Career and Technical Education (CTE) have adopted Saturday events for adjunct faculty development.

The college offers an adjunct faculty forum for all divisions at the beginning of each semester. This meeting is delivered via interactive video. These sessions include information from the vice president for Learning, deans, library, and support staff. These sessions were previously called "orientations," but have evolved to provide new information for all adjuncts, new and continuing. Each forum emphasizes student learning and includes an interactive activity for participants.

Initiated with Perkins funds in spring 2008, division faculty forums are held on an annual or semi-annual basis to bring together full-time faculty and part-time faculty in specific disciplines for the purpose of coordinating curriculum, discussing teaching strategies, assessment, and curriculum modification. These forums include full-time faculty, adjunct faculty, and dual enrollment faculty.

Professional Development

NPC offers full-time faculty the opportunity to take paid [sabbatical leave](#) for professional development under procedure 2785. Faculty members requesting sabbatical leave must have completed six years of service prior to the date the leave begins. Written proposals must be submitted to the president. Recipients are expected to continue working for NPC for at least two years following conclusion of the sabbatical leave. Faculty will be compensated at a full rate of pay for a one-semester sabbatical leave and at a rate of one-half pay for a two-semester leave. For leaves granted, a comprehensive proposal, as well as a final summation must be submitted. The president will decide how many sabbatical leaves will be granted within any one budget year, reliant upon available college funds. Faculty have infrequently applied for sabbatical leave. NPC has supported only four faculty sabbaticals over the past ten years.

NPC encourages full-time and Level II or Level III adjunct faculty development by funding and supporting professional development. Faculty make application to the Faculty Professional Development Committee, comprised of their peers, for professional development approval and funding. The committee reviews proposals and makes recommendations to the president as to whether or not the requesting faculty member should be awarded funding. In exchange for funding, the recipient agrees to share the knowledge gained from his/her experiences. Figure 11, Professional Development

Activities represents professional development activities funded directly from the college's professional development fund from 2003 through 2008.
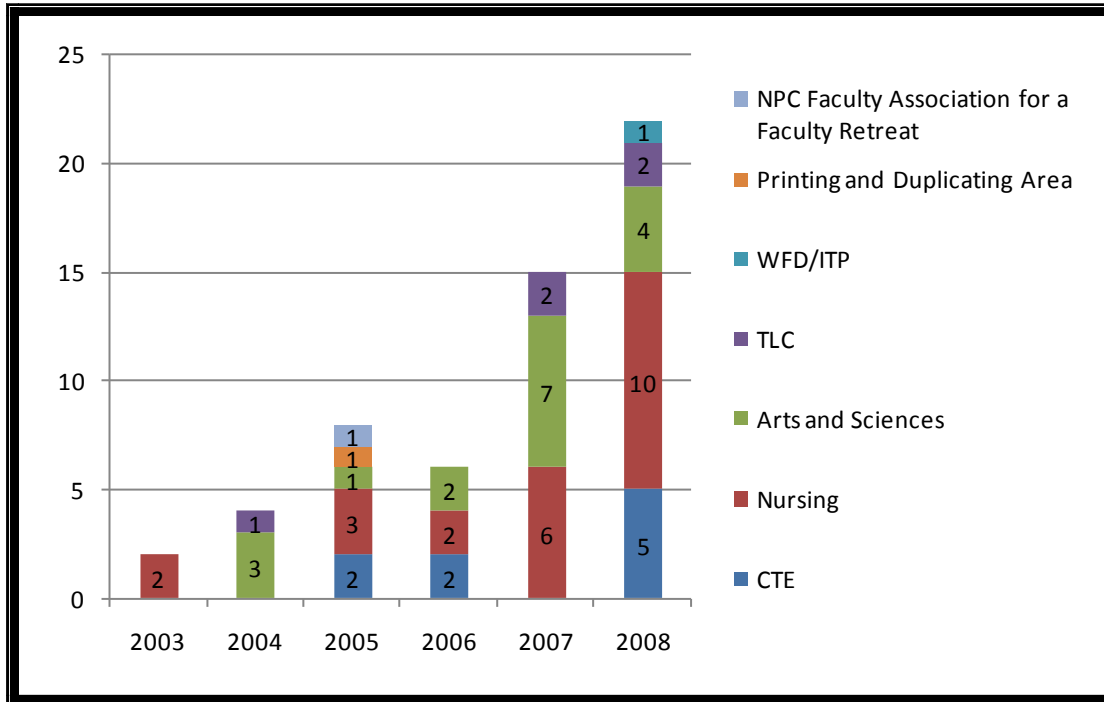
Figure 11, Professional Development Activities

Grant and special projects monies, including Carl Perkins and Adult Basic Education also support faculty professional development. National Institute for Staff and Organizational Development (NISOD) award recipients were funded directly by the office of the vice president for Learning. In 2009 the NPC institutional membership with NISOD was discontinued due to cost savings.

Each year, two Instructors were chosen for the NISOD Excellence in Teaching award. Those chosen to receive the awards attend the national conference held each May at the University of Texas in Austin, TX. From 1990 through 2008, twenty-seven NPC faculty and administrators received NISOD Excellence awards and most of these attended the annual NISOD conference. In addition, several faculty members have given presentations at the NISOD conference, including faculty from developmental services and early childhood development programs.

NPC encourages, supports and promotes effective innovative teaching and learning. Academic freedom and support for innovative teaching practices emphasize unique approaches while underscoring learning outcomes. NPC demonstrates that it values and supports innovative and effective teaching and learning through faculty-developed program assessment processes, faculty performance evaluations, faculty professional development and student evaluations. To meet the needs of a diverse group of students, teaching methods are regularly reviewed and improved to develop more effective learning environments.

NPC's Information Services (IS) department provides faculty support by ensuring that all classroom technology, networks, computers, telephones, copiers, and printers are up-to-date and running properly through periodic updates and proper maintenance. If

problems arise, a "HEAT ticket" system is in place where a work order is submitted to the department requesting the next available technician to correct the problem. The IS department also researches and provides price quotes for all computer related equipment.

Information Services began implementation of JICS/MyNPC student portal (Jenzabar's Internet Campus Solution) in April 2008. Training has been offered in small groups and individually for all faculty, staff and administrators. It has been adopted as the internal component of the college's network operations and provides communication functions, web services, learning management system, course management, employee resources, group collaboration, and a gatherering place for the college community, including all student functions from registration and advising to course content and grades. The college and Jenzabar continue to collaborate to fulfill the needs of all constituents who are involved in the process.

In fall 2008 NPC faculty members from the Administrative Information Systems (AIS), Business (BUS), and Computer Information Systems (CIS) departments attended a week-long conference entitled, *E-Learn – World Conference on E-Learning in Corporate, Government, Health, & Higher Education.* This conference was organized by the Association for the Advancement of Computing in Education and was co-sponsored by the International Journal on E-Learning. Attending faculty members gained insight and exploration into new developments and technologies related to e-learning, in addition to receiving valuable feedback and ideas on how to implement, design, and/or improve existing online courses. Participants actively took part in a unique forum where colleagues from around the world brainstormed and discussed current trends, up-to-date research, progress, and strategies, as well as issues, problems, and challenges currently being experienced in the e-learning field and identified solutions to some of these barriers.

The NPC library system purchases and makes professional development materials available through databases and an interlibrary loan system. There is a Professional Development Collection, online subscription to "Innovation Abstracts" and the Chronicle of Higher Education, and Academic Search Elite database, which gives access to full-text articles from College Teaching, Community College Review, Peabody Journal of Education, Journal of Educational Technology, Change, and Educational Research Quarterly.

Technology Innovations for Learning Environments
In the past few years, NPC's biology department has developed several hybrid classes involving an online component and a hands-on lab. The lecture component is entirely online but students meet once a week in a biology lab for the laboratory component of the class. Five biology courses are currently available in this format. The hybrid format allows a single full-time faculty member to teach the lecture portion of the course from a remote location, while other full-time or adjunct faculty supervise lab sections at multiple locations. Non-hybrid biology classes with labs generally require students to travel to a campus or center twice a week. The hybrid format eliminates one "face-to-face" meeting per week. Still, the "live" lab sections allow students to bring questions and to discuss course material in a "face-to-face" environment.

NPC offered three courses, including two sections of BIO181, General Biology I (a course for majors) and one each of BIO100 (an introductory course for non-majors) and BIO182 through this hybrid fashion from the spring of 2007 through the spring of 2008. Nearly 100 students enrolled in these courses. The student success rates, with the exception of one semester, were similar to student success in other biology courses offered in a stand-alone or video environment.

There are many reasons simulation in health care education is rapidly expanding as an essential component of the learning process. The ever-increasing demand for nurses results in a significant increase in the numbers of students being educated annually, without a correlating increase in available clinical spaces for these students. NPC is no exception to this national trend, with larger nursing class sizes than ever complicated by limited clinical settings. Health care is also increasing in complexity, with entry-level nurses expected to have more knowledge, skill, and critical reasoning than ever before. To prepare the students for the real-life setting, there is an increased need for simulation where students can practice and learn in a safe setting that mirrors real-life nursing care.

NPC has provided an excellent simulation laboratory at each of the two nursing program campuses. These tools are optimized because NPC nursing faculty have been training and learning strategies on how to better incorporate this technology into curricula in order to gain maximum educational benefit. In the last two years alone, nursing faculty have attended several conferences specifically dedicated to simulation in nursing education (Simulation in Nursing Conference, Denver, Colorado, Spring 2007; Arizona State University Teaching Excellence in Simulation Education Course June 2007; Boot Camp for Nurse Educators, 2006-2008). One nursing faculty member participates in the Arizona Simulators Network, a consortium that meets quarterly to share methods of using simulation to enhance education in health care.

Faculty Involvement with Organizations
Faculty members are involved in a variety of professional organizations. While NPC actively supports faculty involvement at professional conferences and workshops, faculty members typically pay for memberships in these diverse organizations out of personal funds, which demonstrates their dedication to staying involved and abreast of current trends and innovations within their disciplines. Some are unable to participate in professional organizations because of the cost.

Many faculty members are involved in organizations and projects that benefit the local communities. This work often has a connection to instructors' professional disciplines and respective students. For example, Shannon Newman and Rickey Jackson, both full time instructors in the college developmental program, work with shelters and food banks. Shannon is the president of the Bread of Life Mission in Holbrook. Rickey is a founder of an overnight shelter for the homeless in Winslow. Dr. Michael Lawson, History and Anthropology instructor, is the president of the Winslow Historical Society. Dr. Eric Henderson, Dean of Academic Development and Anthropology instructor assisted the city of Holbrook with a study on alcohol transient issues. Early Childhood Development Coordinator, Claude Endfield serves on numerous community, regional and national committees related to early childhood issues.

Core Component 3c: The organization creates effective learning environments.

Northland Pioneer College's dedication to providing an effective environment for learning is emphasized in the college's mission and vision statements. NPC creates, supports and promotes life-long learning, in part, by vigilant attention to creation of a multi-faceted learning environment that is student-centered, responds to community needs, provides effective and responsive service to its constituencies, and fosters professional growth and collegial collaboration. NPC's unique geographical, political (two state counties and three Native American nations), ethnic, age, and gender diversity demands a flexible, innovative approach to successful creation of this environment.

NPC approaches this task through attention to key areas:

1. Course scheduling to reflect distance travel and lifestyle needs of its students

2. Use of a variety of teaching modalities designed to meet the diverse need of learners

3. Assessment of modalities for learning effectiveness and resource efficiency

4. An environment that supports all learners and respects the diversity they bring, with attention to student cultural and learning style differences

5. Student development programs that support learning throughout the student's experience, regardless of the location of the student

6. Advising systems which take care to focus on student learning, including the mastery of skills required for academic success

7. Continual improvement of learning environments through acquisition and use of appropriate technologies for learning

8. Systems of quality assurance to provide regular review of educational strategies, activities, processes and technologies

NPC serves a variety of student subcultures over its vast geographic service area. The college responds as needs and conditions change. Historically NPC scheduled most courses once a week in three or four-hour time blocks, rather than incur the burden and expense of travel two or three times weekly for one class, especially for students from remote areas. Multi-course labs were designed for the same purpose, and to be able to offer a variety of classes in less populated locations. Over the past decade, some disciplines, like math and English, have been able to offer more and more stand-alone sections, especially with the general education core curriculum, and offer them in sections that meet more than once a week.

Creative Class Scheduling
In response to recent high gas prices and a declining economy, departments have responded by rethinking course scheduling and to some degree returning to once a week scheduling. The use of JICS/MyNPC, and the cost-saving emphasis of adding online components to all sections helps to alleviate the burden and expense of travel, while still offering an axiom of contact opportunities with the instructor.

The nursing department moved clinicals from two six-hour meetings to one eight-hour block and added a four-hour block laboratory session for skill development. This reduces travel and childcare arrangements and provides a sustained block of time for student learning. Nursing, which has students driving to clinical sessions one day a week, and skills lab sessions one day a week, also changed the lecture component for their core classes. The lecture is now one four-hour block as opposed to the previous two two-hour blocks in support of the remote commuters and returning adult students who must maintain work and childcare responsibilities.

The Learning Cornerstone (TLC), the developmental and adult basic education program, had, since 2004, required any community-based class to meet at least two days weekly. Students who were traveling fifteen to thirty miles twice a week asked if they could instead meet once a week for double the time. Sponsoring agencies agreed to this model, and the class schedule was changed. The program has added supplementary online software for student access between class meetings. TLC also helps students find community technology access points (chapter houses, libraries, agency offices), as most do not have home computers or Internet service.

Administrative Information Services (AIS) classes have revised scheduling from two days to one day weekly. Courses in this area are well suited to longer, sustained practice, so the extended class period works to enhance learning as well as to reduce travel.

Learning Environments
NPC embraces a wide array of learning environments to reach the sparsely distributed population of its large service area. The environments include:

1. Stand alone traditional classes
2. Video
3. Enhanced audio
4. Online
5. Hybrid – part online, part in class
6. Internships
7. Modules on site
8. Multi-course labs
9. Clinicals

Many of these modalities are employed by other institutions, but NPC probably employs alternatives to the traditional classroom environment to a greater extent than most and has done so for over twenty years.

As a college serving communities where diversity is the norm, NPC takes care to enhance lifelong learning for all of its constituents, demonstrating respect through recognition of ethnic, racial, socio-cultural, generational, and learning need differences.

The Native American Entrepreneurship program was developed specifically for businesspeople who want to develop businesses on reservation lands. The series of courses leads to an AAS in Native American Enterprise.

NPC entered into an articulation agreement with the Institute of American Indian Arts (IAIA) in Santa Fe in 2005. This agreement allows NPC students completing an AA degree with an emphasis in graphic design to transfer seamlessly to IAIA.

Addressing Student Learning Styles
NPC recognizes that learning environments are enhanced through attention to individual student learning styles. This is evident in the variety of modalities available to learners. In some instances, NPC directly assesses individual learning styles of students.

For the past two years (2007-2008), the nursing program at NPC implemented an all-day "Boot Camp" for new nursing students in an effort to support their entry into the rigorous program and unique "culture" of nursing school. Students rotate through breakout sessions designed to provide insight into the following areas: *Time Management*, *Library Tour*, *Study Skills*, *Test-Taking Strategies*, *Lifestyles/Stress Reduction,* and *Learning Styles*. In the *Learning Styles* session, each student participates in an exercise to determine the learning style(s) most effective for that student. The instructor then outlines specific learning strategies that can be applied both in and outside the classroom that could enhance learning for the student with each of the learning styles discussed.

Although the Administrative Information Systems (AIS), Business (BUS), and Computer Information Systems (CIS) multi-course learning labs are technically considered individualized study, instructors utilize various educational materials to meet the different learning styles of the students. To assist visual (spatial) learners, instructors use power

point presentations, course-related DVDs and videos, handouts, etc. To assist auditory learners, headphones are provided to privatize audio programs. For students who comprehend better when reading aloud, instructors find a secluded location where the student can read out loud without disturbing other students. For linguistic learners who perform poorly on written tests, the same tests are administered verbally. Instructors also spend more one-on-one time with the verbal learner. For kinesthetic learners, most of the courses are "hands-on." For interpersonal learners, instructors have students work in groups or with partners. And, of course, individualized study labs are wonderful for the intrapersonal learner.

The Learning Cornerstone (TLC) provides several courses to prepare students with college study skills and strategies. Students learn how to organize their materials, plan their time, review course information, prepare for test taking and test taking strategies, and use their personal learning styles. These courses include a segment dealing with the various learning styles. Students learn about the ways they, as individuals, learn. With the culmination of learning styles and study strategies, students leave the course with skills that will increase their educational performance.

One way that NPC addresses the needs of developmental stages is through its Dual Enrollment Program. Dual enrollment courses provide an opportunity for the highest-achieving secondary education-level students to take college level transfer courses while still in high school. They also offer students who may be financially or socially disadvantaged the prospect of obtaining an economical "jump start" on a college education that they might not pursue otherwise. At NPC, the same high standards of education (curriculum, faculty qualifications, course evaluations) apply to dual enrollment courses. By providing this bridge between a safe, familiar environment and the rigors of a college education, NPC meets the needs of an entire subset of young members of its population.

Students with Special Needs
Every college district has student populations with special needs and the learning environment must identify and respond to those needs to optimize student learning. NPC accomplishes this through the NPC Disability Resources and Access office (DRA) and specialized programs such as the nursing department's Healing Communities Project.

Information about DRA services is available to students at all campuses and centers, in brochures and on NPC's website. Instructors include service contact information in each syllabus. During 2005-2008, 393 accommodations were recorded by NPC's DRA office. These accommodations involved 208 individuals for either placement testing or coursework.

Some of the specialized technology the DRA office has available to assist students are:

- **ABBYY Finereader** (Optical Character Recognition software program for blind or visually impaired students)

- **Adjustable writing slant board** (allows students with limited fine finger dexterity or motor strength to produce handwritten documents)

- **Big Track Mouse** (allows students with limited motor coordination to navigate on the computer)

- **Ergonomic chair with head rest** (allows students with neck or back injuries to sit for longer periods without exacerbating their pain levels)

- **Clarity PC Mate** (enlarges information written on the board and is viewed through the student's computer screen)

- **Dragon Naturally Speaking** (allows the student to dictate and the software converts speech to text - - can also be used to perform functions on the computer)

- **Easy Listener** (allows the student to adjust the volume of the speaker without distracting others - - operates on an FM frequency and is a closed system)

- **Half-Qwerty Keyboard** (can be adjusted to accommodate a student with right or left side paralysis so they can use the computer keyboard with greater comfort)

- **Inspiration** (software program that allows the student to plan and organize notes and papers better)

- **JAWS** (screen reader software for students who are blind or visually impaired)

- **Kurzweil** (when used in conjunction with a scanner, allows the printed document to be converted to speech)

- **Magnifying Lens** (used by low vision students to enlarge type)

- **MP3 Players** (used by students to listen to textbooks that have been converted to speech or audio formats)

- **Tape Recorders** (used by students to record and play back lecture information)

- **Scanners** (used in conjunction with Kurzweil software to convert print documents to audio format)

- **Electronic Blood Pressure Cuff and Stethoscope** (allows hard of hearing students to get human vitals information in a visual format)

- **Electric Table** (adjusts the height of a table to fit ergonomically with a student in a wheelchair)

- **Talking Calculator** (allows students who are blind or visually impaired to calculate algebraic formulas)

- **Tutor Tape Player** (allows students to listen to audio books in 4-track format)

- **V TEK** (magnifies items placed on board and viewed on screen)

- **Victor Reader** (allows students to listen to audio books in Daisy Digital format)

- **VRI** Video relay and in-person American Sign Language interpreting

- **Zoomtext** (Software that magnifies computer screen and contrast)

The nursing department's Homegrown Healers project was directed specifically at recruitment, retention, and graduation of at-risk and underrepresented populations of nursing students within NPC's service area. This project was funded by a grant from the Arizona Department of Commerce. This effort led to a thirty-eight percent increase in the number of graduates from the nursing program from 2006 to 2007.

Student Advising

The Student Services advisors are committed to providing responsive, student-centered services at convenient times. Students may meet with advisors during morning, afternoon, or some evening hours. Academic advising at NPC offers placement testing, registration and degree planning assistance to students. Academic advisors offer semester-by-semester advice about course scheduling to ensure that students fulfill basic requirements and are able to reach their academic goals in a timely manner. Advisors also assist students in course selection regarding transfers to four-year colleges. In

addition to on-site academic advising at the four main campuses, advisors are also available at the centers, by phone, or by email.

Advisors base their recommendations on placement scores, achievement in coursework completed, and interviews with the student. Advisors also assist in placing students with tutors, assisting with Veterans benefits, and responding to student requests for information about other college and community services. Financial aid information and directions are available through advisors.

Core Component 3d: The organization's learning resources support student learning and effective teaching.

NPC is an establishment fully committed to student learning, as emphasized in its mission, vision, and philosophy. This commitment is verified through dedication to provision of appropriate learning resources that are essential for effective teaching and student learning. These resources include learning centers, laboratories, work sites, and equipment linked to NPC's strategic plan.

NPC's key learning resources include the library, the writing center, science laboratories, business and computer labs, welding labs, a performing arts center, clinical and internship sites, and technology support for both on site and distance learning.

NPC Library
The NPC Library system has physical holdings in ten different locations, which include all campuses and centers. Some of the center libraries are very small, since those centers are in rented space belonging to other agencies. However, the general rule is that whenever the college is open, students have access to library facilities. Students also have unlimited access to all electronic holdings. They can enter the library from any computer with Internet access and have access to a multitude of databases, research guides and a librarian who can answer their questions online. They can peruse the library catalog and order materials to be sent to their nearest library location or request interlibrary loans. The library system also houses testing centers, fax and duplicating machines, computers and printers.

The Student Writing Centers are housed within the TLC labs, and are generally open for use whenever TLC classes are offered, plus scheduled open lab times with a lab assistant available. Students can work on documents, research on the Internet, and print documents.

Special Classroom Facilities
NPC maintains facilities for physical science and biology labs at all four campuses and at three of its centers. Some of the labs are dedicated to biology, some share facilities with chemistry, physics and geology. Lab space is adequate for all locations except White Mountain Campus, which has the most classes and the most labs. The budgets for each science department have been adequate for covering the costs of replenishing supplies and materials for instructional purposes.

The Business, Computer, and Administrative Information Systems labs throughout NPC are staffed with lab aides who oversee the labs and assist students where possible. Although open lab hours vary between the campuses and centers, most labs aids are scheduled to provide the maximum "open lab" time possible. All labs contain more than adequate numbers of computers with needed software for students to use during open lab times.

There are some challenges in keeping current with software and supportive hardware. In 2006 the college began to bring uniformity to the software programs and the computer

hardware at each lab. All computers at all college locations are standardized to provide a minimum performance level and configuration. Some computers are specially configured to meet the needs of specific class or work requirements. Standardization has provided significant cost savings due to simplified maintenance, reduced energy consumption, large discounts on software and hardware, all while providing students across the district a similar learning experience regardless of their location. The standardization also provides an improved teaching and learning experience by ensuring a uniform learning environment and providing greater scheduling efficiency

The Performing Arts Center (PAC) on Silver Creek Campus (SCC) has a main stage space which allows for flexible seating so students can learn how to act in such spaces as the traditional proscenium stage, thrust, and arena. The space can seat up to 300 patrons comfortably, and could be expanded to seat 600. There is a second performance space in the drama lab which seats about fifty patrons. This NPC facility has hosted Summit Healthcare conferences, Fire Science meetings, Academic Task Force (ATF) meetings, Navajo County drug seminar, U.S. Postal Service testing sessions, nursing department orientations, and other community events.

According to the PAC Guidelines for use by outside groups, priority is given on the following basis:

1. NPC performance event

2. Community performance event

3. NPC non-performance event

4. Community non-performance event

Cosmetology and Massage Therapy programs have clinical facilities available at both White Mountain Campus (WMC) and Little Colorado Campus (LCC). There students have access to equipment, tools, supplies, and materials needed to perform all the tasks necessary to successfully complete the programs. Both offer public access to services.

Nursing clinicals are held in community facilities. Nursing clinical settings are diverse and are carefully selected to meet the specific learning needs in a given course. NPC has clinical skills laboratories (one at LCC and one at WMC) equipped with medium fidelity nursing simulation mannequins and skill supplies to allow for instructor demonstration and student practice, and to make learning experiences available that may not be present in the live clinical setting. The weekly skills lab learning objectives and activities are designed to correlate with the NCLEX test map, which outlines critical areas of learning competency for entry level registered nurses. NPC nursing also offers enhanced learning through access to computer laboratories where virtual nursing simulation, NCLEX exam-taking strategies, and research opportunities related to evidence-based nursing are available. Video demonstrations of individual nursing skills are available to instructors and students to enhance learning and teaching.

The Early Childhood Development (ECD) program has perhaps the widest outreach of any program at NPC. The program takes classes to the child care centers, preschools, Head Start centers, and family child care homes within and just outside NPC's service area. Each year the program offers instruction at a number of sites, usually depending on the location of students and sponsoring entities. This includes the NPC campus and center communities as well as numerous (much smaller and more remote) reservation communities. Students complete their early childhood based modules (written instruction) individually with discussion during site visits with their ECD Advisor/Instructor, but they practice and implement their skills with children at a facility serving children. This helps employers, the community and students. The core ECD courses help prepare

the students for the National CDA Credential administered by the Council for Early Childhood Professional Recognition, Washington, DC. This nationally recognized credential is mandated for all teaching staff by the National Head Start Performance Standards.

Student Tutoring

NPC provides free tutoring through the Student Services division in most subject areas via one-on-one tutoring and group tutoring with peer and professional tutors. These tutors must have completed the course or an advanced course in the subject they are tutoring. Tutoring is available at most locations by appointment with an approved tutor. NPC students may receive twenty hours of tutoring per course per semester. Tutors are limited to nineteen hours per week. TLC tutors provide tutoring in basic math and English concepts. TLC students may receive more than twenty hours of tutoring per course per semester.

Disability Resources

DRA tutoring is need-based, driven by the limitation of the disability and does not have a set number of hours. The focus of DRA tutoring is on memory techniques and learning strategies. The goal is to teach students to maximize their strengths and reduce frustrations from weaknesses. NPC's DRA Coordinator must approve DRA tutoring.

In addition to the numerous available disability resources listed in Core Component 3c, students at NPC are also eligible to receive tape recorded lectures, sign language interpretation, note taking assistance, distraction free testing areas, extended testing time, advocacy with instructors and service agencies, reader/scribe for tests, and memory aids for tests.

DRA's main goal, through its numerous resources, is to provide equal student access to the education instructors are providing. The DRA MyNPC page offers instructors access to the FAME website, which allows instructors to learn more about Universal Access and how they can adapt their teaching methods to ensure that students can obtain the information presented through a variety of modalities. Ultimately, at NPC, it is believed that a student with a disability has the same right to succeed or fail as any other student; therefore, the college provides the necessary resources needed to make this belief a reality.

One of the greatest success stories in expanding access to DRA services is the college-wide access to video relay interpreting (VRI). Arizona state law requires nationally-qualified interpreters to be present in the classroom, either in person or via video conferencing systems, but no such interpreters live in the College's district. Prior to the wide area network overhaul, Deaf and hard of hearing students could only access American Sign Language (ASL) interpreting at specific locations and times when face-to-face interpreters traveled over 180 miles one-way from Phoenix to provide qualified interpreting. With VRI transmitted over the college's WAN, students can now access qualified interpreting at any NPC location. This anywhere, anytime access to disability resources is now a model for offering sophisticated student services to all students of all abilities, enabled through technology.

Criterion 3 Strengths

That Northland Pioneer College places a premium on learning and teaching effectiveness is evidenced by its attention to these areas, especially since its last self-study in 1999. The college's learning goals and offerings, including multiple degree and

certificate programs, community interest courses, and developmental education are aligned with its mission of creating, supporting and promoting lifelong learning.

Many NPC programs feature curriculum and student outcomes that are based on national standards and/or accredited by outside agencies. These include the Associate of Arts in Elementary Education, which was developed on the tenets of the Interstate New Teacher Assessment and Support Consortium (INTASC), and Welding. In the case of the latter, curriculum is aligned with the National Center for Construction Education and Research (NCCER), and the program is accredited by the American Welding Society. Because of these qualifications, NPC welding students receive nationally-recognized, portable employment credentials, and exceed State of Arizona standards. In emphasizing traceability to national standards, these programs advance a higher level of accountability and therefore integrity and quality. Thus, they may serve as models for other programs within the institution.

The college's commitment to assessment as a tool for ongoing improvement is evidenced by its self-awareness of the inconsistent progress made in the areas of assessment of student achievement since the last self-study. This led the college to apply for the HLC Academy for Assessment of Student Learning, which it entered in February 2008. Inconsistency notwithstanding, NPC cites several noteworthy examples of evidence of student achievement. Most indicative of strength in this area is the nursing program's pass rate for program completers taking the N-CLEX, which improved dramatically from 2006 to 2008, and which provides evidence that NPC nurses fare significantly better on the exam than the national average: 94% for NPC grads compared to 87% nationally. Internally, each discipline area has its own methods for assessing student achievement and uses findings to modify course content, offerings, pedagogy, and learning environments accordingly and on a regular basis.

The quality of NPC faculty is another strength area that enhances teaching and learning. Standards for the quality of faculty are aligned with the college's accrediting, university and industry partners. Since 1990, twenty-seven NPC faculty and administrators have received the National Institute for Staff and Organizational Development (NISOD) awards for outstanding performance in their fields. Since 2001, five of the college's faculty in Developmental Learning have received citations from the Arizona Department of Education for exemplary teaching practices. Many faculty fund their own memberships in professional organizations, and many volunteer in very meaningful ways in their communities. The latter is especially significant in the case of isolated rural areas that do not enjoy the resources of metropolitan environments.

While the college offers external professional development opportunities to its faculty on a case-by-case basis, the internal Instructional Skills Workshop (ISW) is an excellent example of how faculty can learn from one another as they experiment with new teaching skills with an emphasis on individual learning styles. The nursing program practices Collaborative Coaching, a commendable method of faculty assessment and development that is empowering in its cooperative and non-threatening approach that allows participants to learn from one another.

Arguably, NPC's greatest strength with regard to teaching and learning is in its approach to making learning accessible. While all colleges value accessibility, especially with the evolution of technology, it is imperative to the mission of NPC. Because of its broad geographic and cultural scope, the college continually explores and implements new ways of serving students through creative course scheduling that is sensitive to the needs of students who travel great distances, through the use of technological delivery methods such as online, video, and enhanced audio, or combinations of traditional and emerging teaching methods. Through these technologies, the college can support

learning with ancillary services such as financial aid, tutoring and academic advising in anytime-anyplace formats. All of these services are employed with an emphasis on sensitivity to the multi-cultural nature of the district. NPC was a national leader in distance learning in the 1980s with the advent of its audio and video systems. Through the support of the District Governing Board in allocating resources to expand capacity and quality of technology across the service area, the college is once again a model for offering quality, affordable, accessible opportunities for lifelong learning.

Criterion 3 Recommendations:

Examples indicate that student learning outcomes that support the college's mission are clearly identified for several major programs. In addition, several other departments and programs have clearly articulated student learning outcomes. However, not all programs and departments have set out student outcomes so explicitly. NPC should require that all programs and departments develop a set of explicit, well-articulated student learning outcomes.

NPC recognizes the benefit of indirect assessment tools to supplement direct measures because they can support and enhance the information obtained through direct measures. NPC lacks sufficient indirect measures of student learning outcomes. NPC should develop more tools for indirect assessment.

Students in several vocational programs have the opportunity to earn Certificates of Proficiency or Certificates of Applied Science, as well as continue to the Associate of Applied Science (AAS) degree. Many do not take advantage of this opportunity. It is recommended that NPC academic advisors and faculty co-advise students to educate them on their certificate options.

Faculty credentials are essential to maintaining quality programs. NPC has a good system of checking qualifications of potential faculty candidates. It does not, however, maintain a central database of additional or continuing education and credentials for current faculty. The college should develop and maintain a centralized system of professional development for all faculty.

There are some problems with the current student evaluation procedures. The distribution of materials in online, audio, and video classes is not as effective as it should be. Students often do not complete the forms, especially in online courses. Sometimes students in outlying centers do not receive the forms for video and audio classes. NPC needs to develop a better system for student evaluation of distance learning courses.

All faculty receive student evaluations: probationary in two classes per semester; non-probationary in one class per year, and adjunct in two years. The college could require or offer more frequent student evaluations to strengthen quality improvement.

NPC has tried to accommodate students who need tutoring in various subjects. It's a difficult task with ten locations and traditional, multicourse labs, audio, video, and online classes available. The college needs to place greater emphasis on matching tutors with students seeking tutoring.

Additionally, documentation of tutoring services could be improved by keeping more comprehensive, standardized records. Improved documentation would lead to better analysis of tutoring needs, so the college could adjust services to meet those needs more effectively.

> NPC has worked wonders for me. I am a single mother. I attended both the Show Low and Whiteriver campuses and I had great experiences at both locations. This was important to me because I felt like I had an equal chance at learning just like everyone else.

Chapter 6

Acquisition, Discovery, and Application of Knowledge: Criterion 4

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

NPC's mission is to create, support and promote lifelong learning. Student Story Example:

Counting on education

Pam Dominguez was born and raised in California, but in September of 2005 she and her family moved to Snowflake. As a teen Pam had earned a CAHSPE degree, the California precursor to the GED. She added one year of a college language course to her educational resume before becoming a mom. And you know how the story goes from there....Four kids, one grandbaby, and twenty-five years later she realized that it might be a very smart idea to get more education. The move to Arizona sparked some hidden ambitions in Pam. "I felt I needed to be self-sufficient," she says. That and having two youngsters still at home added pressure to her decision to attend NPC. "I knew a better education would mean better opportunities for all of us."

And just how hard was it to take a placement test (and pass the first time out) and then walk into the office at Silver Creek Campus and announce to the world you would be going back to school after an absence of more than several decades?

"I don't think I could have carried it off, except that Emma (Emma Hillend, the SCC assistant campus manager) was so warm and welcoming and motivating. I truly wouldn't be here today if it hadn't been for her!"

But once having taken the plunge, Pam never looked back. She was inducted into the NPC Chapter of Phi Theta Kappa, the national honor society for two-year colleges, in fall of 2007. And now, having taken up to 18 credit hours in some semesters, Pam will graduate this May after two years of classes.

While it hasn't been an easy two years, Pam credits NPC instructors with keeping her encouraged.

Chapter 6
Acquisition, Discovery, and Application of Knowledge
Criterion 4

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

NPC promotes its mission, lifelong learning, for its faculty, administration, staff, and students. The college fosters and supports inquiry, creativity, practice, and social responsibility in ways consistent with the mission of creating, supporting and promoting lifelong learning.

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Lifelong learning is central to NPC's mission, vision, and values.

> Mission: Northland Pioneer College creates, supports and promotes lifelong learning

> Vision: NPC creates a learner-centered environment

> Values: We value learning. NPC is community designed first and foremost to promote learning for our constituencies and ourselves.

NPC's core values stress the centrality of learning, as demonstrated by the HLC Constellation Survey where, "All employee groups agreed that helping students learn was the number one process strength for the college."

The NPC District Governing Board (DGB) supports and promotes lifelong learning and intellectual freedom. According to Policy 1805,

> *The college is a comprehensive community college. It will offer educational programs for career preparation, transfer to four-year colleges and universities, developmental studies, and a range of extended services to meet the life-long learning needs of its citizens. It is the policy of the college's instructional programs to strive to adhere to the Guiding Principles as established by the Board and those of any accreditation bodies with which it is formally associated. (Rev 3/10/98)*

The DGB revised Policy 1810 regarding academic freedom in 2007, when NPC explicitly acknowledged academic freedom to promote the vision and value of lifelong learning.

> ### Policy 1810 Academic Freedom

> *Northland Pioneer College recognizes that its faculty members are entitled to:*

> *A) Freedom in the classroom to discuss and teach their subject(s) in accordance with college-approved curriculum and the policies and procedures of the college using relevant materials and/or examples of their particular discipline which may include materials or examples considered controversial by others (students, other faculty, or community members) without being threatened by institutional censorship or discipline.*

B) Freedom in research and in the publication of its results, being individually responsible and accountable for its rigor and accuracy.

C) Freedom to speak as private citizens outside instructional settings while making every effort to indicate that their utterances are personal opinion and do not represent Northland Pioneer College.

The College further recognizes that, in the case of faculty, it must provide an environment where the rights of academic freedom described in this policy are ensured.

Faculty members recognize that free expression is essential to the mission of higher education, and that with freedom comes responsibility. The faculty encourages civil discourse, reasoned thought, sustained discussion and constructive engagement free from behaviors which degrade, abuse, harass, or deny others the opportunity to be heard.

(Approved 9/18/07)

Policy 1087 is centered on NPC's commitment to serving its constituents throughout Navajo and Apache counties through decentralization. NPC's distance learning priorities are realized through fifteen video classrooms and ten audio classrooms serving four campuses and 6 centers, as well as online and hybrid courses available to students. Some programs offer classes at community sites to bring relevant courses to students, most notably Early Childhood Development, Adult Basic Education, Emergency Medical Technology, and Fire Science courses.

NPC's 2008-2011 Strategic Plan emphasizes quality and accessibility through its first Pillar: Advance high quality and accessible learning opportunities, and priorities to continue improvement of distance education delivery systems (1.1.1), and improve web-based classes (1.1.3). To this end the DGB approved major purchases to improve the Wide Area Network (WAN) capabilities, to upgrade equipment for the video and audio classrooms, and the JICS/MyNPC academic model to improve communication between students and instructors, all while enhancing the college's economic viability and providing opportunities for technology-enabled services that further reduce costs (see Figure 4, Cost Savings from Information Services Investments).

The strategic plan also emphasizes marketing strategies to reach NPC's constituents, through Pillar 2, Priority 3, which contains six goals for increasing enrollment and community awareness.

Supporting Students

NPC staff and faculty demonstrate their commitment to learning by donating time and money to provide the Classified and Administrative Support Organization (CASO) and NPC Faculty Association (NPCFA) scholarships. CASO organizes silent auctions and other fundraising activities to provide scholarships for students. NPCFA uses collected dues for scholarships.

The NPC Foundation was recently revitalized with a new director and new initiatives. In spring 2009 the NPC Foundation contacted and received information from nearly 12,000 alumni. Through development of this relationship the Foundation hopes to provide a voice for these constituents, while gaining donors, advocates and volunteers for the college.

The NPC Foundation holds several events throughout the year, which bring in scholarship contributions while providing cultural and social events for the communities. Yearly functions include the NPC Golf Tournament, Music in the Pines, and the Foundation

Auction. The following chart shows the dollar amount of scholarships given from the NPC Foundation in the past several years.

Table 13, Scholarships Funded by NPC Foundation, 2005-2008

ACADEMIC YEAR	AMOUNT
FY05/06	$58,994
FY06/07	$58,440
FY07/08	$70,300

The NPC Financial Aid Office assists students with FAFSA applications, scholarship information and applications. For fiscal year 08-09 the Financial Aid web site gives students information on over 170 scholarships. An average of fifty percent of the students who apply for financial aid receive it. Table 14 depicts the scholarship dollars awarded by NPC.

Table 14, NPC Scholarship Monies Awarded

Academic Year	Amount
FY05/06	$555,108
FY06/07	$602,880
FY07/08	$630,000

NPC awards grants and scholarships to an average of half of the students who apply.
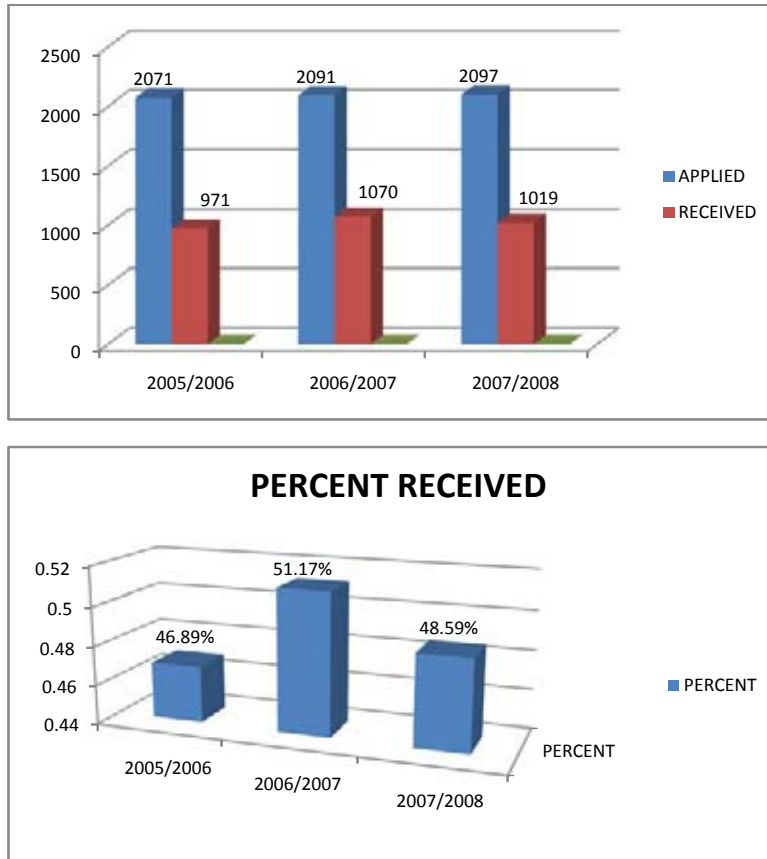
Figure 12, Financial Aid Awards 2005-2008

Tuition Waivers

NPC provides tuition waivers to all full-time staff and their dependents, adjunct faculty (up to six credits per semester while teaching), NPC District Governing Board members, National Guard members under certain conditions, survivors of public safety personnel, survivors of National Guard members killed in the line of duty, and emeritus and meritorious employees (NPC Policy 1134, 1135,1136, Procedure 2744). Between the fiscal years 05/06 and 07/08 an average of 294 employees and their dependents took advantage of this benefit.

In February 2009 NPC created the Lifeline program, which offers a one-semester tuition and fee waiver for individuals who have lost their job within the last six months. The NPC Foundation is offering textbook scholarships to accompany the waivers.

The Learning Cornerstone staff work with Adult Basic Education funding to provide scholarships for students in the form of tuition waivers. In fiscal year 07-08 ABE funded $68,000 in tuition waivers, and in fiscal year 08-09, that amount increased to $72,000.

Professional Development

NPC provides professional development opportunities for faculty, staff, and administrators. The college recognizes the need to support professional development opportunities to staff in all levels of service. The 2008-2011 strategic plan stipulates five specific goals:

> 1.1.4 Improve pedagogical strategies and techniques

> 3.2.3 Establish, develop and deliver training (regarding technology)

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4.2.4 Provide training appropriate for all employees

4.2.5 Present college-wide symposia on compliance with legal issues

4.4.2 Promote professional development opportunities for staff and faculty

NPC conducts an All College Convocation at the beginning of each fall and spring semester. A wide variety of programs have been offered, and some component of the day is devoted to professional development. Often the entire program is dedicated to professional development. It is an opportune time to deliver instruction on compliance with legal issues. Convocations often involve a series of small group activities on specific subjects of interest to participants.

A faculty committee oversees a [professional development](#) budget for attendance at conferences and trainings. The fiscal year 08-09 budget allocation was $40,000. A consequence of the state aid budget cuts was a mid-year reduction in this budget of forty percent. However, some professional development is able to continue with the in-house opportunity of Instructional Skills Workshops, and grant funded professional development through Carl Perkins and the Arizona Department of Education.

Sabbaticals are another option open to faculty, but rarely used. Details of NPC's program are explained in Core Component 4d.

Each instructional department has a small travel budget which is usually dedicated to attendance at state departmental articulation meetings. The institution also has a budget for several employees to attend the HLC National Conference each year.

Communication with Students
NPC encourages, supports, and recognizes student learning and achievement through several avenues of communication. The NPC web presence, first of all, highlights student achievements through feature stories and photographs. Student information and activities are published every two weeks with Eagle Briefs, a newsletter posted on bulletin boards and in bathroom stalls. Northern Flight is NPC's arts and literary magazine, written and published by students with a yearly edition. The Student Government Association (SGA) purchased monitors to carry news and information continuously on the four campuses.

One of the most important additions to the tools of communication with students is the JICS/MyNPC student portal. Students can register, check grades, get class information, contact instructors, and access a variety of student services through their account. Instructors can create hybrid courses, or fully online courses through JICS/MyNPC.

Recognition of Student Achievements
NPC faculty and staff nominate students for the [Outstanding Alumnus Award](#), presented at district governing board meetings. These former students are nominated for outstanding accomplishments in meeting the challenges involved with getting an education, and in using that education in ways that honor their community and their alma mater.

Each semester NPC has web features and news releases on the President's List and Dean's List for academic achievement. All recognition ceremonies are publicized with news releases on the web and in local publications.

Other recognition ceremonies are:

- Phi Theta Kappa Recognition Ceremony

- All NPC Commencement Ceremony

- Apache County Graduates Recognition

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- Workforce Investment Act (WIA) Completers Ceremony

- Nursing Pinning Ceremony

- GED Completers Celebration

- Early Childhood Certificate of Proficiency Completers Recognition Ceremony

- Paramedic Completers Ceremony

- Fire Science Ceremony

- NAVIT Completers Ceremony

The NPC homepage features students in the Student Spotlight, and provides links to press releases regarding students and specific accomplishments.

Service to Communities
NPC provides educational and cultural resources that promote lifelong learning throughout our communities. The NPC library system distributes the collection of over 75,000 items to ten different communities; it also provides extensive web resources available to students wherever they can connect with the Internet. Non-students also utilize library services.

NPC is a resource for community development and lifelong learning through The Learning Cornerstone (TLC) which provides instruction in literacy, English Language Acquisition for Adults (ELAA – formerly English as a Second Language – ESL), GED preparation, and others. These are provided in an on-going basis throughout the NPC service area, and are often taught off-campus/center in community buildings and public schools.

The Performing Arts Center at Silver Creek Campus (SCC) is the home for NPC drama, dance, and music performances. In addition to a busy schedule of performing arts classes and productions, the facility is used for all-college meetings, community productions like the White Mountain Symphony, the Children's Theatre Project which presents a production every summer, student and faculty exhibits and recitals.

The Talon Gallery at the Aspen Center at White Mountain Campus (WMC) holds art and photography exhibits throughout the year, featuring work from students, faculty, high school students, and local professional artists.

NPC schedules a number of Learning Adventure courses for personal enrichment. The college offers various dance classes, scrapbooking, quilting, stained glass, horsemanship, personal finance, gardening, and many more.

The Small Business Development Center (SBDC) provides assistance to new and struggling businesses, and works with established businesses to raise the level of efficiency or find training for new technologies. The SBDC program includes a network and coordinator for the Native American Enterprise program. Together in 2008 they helped create 133 new jobs and retain eleven others that were at risk. They assisted with the startup of thirty-three new businesses and helped obtain $8.6 million in loans for businesses in NPC's service area.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

NPC's transfer, occupational and certificate programs are integrated with general education courses and experiential offerings designed to help students develop critical thinking skills, along with requisite discipline-specific knowledge and skills.

Transfer degrees require at least thirty-five credits of general education; the Associate of Applied Science (AAS) and the Certificate of Applied Science (CAS) require sixteen and six respectively (with a few exceptions). Experiential offerings include internships, geology and archeology field trips, clinical experiences in nursing, emergency medical technology, certified nursing assistant, and phlebotomy. Work-related experiences are offered for vocational programs such as power plant operations. The literary magazines, artist's shows and receptions, field trips, guest artist exhibitions, and art immersion activities are further examples of experiential opportunities for students. Academic advisors are available at all campuses and centers to help students through the degree completion process, including identification of such experiential options. The Internship Manual was revised summer 2008, and more emphasis has been placed on this process, which benefits both the student and the business or industry to which the student aspires.

Assessment of Student Learning

NPC regularly reviews the relationship between its mission and values and the effectiveness of its general education. As part of the HLC Assessment Academy project, a program was developed by the Assessment of Student Knowledge subcommittee (ASK). Faculty meet three times during the academic year to review assessment across disciplines.

- Planning Day (Department develops assessment tools.)

- Reading Day (Department evaluates student work.)

- Dialogue Day (Department faculty share results across divisions.)

In addition, department faculty meet to assess and evaluate the tools of assessment to make adjustments in preparation for the next assessment cycle. Figure 13, Assessment Cycle, illustrates this process.
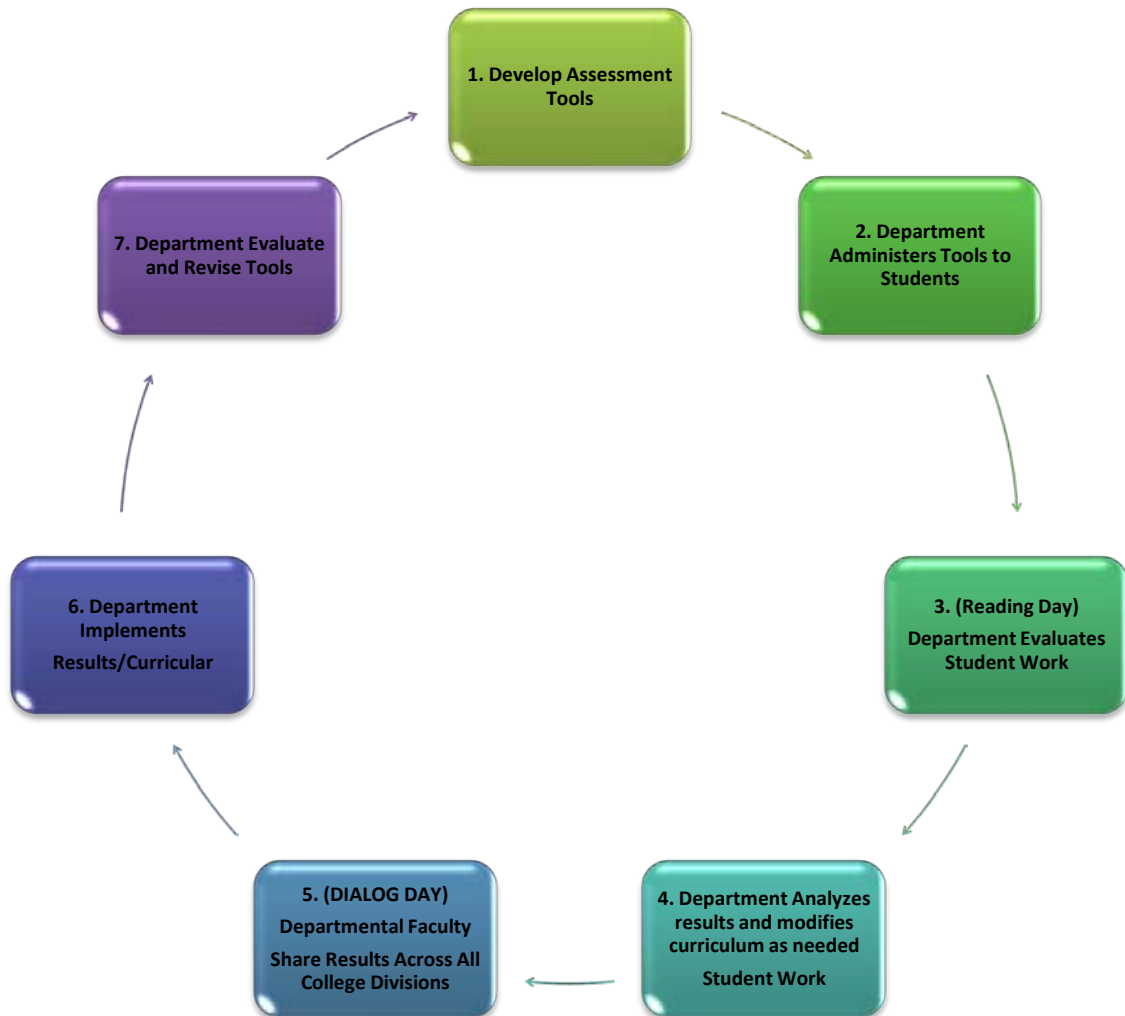
Figure 13, Assessment Cycle

Each assessment report includes a cover sheet that indicates the "activity level" of the department's assessment efforts. There are five levels:

> **Level I:** The department assessment processes have been detailed and developed for use by faculty.

> **Level II:** Data collection has been implemented.

> **Level III:** Faculty, instructional leaders, and deans have analyzed the data.

> **Level IV:** Faculty, instructional leaders, and deans have used the data to improve student academic achievement.

> **Level V:** Data has been used to improve the assessment process.

ASK subcommittee members also serve as resources in guidance on designing or modifying the department's assessment tools to be consistent with HLC assessment foci: critical thinking and learning modality. This supports the Strategic Plan goals of 1.1.4 Improve pedagogical strategies and techniques; 4.3.4 Evaluate and assess job performance; and 5.2.4 Link program review and assessment to budget development.

Achievement of learning outcomes demonstrates that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry. Specific learning outcomes receive cross-disciplinary attention and review of assessment practices. The outcomes are selected for study by the Assessment of Student Knowledge (ASK) subcommittee based on conversations with faculty during the course of the year. This project is combined in purposes with the Assessment Academy and focus on general education assessment.

ASK is in the process of developing general education assessment strategies for degree seeking NPC students in order to measure mastery of the designated outcome for that particular year(s).   The strategic plan goal for the Assessment Academy indicates we will:

- Align departmental and program missions with college mission

- Examine general education course outlines with general education outcomes

- More clearly define measurable general education learning outcomes

- Assess critical thinking components of general education program

- Sponsor faculty general education forum

In several programs assessment of learning outcomes demonstrates effective preparation for continued learning. The nursing program utilizes leveled competency outcomes. For example, starting with a basic, holistic assessment in the first semester, students proceed in the second semester to the holistic assessment of in-patient cases with greater complexity. Third semester students complete assessments of clients with psychiatric disorders and complicated maternal/child problems. By the fourth semester, students assess persons experiencing complex medical-surgical alterations. Each level of assessment is dependent upon the student's effective preparation in the previous levels.

The power plant technology programs have four semesters of progressively more difficult information assessed by The National Center for Construction Education & Research (NCCER) standards. Welding, construction technology, automotive technology, and heavy equipment operations also use NCCER standards for course outcomes.

ENL 101 College Composition I introduces research, critical reading, and critical writing skills. ENL 102 College Composition II requires the student to use those skills to demonstrate research analysis.

Student Activities
NPC has a diverse student body and provides its students with opportunities to experience this diversity through relevant curricular, co-curricular, and extracurricular activities. Because NPC is so vast and has a highly dispersed population, group activities can be labor intensive to plan and execute. NPC's video classrooms, audio classrooms, and teleconference systems provide effective alternatives to face-to-face meetings. Event planning has to take into consideration the amount of travel incurred by all locations. Usually a college-wide activity will take place in Snowflake at the Silver Creek Campus, which is geographically central and has the largest meeting capacity facilities available.

The Student Government Association (SGA) has representatives from every NPC campus and center. This representation naturally reflects the diversity of the population. They meet at the Painted Desert Campus (PDC) in Holbrook (PDC), at the Silver Creek Campus (SCC) in Snowflake (SCC), or on the video or audio conferencing systems. Representatives from this group also serve on NPC's Shared Governance Committees. They are key organizers of students at their respective campus or center. Each senator is

in charge of organizing his/her location's meetings, activities and budget, in addition to participation in district-wide activities.

Students are the designers, editors, and content creators for *Northern Flight*, NPC's art and literary magazine. Students must enroll in ENL 201 Literary Magazine Production, and ENL 202 Literary Magazine Editing. All the content is chosen from a student competition with fourteen categories of entries.

There are a few clubs and activities for specific interests. The Rodeo Club is a very active club, which has produced several nationally ranked competitors. Others include the Outdoors Club and the Nursing Club. There is also the college-wide Phi Theta Kappa (PTK) Chapter, art shows at the Talon Gallery, dance classes like Mexican Folkloric Dance, choir, several drama performances every year, foreign languages and classes in Native languages, geology and archeology field trips and workshops, and required cultural awareness built into classes in the social sciences.

Phi Theta Kappa (PTK), the national honor society, with an average of forty new members per year, encourages its scholar members to volunteer for community services. For example, a "back to school" drive was initiated by PTK members to collect school supplies for needy K-12 students.

Each year twenty-five President's Scholars attend an opera or play, visit a museum, historical site, or observatory. Second year students spent six days in New York visiting various cultural and historical sites. Recent budget cuts have modified travel plans for the President's Scholars to a regional cultural trip each year.

The Sustainability Committee, newly formed in 2008, has begun implementation of projects that include student initiatives. This committee supports the development of sustainable and green living courses, such as, "Solar Greenhouse Design, or four 1-credit workshops on Greenhouse Organic Gardening.

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

NPC requires regular program reviews that evaluate the relevance of courses and programs. In September 2008, NPC put a three-year cycle of program review into place. It previously had been a five-year cycle, but Instructional Council and its subcommittees proposed a tighter, more proactive schedule of review. The following chart illustrates the program review cycle.

PROGRAM REVIEW PROCESS

VPL: 1) determines programs for review
for coming year
2) identifies staff to respond to
Program Review
3) monitors review work to ensure
timely completion

Division Dean forms Program Review committees.

Committee Composition
- Program Coordinator or lead instructor (to chair the committee)
- Special Population representative
- Academic Advisor
- If occupational, 2 w/current experience in occupational area (at least one is member of advisory committee)
- One recent program graduate

Program or Review Committee Chair compiles review evidence and supervises writing the report.

Institutional Research
- Sends data from institutional assessment processes to review committees
- Helps interpret data as needed

Dean makes revisions to report based on input.

Dean forwards report to VPL with recommendations for development of action plan.

VPL reviews final reports and makes suggestions for revision if needed.

Division Dean develops action plan based on review findings/recommendations.

VPL approves or revises recommendations made in review.

Division Dean reports on progress of actions taken to address recommendations in the years following until all recommendations are acted upon.

VPL forwards academic program review to the President's office.

Division Dean integrates divisional plans with annual planning and budgeting cycle and utilizes yearly program enrollment information for yearly planning considerations.

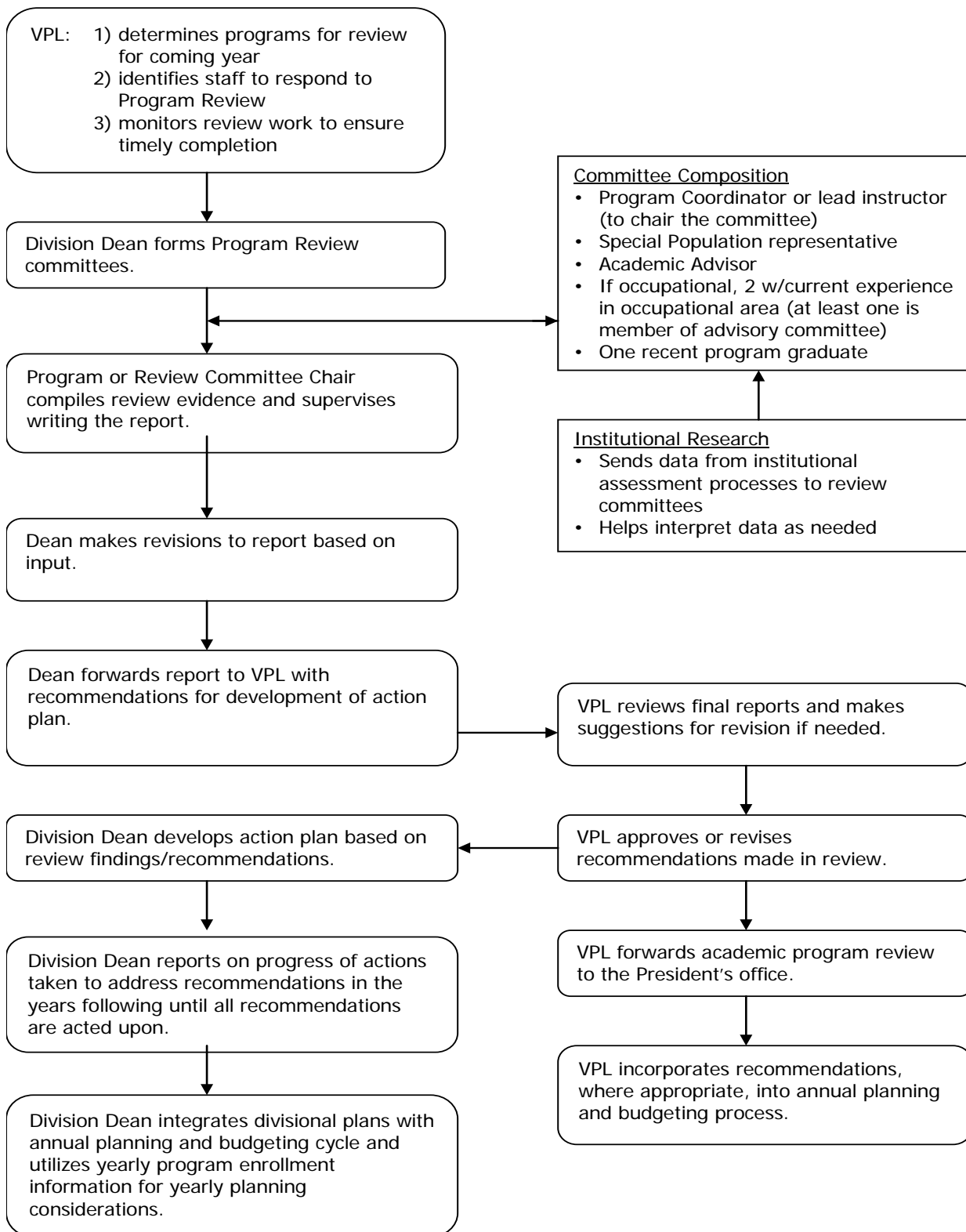VPL incorporates recommendations, where appropriate, into annual planning and budgeting process.

Figure 14, Program Review Process

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The 2008-2011 strategic plan indicates program reviews are a priority for achieving the goal of revising existing courses and adding new courses (1.2.1). Reviews for technical programs are conducted by faculty, staff and an advisory board consisting of industry representatives and community members for each program. Current status, essential certification needs, salary forecasts, committee recommendations and other program specific criteria are evaluated. NPC expects to focus on more consistent and effective use of advisory committees and establish a system of documentation. Minutes of advisory board meetings are posted in the HLC Resource Center.

Course Approval System

In keeping with its mission to create, promote and support lifelong learning, the learning goals and outcomes for courses at NPC include the skills and professional competence essential to a diverse workforce. Before the course is added to the curriculum, learning skills and outcomes are reviewed by the Instructional Council (IC), a committee of faculty and administrators, to ensure relevance and continuity. Modifications to courses and programs are reviewed by the same committee. Proposed courses in the technical areas are developed by faculty and industry representatives to ensure that students learn up-to-date skills.

College Course Outline Routing Chain

1. Faculty

2. Department Chair

3. Division Dean

4. Instructional Council

5. Vice President for Learning

6. ACRES Administration (Academic Curriculum Review & Evaluation System)

This sequence of events is the same for changes to programs, except that all new programs must be submitted by the vice president for Learning to the college president and then the district governing board for approval. The ACRES system reduces paper and time through electronic posting and voting. Course goals and outcomes can be found in the 3035 forms (course outlines) and course syllabi. All current course outlines are stored in the office of the vice president for Learning. Though not always applicable, all course outline forms (3035) require an explanation of literacy and critical learning components, and an explanation of racial/ethnic gender awareness learning components for general education classes.

NPC is currently working to expand short-term curriculum and short turnaround class offerings with the goal of piloting at least three new short-term or short turnaround class offerings. This will give students the opportunity to quickly learn a skill set that will make them more employable.

Industry employers and NPC alumni are included on the advisory boards for technical programs. They assist in evaluating current curriculum and make suggestions for revisions if needed. As a result of industry participation in the Industrial Maintenance and Operations (IMO) program, students are well ahead of entry level employees and command a higher salary. Many students completing the IMO program are being hired by local power companies either as entry-level employees or in several cases as apprentices. Twenty-seven students were hired between 2006-2008. The average entry level salary was over $25.00 per hour.

Students completing an Associate of Applied Science (AAS) degree are required to take a minimum of five general studies courses which require critical thinking, writing and

mathematical skills. Those in a Certificate of Applied Science (CAS) program must complete two courses of writing, critical thinking and math skills.

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

NPC's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge. Student Services provides academic services that support student success. Access to most services is available on the Student Services page of the NPC website or on JICS/MyNPC, as well as by phone, mail, email, fax, or in person.

Student Services
NPC Student Services offer a full range of services available at typical community colleges. Admissions, academic advising, registration, academic help, financial aid and scholarships, and electronic payment all assist students in entering the programs and classes they require.

The college offers each of its students the freedom to learn and to enjoy the benefits and rewards of college life. In return, the college expects each student to assume the responsibilities that accompany these freedoms. The NPC District Governing Board adopted Procedure 2625 to describe the code of student conduct and discipline. Students' rights and responsibilities are articulated in the 2008-09 college catalog and Student Guide for previous academic years. The vice president for Student Services administers the code of conduct that includes conduct related to academic integrity in the classroom.

Plagiarism and cheating is clearly defined for the college student body. Procedures for adjudication of academic misconduct are accessible and standardized. Similar to other schools, NPC experiences increasing incidents of plagiarism. The faculty has discretion to refrain from grading plagiaristic violations and latitude to determine if the indiscretion was malicious or unintentional. Reports of offenders are maintained in the Office of the Vice President for Student Services to offer data to determine if repetition or patterns of behaviors become apparent.

Depending on whether a case involves non-academic or academic misconduct, the vice president for Student Services or vice president for Learning administrates the Student Conduct Code. These offices provide documentation of adjudication of student misconduct in compliance with Procedure 2625. Ample evidence of student warning, suspension and expulsion in accordance with the policy are documented.

Efforts of these offices have successfully resolved policy differences between the college and the Northern Arizona Vocational Institute of Technology (NAVIT). While NAVIT enforces a separate attendance policy supported by the high schools, disciplinary actions for student misconduct are administrated by the College Procedure 2625, Student Conduct Code.

The NPC Library provides access to books, course materials, electronic databases, course reserves, fax machines, computers, internet service, and copiers. NPC divides its book and video collection among the ten campuses and centers. Electronic resources and equipment are available at all ten locations.

When students receive a library card, they are informed of library policies regarding borrowing of materials. Brochures containing this information are available at each

library help desk. Students who wish to use library computers for Internet or open lab functions must enter name, date, and time on and off computers on a log sheet. This allows the libraries to track the nature of patterns of library computer usage by NPC students and the general public. When signing in to use a library computer, students are given a handout that explains NPC's rules governing computer use. Additionally, notices explaining the law regarding public computer use and pornography are posted by library computers.

The library has a Course Reserve procedure for placing books on reserve which allows faculty to give students access to materials in a responsible manner. The copyright policy for College libraries offers guidelines to administrators, faculty, and students.

Students are supported by Veteran Services with information about benefits and processing applications. The advisor for Veteran Services is housed at Silver Creek Campus, but students have access to required forms online.

Disability Resource and Access (DRA) provides vital support to success for students with disabilities. Information available on the web site includes DRA policies and procedures, application materials, and NPC accessible route maps. Students can be assisted by contacting the DRA coordinator, or contacting an advisor at any campus or center.

The NPC Bookstore provides books and course materials through a centralized bookstore that supplies inventory for mini-bookstores at each campus and center. Each mini-bookstore is set up according to classes scheduled at that location. Materials are shipped around the district to meet supply and demand. The central store also sends materials directly to students if needed. Most online course materials are shipped directly to students from the central bookstore.

A Safe and Supportive Learning Environment
The college's participation in the HLC Assessment Academy and implementation of recommended venues for faculty forums (cafes and Dialogue Day) demonstrate administrative and faculty commitment to quality review and strategic improvement. Assessment of Academic Achievement and Instructional Program Reviews are processes designed for timely review of curricula and instructional effectiveness.

NPC is committed to providing a supportive environment for scholarly activities, which meet regulatory requirements. The Instructional Council (IC) supports and promotes academic integrity by reviewing and approving standards of performance for both teaching and learning; evaluating existing and new academic policies and procedures; approving changes in curriculum and new academic program; critically appraising modes of delivery; conducting academic assessments; reviewing placements; assuring faculty professional development; and devising methods to assure academic freedom, professional ethics, and responsibility.

The college reports crime statistics with a published Clery Report, which is posted on the NPC web for the public. The statistics college-wide for crime in fiscal year 07-08 show a total of six burglaries for the entire district, with two arrests for liquor law violations and one arrest for weapons possession.

The college has developed policies and procedures to support a chemical hygiene and safety plan for departments and division to assure environmental safety and occupational health of faculty and students. Safety plans are available in individual labs. Employee occupational safety training was completed with facilities management and maintenance in 2008 to satisfy OSHA requirements.NPC launched a Chemical Hygiene Plan in March 2008, and started the Hazard Communication Program which contacts all

communication systems designated by NPC students and staff to notify of any emergency issues at the college.

The college has deployed an electronic public notification system to quickly contact students, employees, and area mass media of emergency or other important information. The system has been successfully deployed several times during 2008-2009 to notify community members of weather-related closures and delays, and is available to provide notifications of any urgent nature. NPC's dispersed population and facilities makes the notification process both challenging and more important than on consolidated campuses, since no central public safety office is available to monitor and respond to emergency situations. With emergency situations facing NPC ranging from wild fires to blizzards and medical emergencies to assaults, the automated system and response procedures in place provide an important new safety component to the college and area communities.

Faculty and Staff

The college attracts and retains qualified faculty and staff dedicated to student-centered learning, ethical practices, and continued professional development. Efforts to attract, train, and retain qualified faculty are evident in the New Faculty Orientation held in August each year.

The Office of Human Resources provides a procedure for recruitment and evaluation of prospective faculty that conforms to fair hiring practices. Documentation of committee evaluation process and recommendations to the president are available in the human resource office. The Office of Human Resources is currently reviewing hiring practices to propose new and revised procedures to assure qualified faculty are employed and ethical practices are followed consistently throughout the college.

A master plan to transition from personnel model to a more comprehensive human resource model which supports the orientation, support, development, and empowerment of employees is currently underway, in accordance with the 2008-11 Strategic Plan Pillar 4.

In Spring 2008, the office of Human Resources presented a college-wide symposia discussing disciplinary and ethical issues in the workplace to deans, directors and supervisors. Training on diversity was presented at the August 2008 College Convocation.

The college conducts annual performance evaluations for all employees according to policy. Review, evaluation and revision of evaluation tools and procedure are planned (2008-11 Strategic Plan 4.3.4). Copies of the instruments used for employee evaluations is at Employee - Human Resources | MyNPC.

NPC provides effective oversight and support services to ensure integrity of research and instruction conducted by its faculty and students. The college mission documents articulate the value of integrity. NPC provides procedures for oversight, review, and revision of academic policy and practices. The college has policies to support and protect ethical behavior of its faculty. NPC requires faculty and students to take an active role in assessment methods to ensure knowledge and skill acquisition.

An example of this aforementioned integrity took place in spring 2006. The vice president for Learning and vice president for Student Services identified integrity violations in the nursing program. The disciplinary problems and interpersonal dynamics were severely disruptive and damaging to the college and the students who were dismissed from the program. The program administration and faculty positions were successfully dismantled and reorganized following college policies. In working closely with the Arizona State Board of Nursing and the local hospital, students dismissed from the program were

readmitted and completed the AAS course of study to successfully complete the program and pass the NCLEX-RN.

NPC has established Whistle-Blowing, Policy 1535. It has established Procedure 2715, Disclosure of Substantial Interest, and Procedure 2130, Computer and Electronic Access and Usage to protect rights established by federal law.

The organization respects intellectual property and creates, disseminates and enforces explicit policies and procedures to ensure ethical use of intellectual properties by faculty, students, and staff. College Procedure 2140 addresses intellectual property rights. Current review and revision of the policies of Information Services addresses ownership issues of electronic files stored on college hardware.

At least four sabbaticals, provided for through Procedure 2785, have been supported in recent years. Economic pressures resulted in changes to the strategic plan (4.4.2) to actively recruit in-house talent to present professional development workshops. Plans to improve pedagogical strategies and techniques by identifying and prioritizing needed activities, and create additional in-house development opportunities in response to budgetary adjustments are evident in the 2008-2011 strategic plan (1.1.4). Faculty receive tuition waivers for attending college courses and are awarded a stipend for attending Instructional Skills Workshops according to Procedure 2744. Fair and equitable access to professional development funds is supported by a process of application to the Professional Development Committee which reviews and approves petitions. Approval for support from professional development funds requires faculty share information and knowledge acquired with faculty or a larger audience.

All members of the college, faculty, staff and students, are expected to abide by the federal laws regarding copyright and intellectual property. Illegal reproduction of copyrighted material on college machines and equipment is prohibited. Violation of this policy may lead to disciplinary action. NPC Policy 1150 Copyrighted Material assures the college observes ethical use of intellectual property policy. The college Printing and Duplicating (PAD) department has a clearly defined policy in place regarding copying intellectual property, which is actively enforced. Materials that appear to be from published sources are not reproduced without written permission of the author and/or publisher. Printing and duplication policy is explicit. The college requires publisher authorization for duplication of copyrighted materials. Notices of Warning Concerning Copyright Restrictions 37CFR 201.14(b) are posted at each copier in the college.

College policy for Software and Internet Sites regarding ethical handling of software and information from the Internet is available to administrators, faculty, and students. Copyright policy regarding video, television, and moving pictures clearly provides guidelines for utilization of multimedia presentations for instruction uses.

Grants

All external grants and contracts are approved by the District Governing Board and administered via the Business Office under the supervision of the director of Finance. NPC is currently partnering with Coconino Community College in a Title 3 grant, an IBM grant, a National Science Foundation S-STEM grant and several others, listed under Special Funds in the HLC Resource Center.

In addition to college financing, the Carl Perkins grant supported professional development requests for faculty in fire science, nursing, emergency medical technology, welding, and industrial technology in 2008. A Title III grant co-awarded to NPC and Coconino Community College provides funding for staff and faculty development in areas which enhance and expand distance and online learning at NPC.

The Title III grant is also providing significant infrastructure upgrades and resources to faculty to improve the distance/online learning experience.

Involvement with Community

The college seeks to respond to community needs and provides opportunities for advancement and enrichment to enhance the learning process, and participates in student community involvement programs.

The Student Government Association (SGA) regularly conducts meetings and posts minutes, and activity summary on the college's web site. The Student Government Association focuses efforts to support and promote 1) student activities, 2) academic achievement, and 3) community service. During the 2007-08 academic year, members of the SGA sponsored a food drive, supported the local chapter of Big Brothers and Big Sisters, and raised funds for the American Diabetes Association. Students at surrounding centers are also encouraged to support community programs. Students at one center raised funds for women's health awareness. Tapes of SGA meetings are archived.

Phi Theta Kappa's mission is to provide opportunities for individual growth and development through participation in honors, leadership, service, and fellowship programming. During 2005-06, members conducted a Back-to-School Drive collecting and distributing coats and school supplies for needy students in grades K thru 12. A local corporation donated $500 to the drive. In academic year 2006-07, students volunteered for Big Brothers and Big Sisters. One student acquired a position at the organization. During 2007-08, the NPC PTK chapter participated in Better World Books collection and recycle cause.

Under the direction and effective leadership of Dr. Jeanne Swarthout, the college supports the President's Climate Commitment to reduce greenhouse gases and become climate neutral. In the fall of 2008, a "Green Committee" formed to collect Green Ideas, plan and implement interventions to reduce the college carbon footprint. Continuous improvements of distance education delivery systems, renewed interest in online course development, and planned installation of desktop conferencing systems (Instructional Council Fall 2008) will reduce the college's impact on the environment. College-wide computer replacement plans and overhaul of central server systems have reduced energy used by desktop systems by over 60% and by server systems by over 90%. The 632 computers replaced in 2008-2009 are estimated to reduce CO_2 emissions by nearly 4,000,000 lbs per year compared to the systems they replaced. Plans to establish professional memberships with organizations that support and promote the responsible use of technology are evident in the 2008-2011 Strategic Plan (3.2.3). The committee named themselves The Sustainability Committee; the group is making progress toward sustainability efforts on several projects, including projects involving students.

NPC is committed to building community relationships and serving its constituency. Programs and services offered are in concert with community needs. This effort is articulated in several Values statements. NPC best shows dedication to these relationships through Vocational Program Advisory Boards and the Community Advisory Council, along with the Center Community Outreach Meetings. The work of advisory boards composed of community and professional leaders demonstrates NPC's commitment to collaborate with and learn from community partnerships.

Connections with community have recently been enlarged with the expansion of internship opportunities. A revised internship handbook and identification of partners and programs in the community are first steps in the process. The support of guidelines from Carl Perkins to focus on more consistent and effective use of advisory committees is

evident in minutes from the Vice President's Instructional Council (VPIC) and in the 2008-2011 Strategic Plan 1.2.4.

Criterion 4 Strengths

One of Northland Pioneer College's greatest strengths with regard to its mission is the quality of its staff, faculty and students in terms of their magnanimity. Both the Classified and Administrative Staff Organization (CASO) and the NPC Faculty Association (NPCFA) spend considerable energy, and their own personal resources, to raise funds for student scholarships. The NPC Foundation raises scholarship money largely through the efforts of volunteers who organize and host an annual auction, musical/cultural program and golf tournament. Between academic years 05/06 and 07/08, the foundation gave an average of $62,500 annually for student scholarships.

The college itself demonstrates both spirit of generosity and commitment for access to lifelong learning through tuition waiver programs for survivors of National Guard members and public safety personnel killed in the line of duty. More recently, the Lifeline program was implemented in response to the current economic situation. The program provides a semester of tuition and fee waivers for individuals who have lost their jobs in the last six months. The NPC Foundation augments this program by providing scholarships for books. This enables recently displaced workers to take advantage of opportunities for retooling and developing new skills for employment without cost.

The Student Government Association and the NPC chapter of Phi Theta Kappa are regularly involved in activities that benefit the neediest members of college communities. Their efforts expand learning opportunities for students from the K-12 arena to non-traditional adult learners of all ages.

NPC students are informed of learning opportunities, ancillary services, and special events via Eagle Briefs, which are posted on bulletin boards and in bathroom stalls throughout the service area. The Student Government Association funded wide-screen video monitors that post news and information at each campus location, and all students, regardless of location, can access news, services, and information through the JICS/MyNPC portal.

In the spirit of being a true "community" college, NPC offers many opportunities that transcend the traditional classroom experience. The NPC library system is open to both students and non-students at over ten communities across the service area, and in many cases is the only library available. The Performing Arts Center (PAC) at the Silver Creek Campus in Snowflake provides a venue for both college and community practice and productions. The Small Business Development Center (SBDC) at the White Mountain Campus in Show Low is a critical resource for economic development in a low-income area. Its Native American Enterprise program is exemplary in meeting the unique needs of small business owners who operate or wish to operate on tribal lands.

Classes and programs respond to industry needs in meaningful ways. An excellent example is the college's Industrial Maintenance and Operations (IMO) program, which was developed at the behest of and with input from the power generation and supply industry. Between 2006 and 2008, twenty-seven NPC IMO program completers were hired by local power plants at an average starting salary of $25.00 per hour, especially noteworthy, because this far exceeds the standard entry-level wage for power plant employees, and because the average hourly wage in the service area is approximately $17.00 per hour.

NPC demonstrates its commitment to maintaining open lines of communication with all its constituents, not only through vocational program advisory boards, but also through its Community Advisory Council and Center Community Outreach Meetings. It extends learning opportunities across the spectrum through programs like the Children's Theatre Workshop and dual enrollment agreements with area high schools, as well as community interest classes. It also demonstrates community leadership through initiatives like the President's Climate Commitment and the formation of the Sustainability Committee.

These are some of the best examples of NPC's sense of being a "community" college that values and supports inquiry, creativity, practice, and social responsibility in ways consistent with its mission of promoting lifelong learning.

Criterion 4 Recommendations:

Although NPC has mission documents in place and available, they are not reviewed on a regular basis. Criterion 2 recommends that the College Council needs to regularly review all mission documents.

NPC is decentralized to bring education to where the constituents are. This creates a challenge to large student group activities. The college needs to find ways to provide more opportunity for student activities and daily interaction through use of facility space and institutional support. The college could facilitate alumni reunions and/or establish some line of communication.

The college needs to continue to create student forums at centers and outside of the Student Government Association (SGA) to support student community involvement programs. Replace posting of SGA charter on HLC with meeting agenda and minutes.

Although Student Services administers the Satisfaction of Graduating Students Survey, the college needs data, a three to five-year survey, regarding how graduates evaluate their NPC education in terms of success in their career, job preparedness, and success in higher education or more advanced training. Furthermore, the college should devise employer surveys designed to measure graduate aptitude and performance.

The college needs data on number of students participating in various curricular and co-curricular opportunities. Data is also needed on students who utilize tutoring and greater success in the classroom.

Information needs to be added to JICS/MyNPC admission calendar and resource pages, and frequent information updates on all student services.

NPC needs to post minutes for chemical hygiene and safety committee and examples of the plan to the HLC Resource Center.

The college needs to continue to support the Phi Theta Kappa (PTK) tradition of student-driven service projects. Provide an archive of meeting minutes on the HLC Resource Center.

Post minutes, projects, outcomes of the Sustainability Committee to the HLC Resource Center. Continue news about this and other service projects in the NPC Newsletter and Eagle Briefs to increase awareness and invite participation.

Documentation of advisory council meetings is scattered on the HLC Resource Center. Any advisory board bylaws should be posted also.

The college should form an Institutional Review Board to review grant proposition, research studies. There currently is no policy or procedure regarding protection of the rights of human subjects.

A plan for more frequent program reviews was implemented. Dean level oversight of procedure for program reviews should be implemented to ensure they are conducted in a timely manner.

The Assessment of Student Knowledge (ASK) committee has been implementing a plan for measurement of general education skills. The college could devise a pretest/posttest for critical thinking skills in general education courses. Then track students who:

- Complete a certification requiring an outside exam
- Take a national or state exam
- Pass the exam
- Are success fully employed in industry

One outcome could be a required critical reading and thinking course for students in transfer programs.

The college should create and implement an assessment tool that measures the level of student confidence in their knowledge base and preparation for their area of expertise (Strategic Plan goals 1.3.1, 1.3.2, 4.4.3).

Chapter 7

Engagement and Service: Criterion 5

As called for by its mission, the organization identifies
its constituencies and serves them in ways both value.

NPC's mission is to create, support and promote lifelong learning. Student Story Example:

A good starting point

NPC student **Kyle Blalock** is an artist. Often, talent like his can be both good news and bad news. While he has the satisfaction of creating works of art that others view with pleasure and admiration, will he be able to make a living at it?

But Kyle is off to a great start. The Blue Ridge High School graduate entered last year's NPC annual High School Art Show and won Best of Show honors. As a result he received a full-ride NPC scholarship! And because he took part in a NAVIT photo technician program at Blue Ridge, he earned enough early college credits to be considered a second year NPC student!

But attending college is about more than art, and Kyle admits school can be stressful. "Still," he says, "the satisfaction you feel at the end of the semester...is so rewarding; you feel proud of yourself for having stuck with it."

While his artistic abilities extend to ceramics, painting and photography, Kyle finds he is most attracted to ceramics. "I feel pottery is in my bones – it's archaic and prehistoric. It's like the history of civilization; pots have been made since the beginning of man."

Kyle cites Lee Sweetman, NPC art program head and fellow ceramicist, with making him feel especially welcome in her classes. But he is finding all of his instructors care about their students and take personal interest in them. "And not just about class work," he adds. "They take extra time to talk with you about your future." Perhaps that's one of the reasons Kyle says NPC is a good starting point for both life and career. "If you don't have a plan, it's a great place to find yourself."

Chapter 7
Engagement and Service
Criterion 5

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

At the heart of Northland Pioneer College's mission and values is the commitment to serve the diversity of needs of students and communities. A wide variety of educational programs and services have been implemented to connect NPC to its constituencies, including K-12 school districts, community-based non-profits and business/industry. During its thirty-seven years, Northland Pioneer College has developed community partnerships to uphold its mission and continuously expanding vision of lifelong learning. NPC has shaped its commitments and vision to reflect the culture and needs of the communities it serves. It provides effective and responsive service to its constituencies.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Working with Area Educational Institutions

NPC seeks information from secondary and post-secondary educational communities through advisory committees, community outreach forums, and participation in organizations and community planning groups. The college conducts outreach programs at district-wide middle and high schools to determine what programs will best benefit the upcoming cohorts of students. Frequently NPC joins with the NAVIT Joint Technological Education District (JTED) to conduct surveys of student program interest at the high school level. Those surveys have resulted in the implementation of new programs such as Heavy Equipment Operations and the extension of current programs into new communities in the service area such as cosmetology extending to the St. Johns Center.

In spring 2009 NPC began an alliance with two other Northern Arizona community colleges, Coconino and Mohave, to begin advertising their distinctive programs in a format that promotes all three schools at the same time. Eventually they hope to offer a smooth transfer of students to provide access to the specialty programs available at each institution.

NPC conducts community [advisory council](#) meetings for twenty-two vocational programs. The college identifies local community representatives for involvement with NPC planning; conducts feasibility studies; and assesses all current programs, partnerships, and services as they relate to community needs. NPC prioritizes program and course offerings that respond to current and future community needs. The college institutes systematic evaluation of programs, partnerships, and services as related to community needs, through multi-community advisory boards for TLC, Literacy (Navajo County Libraries), and vocational programs.

Community outreach meetings consist of the Community Advisory Council, which is comprised of community leaders and students from campus-serving communities. There are also [Center Community Outreach](#) meetings; the NPC president hosts a meeting at each center location. Local community members, students and their families can discuss what is most important for their needs in their community. The vice president for Student Services also holds Student Focus groups, specifically to solicit feedback from students. These meetings have led to several positive changes, including improvements in accessing student service advisors; attention to distance delivery failures; and a restructuring of student government to better meet the needs of center students.

Local community advisory boards and organizations work with NPC to provide facilities for community events. Nursing, behavioral health programs, recruitment visits, and community focus groups gather and disseminate information to their constituents. Many surveys are conducted, both within the college and among others, that the college can use for informed decisions: Northern Arizona Council Of Governments (NACOG) surveys, small business client surveys, student surveys, literacy program questionnaires, and end-of-course questionnaires generated by faculty and departments to see what works well and what needs improvement.

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Through the planning and budgeting processes, Northland Pioneer College looks forward to the future changes and growth within its service area. The college continually monitors its capacity to meet the growing needs of its communities, particularly as the economic recession leads to increased needs. The college always has the commitment to serve but increasingly must be aware of its limited resources.

Northland Pioneer College maintains a physical presence in every large community within the two-county district service area. The decentralized structure of Northland Pioneer College allows college representatives within each of the communities to interact and voice their ideas about what programs and services are needed within their constituent area. However, the decentralized model on which the college was founded requires a certain degree of service redundancy which is difficult to maintain with shrinking resources.

Planning Processes
NPC's planning processes are focused on life-long learning and engagement toward building the future of our community through education and knowledge. The strategic planning process involves all facets of the academic community. The process involves the president holding discussions with representatives from all areas of the college community to determine perceived needs and goals. The final list is presented to the NPC District Governing Board for discussion and final authorization.

NPC's Strategic Plan is the tool that guides the district governing board in strategies and priorities to consider for approval to address the needs within the diverse NPC community. The 2008-2011 strategic plan is based on six pillars:

1. Advance High Quality and Accessible Learning Opportunities

2. Strengthen Institutional Planning and Accountability

3. Strengthen Technology to Support Learning and Service

4. Strengthen Human Resources and Employee Relations

5. Strengthen Fiscal Resources to Support Critical Programs and Services

6. Strengthen Facilities through Planning and Development

Within the pillars are priorities and goals, each tied to specific HLC core components, with each assigned a timeline and individual or entity responsible for related outcome measures.

Budgeting Processes
Another way NPC keeps in check with its constituents is through the NPC Audit Committee, formed in fiscal year 07-08. In response to state audit issues the Audit Committee was structured with three internal NPC members and two Certified Public Accountant community members. The Audit Committee Charter states their purpose:

The two primary purposes of the Audit Committee are enhancing risk management activities and assuring the independence and quality of the internal audit functions. The Audit Committee assesses and promotes a strong internal control environment and evaluates the adequacy of responses to risks or weaknesses identified through audits, reviews, or other processes, including those performed by external parties.

The committee held its first meeting in June 2008, and is chartered to meet quarterly, with additional meetings as necessary. The Audit Committee works to ensure the college's sound fiscal processes to external and internal stakeholders.

Distance Education
The college continues improvements of distance education delivery systems with the recent upgrade in bandwidth to the wide area network, as well as interactive equipment like Smartboards for audio and nursing classrooms, and improved control panels and monitors for video classrooms. Due to the widespread diversity and geographic locations of NPC's constituents, the college is working to utilize web delivery of all student services, to give convenient access to rurally located students.

Curriculum
Faculty members participate in [Articulation Task Forces](#) (ATFs) to articulate course work with other colleges and universities throughout the state.   Articulation meetings are scheduled annually or semi-annually, depending on the discipline, and other activities are conducted on an on-going, as-needed basis for specific program areas and vision planning at large. The president has been the lead representative to general education ATFs for a number of years, and is currently the community college co-chair of the Academic Pathways Articulation Steering Committee (APASC) which oversees state ATFs as one of its responsibilities. The president also serves on a number of task forces for the Arizona Community College President's Council (ACCPC).

NPC participates in the [Arizona State System for Information on Student Transfer](#) (ASSIST), a statewide program to track transfer students within any public institution in the state, from high school to university level. Once this is in place NPC will be able to track former students and conduct surveys of those students who transferred to see if they encountered any problems.

Facilities
The Jake Flake Emergency Training Institute in Taylor involves a partnership of local fire and police departments, the town of Taylor, Navajo County, and NPC to provide a regional training facility for emergency medical service and law-enforcement personnel. The facility is equipped with a burn tower, classrooms, and a safety driving course. The facility supports NAVIT classes and an NPC fire science faculty office. Through district-wide partnerships, the college has developed the infrastructure as well as the commitment to provide public safety programs and training to the entire service area. These training services are critical to a region where emergency response time is often measured in hours rather than minutes.

Culture and Community
Radio, television, and newspapers supply the college's constituents with knowledge of the programs and services the college provides. NPC provides convenient online class schedules and registration, but in order to reach all constituents the college continues to provide paper schedules through the postal service. In some reaches of the service area, NPC's constituents have no electronic communication devices available in the home, so postal service is the only way to reach them.

NPC is sensitive to local cultural beliefs and practices. New Faculty Orientation provides an introduction to the many distinct cultures in NPC's service area. One example of support is when three vans loaded with new faculty and their mentors crossed the path of the Head Snake Priest of Second Mesa, who was out collecting rattlesnakes for the coming Snake Dance. In reparation

some of the women participants from the visit made baked goods and the men participants provided cases of water and soda to be taken to the kiva.

Scholarship opportunities are provided by NPC organizations such as Classified and Administrative Staff Organization (CASO), and the NPC Faculty Association. Fast Track, Lifeline, First-time Attending, Continuing Ed, Housing Assistance, and Textbook scholarships are geared specifically to the needs of NPC's student population. The NPC Foundation also sponsors a number of scholarships.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Through information gained from community involvement, NPC provides diverse course offerings in subjects ranging from pre-literacy to vocational, academic, and continued learning, at campuses, centers, and sites. NPC provides Senior citizen discounts, as well as run early college programs in the summer for area children. The Disability Resource and Access Coordinator provides accommodations for students who need disability services. NPC researches and works within the service community to provide programming that will accommodate the needs of its constituents.

Northland Pioneer College's mission is to create, support, and promote lifelong learning. The mission is accomplished through innovative partnerships which enhance the lives of people in Navajo and Apache counties. Examples of long-standing partnerships include the partnership with Apache County to provide services to their non-reservation communities. The members of the Apache County Higher Education Commission represent community interests and decide what programs will be funded by their constituents to be provided by the college.

Educational Partnerships
One of the most important educational partnerships Northland Pioneer College has engaged in and maintained is the Intergovernmental Agreement (IGA) with Apache County. This IGA, renewed every two years, provides educational and student services to unincorporated Apache County. Frequently in conjunction with another important NPC partner, NAVIT, the IGA has provided both general education and career/technical education programs to the southern part of Apache County. Programs available through the IGA include:

- General education coursework and transfer degrees
- Welding
- Cosmetology
- Heavy Equipment
- Power Plant Fundamentals

With the inclusion of NAVIT in the partnership, high school students from Apache County are transported from their home campuses for participation in other programs such as Fire Science. The IGA between NPC and Apache County has been extremely beneficial to students and communities without a two-year college possibility in their home communities. The NPC/NAVIT partnership typically serves 400-500 students annually throughout the district.
The Joint Technological Education District entity, NAVIT, is an extremely important partner in the NPC consortium of partnerships. The JTED was established by Arizona Statute and is funded through the state. NAVIT provides career and technical education opportunities to high school students interested in pursuing specific technical pathways to employment. Students participating in the NAVIT/NPC partnership spend half-days at NPC facilities with NPC faculty, learning technical curriculum and obtaining national certifications for employment. The

NAVIT/NPC partnership has been highly successful with high school students acquiring highly valued employment skills, technical certifications and job placement after high school graduation. NAVIT students are encouraged to complete their AAS degrees on completion of the NAVIT program. The NPC/NAVIT partnerships provide skill training and certifications in:

- Welding
- Cosmetology
- Heavy Equipment
- Fire Science
- Pre-education
- Pre-nursing
- Certified Nurse Assistant
- Industrial Maintenance Operations
- Auto Technology

The NPC/NAVIT partnership provides outstanding opportunities for local high school students from eleven different regional school districts to establish a career in technical fields. However, the NPC/NAVIT partnership also has led to the creation of new and exciting partnerships with business and industry, particularly with the power plants, SRP Coronado Generating Station, APS Cholla Generating Station and TEP Springerville. Additional partnerships have evolved with a variety of fire departments such as Taylor, Pinetop and Show Low.

Partnerships with the power plant industry have resulted in contributions of:

- Classroom and training facilities at the Cholla and Coronado Generating Stations
- Equipment at Cholla and Coronado Generating Stations
- Job shadowing at all power plant facilities
- Program completion advantages for NPC/NAVIT students in securing employment
- Fire fighting equipment
- Fire instruction personnel

Finally, these multiple-agency partnerships have provided career and technical education students with opportunities to compete in Skills USA, a venue for demonstrating outstanding skills. The NPC/NAVIT partnership has provided dozens of students with the opportunity to demonstrate their skills to employers and resulted in numerous state and some national award winners. In May 2009, the partnership is sending two welders to the national Skills USA competition in Kansas.

Northland Pioneer College participates in the local consortium of high school districts in Tech Prep, working together to provide a bridge from the K-12 learning experience into the community college/university to prepare students for careers in business and industry.

NPC partners with the Arizona Department of Corrections (DOC) at two prison facilities, one at Winslow and one at St. Johns. The sizes and types of programs NPC offers at the DOC sites depend on the DOC's plans and funding from the state. Programs NPC has been able to offer to incarcerated students include upholstery, building maintenance, wild land fire fighting and limited computer proficiency. NPC also provides GED testing at the facilities. Twice yearly NPC conducts completer ceremonies for incarcerated students and is able to appreciate the fact that these students are learning job skills to assist them upon release. Depending on Arizona State funding to the Department of Corrections, the following provides average figures of incarcerated student success:

| Annual Completion of GED | 200 students |
| Annual Completion of Certificate of Proficiency | 67 students |

The Northland Pioneer College Nursing Program has provided an environment for creative partnerships. Navajo and Apache counties suffer from a critical shortage of nursing professionals. It is difficult for local health agencies to compete with urban environment compensation schedules, making it difficult to lure new talent to the region. NPC has taken the "grow your own" approach to developing and growing the Nursing Program to serve the health-care facilities in the region. The NPC Nursing Program follows the Arizona State Nursing Board curriculum and requirements. The program also participates in the consortium, "Home Grown Healers".

The NPC Nursing Program works closely with a region-wide advisory group that includes directors of nursing and nursing staff educators from hospitals and medical centers in the area. The advisory group is inclusive of reservation health-care providers. Given the paucity of clinical placement opportunities, the Dean of Nursing and advisory group work closely with out-of-district as well as local agencies to provide appropriate clinical placements of nursing students. Nursing students may experience clinical placements through partnerships with:

- Regional Indian Health Service facilities
- Flagstaff Medical Center and Hospital
- Summit Regional Health Care
- Occasionally in metro-Phoenix facilities
- Local clinics, assisted living and behavioral health facilities

Arizona Department of Commerce grants have provided the funding to grow partnerships in new ways for the Nursing Program:

- Providing tuition to grow local BSN nursing professionals into MSN-qualified faculty
- Providing funding for additional support for nursing students, particularly those considered at-risk of non-completion but desperately needed in indigenous health care facilities.

Other grant funding and partnerships have given the Nursing Program the opportunity to acquire state-of-the-art laboratory facilities and computer/simulation mannequins to provide training outside of and complementary to clinical settings. The NPC Nursing Program encourages youth to become interested in allied health careers. Among other activities, they offer tours/career information to junior and high school students.

Northland Pioneer College has partnered with Holbrook Unified School District to provide facilities on the Painted Desert Campus for an alternative high school. After a hiatus of several years, the alternative high school, Triumph School, returned to the NPC campus in 2008-09. The partnership to provide facilities for Triumph School gives students an opportunity to experience a new and often more stimulating educational experience on a college campus. Developmental coursework is available when needed as are regular college courses for those demonstrating preparation through placement testing. Triumph students use the college facilities as any other student and often "take off" because of the new learning setting. Triumph School is currently being re-evaluated by the Holbrook Unified School District because of fiscal limitations.

A final example of the manner in which Northland Pioneer College partners with its constituencies is through the dual enrollment agreements it maintains with 19 area high schools. Through IGAs with each of the school districts, NPC provides dual enrollment credit for high schools if the following criteria have been met:

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- Instructor is qualified to teach a particular course by NPC faculty standards

- Proof that the course outcomes are met

- Each student, through placement testing, is qualified to take a particular course

- The course curriculum meets NPC standards, including facilities and equipment

- The course adheres to NPC policies and procedures, including academic protocols

The college employs a High School Programs Coordinator and Dual Enrollment Specialist to provide a liaison between the high school districts and the college for registration, placement and other required services. High school dual enrollment instructors work with NPC department chairs to coordinate classroom teaching. Dual enrollment partnerships give qualified high school students an opportunity to accelerate their college education while saving financial resources for later educational advantages. Dual enrollment oversight is provided by legislatively-mandated faculty committees.

NPC participates with Northern Arizona University which operates satellite campuses, including a facility located on NPC's White Mountain Campus in Show Low. Program initiatives include the Three Plus One program where the first three years of a four-year Bachelor's degree can be completed at NPC. Northern Arizona University recently closed its facility in Holbrook and is re-evaluating distance delivery services throughout the region.

The ten Arizona community colleges have formed a consortium to work with local Workforce Investment Act (WIA) boards to develop and provide "green initiative" curriculum and job training in response to federal stimulus funding. The guidelines stipulate community green initiative projects.

The Developmental Services division uses Adult Basic Education grant funds to extend TLC classes beyond campuses and centers to various community locations throughout Navajo and Apache Counties. NPC's adult education project participated in a state initiative that developed and piloted one of Arizona's first mandatory orientations for GED candidates. Effective January 2008, all individuals who take the GED test at NPC must first complete a fourteen-hour orientation to determine their readiness for the GED test and to provide resources for transition to post-secondary education or employment following GED completion.

As aforementioned, NPC depends on advisory boards to guide program development. One example of how this relationship serves communities comes from NPC's Emergency Medical Technology (EMT) program. The program had been developed through the I-EMT (Intermediate EMT) level. The EMT Advisory Board fought for the special needs unique to this rural service area and promoted a Certified Emergency Paramedic (CEP) program, which was then developed and implemented at the college.

At the request of the area Workforce Investment Act (WIA) executive director, NPC Business and Industry Training (BIT) set up work readiness training for the 2009 Summer Youth program. The curriculum includes survival and daily living skills, communication skills, teamwork, problem solving, customer service, and involves a day focused on making career decisions and steps to entering the job market, including resume writing, filling out job applications, and participating in interviews.

The Early Childhood Development (ECD) program meets the needs of the preschool community, their parents, and their caregivers by training workers to meet all federal and state mandates and standards for early childhood education. Over 95% of student enrollment in ECD consists of workers in Head Start, other child care facilities, and family providers. The program is set up to provide on-the-job training for workers, which enables the workers to apply professional educational methods under the guidance of an experienced ECD advisor.

Tribal Partnerships

NPC participates in yearly partnerships with the Hopi, Navajo, and White Mountain Apache tribes. NPC works with tribal governments to provide more offerings in Native American communities. One example is the Native American Enterprise program, which tailors curriculum to the specific needs of entrepreneurial development on reservations. This program received a Coleman Grant which provided for additional personnel and expansion of services. The Native American Enterprise program is implemented and supported by the Small Business Development Center. Further, at the Arizona Small Business Development Awards presentation in April 2009, two business entities from NPC received recognition. Both were tribal enterprises.

NPC promotes and distributes scholarships for Navajo, Hopi, and White Mountain Apache tribal government educational assistance, and housing scholarships. NPC collaborates with Navajo Nation Department of Workforce Development (NDWD), Workforce Investment Act (WIA), Navajo Nation Program for Self Reliance (PSR), and tribal governments.

To enhance the success of its scholarship recipients, the White Mountain Apache Tribe Higher Education office works with NPC to provide placement testing and a summer orientation and college skills course to all White Mountain Apache scholarship recipients. The White Mountain Apache Tribe also requires scholarship recipients in need of skills development to attend NPC until they have reached college skill level in math, reading and writing. The Higher Education office feels this effort has significantly enhanced the retention and performance rates for their scholarship students.

The college annually renews its agreement with the White Mountain Housing Authority to provide construction training to tribal members with WIA funding. Tribal members learn employable skills while constructing housing for enrolled tribal members.

The Learning Cornerstone (TLC), NPC's Developmental Services program, and NPC's Early Childhood Education (ECD) program have multiple partnership agreements with tribal entities to offer courses in facilities across reservation lands. The Early Childhood Development Program has received international recognition for its work with indigenous communities.

Business and Industry Partnerships

The Small Business Development Center works with new and reorganizing businesses in the service area, and Workforce Development provides ongoing job skills training for business and industry partners. The Small Business Development Center works with clients throughout Navajo and Apache counties. In 2008 the SBDC worked with 294 clients. Almost twenty-seven percent were Native American entrepreneurs.

Business and Industry Training(BIT) meets the needs of the service area communities through customized training for tribal, municipal, business, and industry constituents. Recent training contracts involved various computer software applications, Occupational Safety and Health Administration (OSHA) training, emergency medical technology refreshers, and real estate workshops for different levels of certification. BIT works with law enforcement agencies to provide ongoing training in areas such as search and rescue, sex offenders, victims' rights and others. Fire science coordinates with BIT for ongoing emergency training. In addition, many local industries, such as power plants and railroads require OSHA training and heavy equipment training.

Community and Cultural Partnerships and Involvement

Marketing efforts include newspaper ads, newspaper feature stories, radio ads and interviews, flyers, posters, and brochures, and a web presence that is updated daily. Television advertising on Show Low's Cable Channel One, the service area's only television station, bulk mailings of postcards and class schedules, and participation in community events such as fairs, parades and local conferences round out NPC's marketing presence.

NPC sponsors and/or participates in an area job fair, free tax seminars, local parades and fairs, an Earth Day celebration, Halloween "Trunk or Treat" for community children, an annual book exchange sponsored by TLC, and other activities. Cosmetology instructors volunteer their services for the "Look Good and Feel Better" Program, which gives free cosmetology services to women who are undergoing cancer treatment. NPC sponsors blood drives, defensive driving workshops, professional development activities, an American Heart Association Heart Walk, United Way and Muscular Dystrophy drives, domestic violence seminar, county fairs, festivals, and college awareness tours for elementary schools. NPC's Financial Aid Office works with local high schools to offer financial aid awareness and preparation workshops.

Nursing/nursing assistant program students take the opportunity to give back to their communities. Nursing students work with both the Navajo and Apache County Health Clinics where they administer flu shots for community members. In the past they have helped at schools with student health screenings. Whiteriver certified nursing assistant (CNA) students are invited to the Native American Women's Conference held each year in Hon-dah on the Fort Apache Reservation. The students give blood pressure readings and present material on hypertension. In 2007 the nursing department hosted a health careers day for local fifth grade students who came to campus and learned about health careers. They toured the nursing assistant and nursing labs and learned to appropriately gown, mask, and glove for medical procedures. The massage therapy program students volunteered to give free massages to clients in an assisted living facility.

The Performing Arts program partners with the White Mountain Symphony Orchestra, the High Country Barbershop Chorus, and the White Mountain Big Band to bring students to NPC, and in exchange NPC offers a place to rehearse and perform for the community groups, plus a way to draw new talent into the ensembles. Several times talented area high school students have played with the orchestra at NPC while taking classes, and then have gone on to earn higher degrees in music at the universities. Summer Theatre in Kids College has become a standard offering that brings together children from all over the service area, along with their parents, to learn theatre skills and perform a play in two weeks of day camp under the instruction of college faculty. These activities culminate in public performances for family, friends, and community members. By summer 2009, the Children's Theatre had grown to include 46 children.

The NPC Community Education program sets up Kids College for non-credit, special interests. Since fall 2004, course offerings include Youth Tae-Kwon-Do, Mexican Folklore Dance, and Ballroom Dance. A faculty member in the fine arts has designed and implemented a summer arts class for children in the northern portion of Navajo County. Children attend the class on the Painted Desert Campus. They learn basic two-dimensional arts concepts while producing creative works. Table 15, Kids College Enrollment 2004-2008, lists enrollment figures for Kids College.

Table 15, Kids College Enrollment 2004-2008

Fiscal Year	Fall	Spring	Summer	Total
04/05	19	129	0	148
05/06	78	66	28	172
06/07	29	24	36	89
07/08	29	29	49	107

Student and Faculty Involvement
Faculty, staff and students provide educational presentations and service within the community. Examples include the NPC performing groups: Master Chorale, White Mountain Symphony, White Mountain Barbershop Chorus, White Mountain Belles, Big Band; NPC Theatre Productions,

Performing Arts Center Artist Series, student art shows, and *Northern Flight,* the college literary and arts magazine.

Student Government Association (SGA) organizes and participates in community events such as food drives, community service, concerts, school supply drives, and raising money for health awareness initiatives. The SGA sponsors social events such as dances and basketball games, talent shows, Big Brothers/Big Sisters, study abroad opportunity, formulation of academic clubs, Outdoor Club, and leadership training. The current group is working on an ambassador program starting in fall 2009. Kayenta students want to organize a daycare program for students, and PDC students have initiated movie night. SGA has also purchased electronic informational monitors for up-to-date student information at all campuses.

The high caliber of faculty and staff at NPC is evidenced by the presentations and workshops that they provide at local and national professional conferences and events. Faculty and staff at NPC often volunteer in cultural activities and participate in service organizations and their activities. One faculty member has given presentations at the local Audubon society and the Petrified Forest. Another faculty is involved with local and state historical societies. Many contribute time and talents to charities and other service organizations. The Hopi Center Manager was chosen to participate in a fifteen-month long Hopi Leadership Program.   Set up by the Hopi Foundation, this program is designed to teach Hopi leaders about bridging the gap between traditional and non-native world views, while strengthening local community.

Northland Pioneer College encourages the educational process. Students are engaged in off campus observation, volunteer work, and on-the-job training as a component to completing course requirements. These educational experiences include:

- Classroom observations at local K-12 facilities

- Job shadowing in the power industry

- Internships

- Field trips to future employment facilities

- Off-site training in resume construction and interviewing skills

 In addition, students participate in educational competitions at the local, state, and national level. These competitions provide venues for students to connect with external communities and provide personal and professional growth opportunities. NPC welding students compete on the regional and state levels as members of SkillsUSA--Arizona, and swept the medals in this year's spring competition. Fire science and automotive technology students compete in SkillsUSA competitions also. There are three yearly events: a leadership conference, a regional competition, and the state competition.

The automotive program provides services to the public. Other programs that provide services include cosmetology and massage therapy. The Department of Corrections (DOC) Upholstery Program also provides services to the public.

 NPC has consistently had students on Arizona's All Academic Team every year since 1996. In 2007 an NPC student went on from First Team to New Century Scholar and All-USA First Team. Table 16, NPC Student All Academic Team Placement, 1996-200, lists the NPC students awarded.

Table 16, NPC Student All Academic Team Placement, 1996-2009

	Student	Campus	Team Placement
1996	Joni Gillespie	PDC	Third
1997	Carol LaBine	WMC	Third
	Kelli Penrod	PDC	Third

Year	Name	Campus	Award
1998	Connie Moon	WMC	Third
	Jamin Moore	LCC	Third
	Jeanette Palmer	SCC	Third
	Marcia Stearns	WMC	Third
1999	Denise Elizabeth Cloud	PDC	First
	Deborah S. Lewis	WMC	Second
	Brian J. Mowers	PDC	Third
	Clark D. Rowley	SCC	First
	Aaron D. Sadler	LCC	Third
2000	Murlin G. Larson	SCC	First
	Justin R. Simmons	WMC	Second
	L'Erin L. Webb	SCC	Second
	Julie M. Wiessner	PDC	Second
	Kristin D. Wiltbank	WMC	First
2001	Rusty D. Crandell	Heber/WMC	Second
	Jennifer K. Tanner	SCC	Second
2002	Christine Dao	WMC	Second
	Kimberley Plant	WMC	Third
2003	Sheena B. Barnett	WMC	First
	Ronald G. Bishop, Jr.	Heber/WMC	Third
2004	Brisa Barnett	WMC	Second
	Breanna Daves	SCC	Second
	Ruth Creek-Rhoades	PDC	Second
	Heidi Wiessner	PDC	Third
2005	Erin Meelhuysen	WMC	Third
	Rose Oplinger	LCC	Second
	Roxie Roes	PDC	Third
2006	Christopher Boblett	WMC	First
2007	Alan France	WMC	First, New Century Scholar, All-USA First Team
	Shavon Desmond	LCC	Third
	Alyssa Jacobsen	WMC	Third
	Rebecca Oplinger	LCC	Third
	Peter Parent	PDC	Second
	David Singer	PDC	Second
	Patty Singer	SCC	Third
2008	Amy Critser	WMC	First
2009	Todd S. Butler	WMC	Third
	Nathan Chase	WMC	Second

The art program holds annual juried high school art exhibits, NPC student exhibits, NPC faculty exhibits, and features local professional artists at the Talon Gallery at WMC. Artists from other community colleges around Arizona have been asked to display their work at the NPC gallery. Student artwork is chosen for publication in the *Northern Flight* magazine. Art instructors develop and present summer activities for NPC Kids College. NPC art students entered pieces in the Navajo County Fair, and a group project won 2008 Grand Prize for Most Creative Use of Duct Tape. Student artists are featured in shows at Discover NPC Night open houses, and often display their work at the PDC Library and the Performing Arts Center lobby at SCC. NPC organized the Painted Desert Arts Walk in Holbrook, which brought student and community artists together, along with patrons of the arts. The Little Colorado Campus (LCC) art students were invited to display their work for the Winslow Arts Council at the historic Hubbell Trading Post. NPC students

have been invited to paint a mural on a main activity room wall at the Rainbow Accommodations School in Holbrook.

The Art Department faculty also formed working partnerships with the White Mountain Arts Alliance and the North East Arizona Fine Arts Association. These groups help to determine some of the art curriculum since the college sets up classes to accommodate the interests of these groups. These groups also contribute money for scholarships. In 2008 the Art Department gave out approximately $7000 in arts-related scholarship dollars. Art students and faculty are often asked to donate their work for other causes like hospitals, charitable organizations and the NPC Foundation.

Northland Pioneer College's facilities are available and used by various groups in the communities it serves. Some of the organizations that use college facilities are (see facilities agreements on file with campus & center managers):

- Burlington Northern/Santa Fe (BNSF) Railroad
- National Traffic Safety Institute
- Arizona Chapter of the National Safety Council
- Arizona Traffic School
- Summit Healthcare Regional Medical Center
- Arizona Department of Public Safety
- Arizona Department of Transportation
- Navajo County Sheriff's Office
- Local Police Departments
- Local Fire Departments
- White Mountain Safe House
- White Mountain Symphony Orchestra
- Bread of Life Mission
- White Mountain Forestry Partnership
- White Mountain Association of Realtors
- Indian Health Services
- Local Town Halls
- Chamber of Commerce
- Northern Arizona Council of Governments (NACOG)
- United Blood Services
- Arizona Department of Education
- Arizona Department of Economic Security
- Northern Arizona University

Core Component 5d: Internal and external constituencies value the services the organization provides.

Northland Pioneer College evaluates services involving their constituencies by utilizing several methods. The most commonly used is the survey, because of its versatility and adaptability. Students, potential students, past students, community members, businesses, and employees of the college are all surveyed at various times as programs and offerings are developed, delivered and reassessed.

Evaluation of Services

NPC student surveys are conducted after graduation, for non-returning students, and for student services satisfaction ratings. Some are established, and others are for investigation of preferences, like the Student Media Survey, conducted in fall 2008 to determine what avenues of information sources students are most likely to use.

NPC conducted the HLC Constellation Survey in September 2007 to gather information from all staff and faculty about the effectiveness of all aspects of the college. The survey results were used by the Strategic Planning and Accreditation Steering Committee (SPASC) as recommendations for inclusion in the strategic plan.

Staff evaluations help employees to value each other and the services they provide. These evaluations also serve to analyze challenges to improve outcomes. According to Procedure 2705 Performance Reviews, newly hired staff and administrators are given two performance reviews within the first six months of employment by their service area supervisor. Once the six month probationary period is completed, employees have a formal performance review once every fiscal year. In 2008 the president implemented a president's performance review, and made it available for all employees of the college to complete. The results were submitted to the NPC District Governing Board for consideration in the president's evaluation.

Courses and programs are evaluated by students, faculty, local advisory boards, state articulation task forces, and where needed, state and national licensing bureaus. The evaluations and ensuing conversations serve to measure the value of the program or course. The results are used to improve that curriculum to meet the needs of the students and the businesses and services that depend on that training.

NPC Awards

NPC has been honored to receive a number of awards and certificates since the last self study, in appreciation for the services it provides to the communities. In 2000 the college received the Outstanding Non-profit Business of the Year from the Show Low Chamber of Commerce, and the Holbrook 2000 Public Entity of the Year, which NPC received again in 2007. Business of the Year/Northern Arizona Area was awarded to NPC in 2004 from the Arizona Employers' Advisory Council (AZEAC). The Holbrook Has It award was given by the Holbrook Chamber of Commerce in 2005 for NPC's efforts toward creating a beautiful campus. White Mountain Campus received the Valentines for Life Silver Award for 2006 and 2007 for forty percent or more campus community members' participation in blood drives. Silver Creek Campus received a certificate of appreciation in 2007 for participation in the AARP Tax-Aide Program. The Snowflake/Taylor Chamber of Commerce awarded NPC the 2007 Large Business of the Year. In 2008 NPC received a certificate of appreciation from the US Department of Labor for the National Occupational Information Network Data Collection Program, and the Brian Mickelsen Housing Hero Award 2008 – Innovative Partnerships from the Trends 2008 Governor's Housing Forum, for sponsoring and providing communities with first-time homebuyer's workshops. In 2009 NPC received two awards from United Way of Northern Arizona: the Building Block Award for tripling 2008's NPC employee contributions, and a certificate of appreciation for its involvement with the Volunteer Income Tax Assistance Program.

Criterion 5 Strengths

NPC has earned constituents who are loyal and supportive of the mission and the institution. The partnerships NPC has fostered have been continuously renewed and in many cases expanded to accommodate the changing needs of those partners.

The college has developed strong Career and Technical Education Advisory Councils. Through the work of these councils, curriculum in CTE grows and changes with developing workforce needs. Employers are able to recruit ready talent and students are job prepared.

Students and community organizations are involved in a broad array of events, both on and off campuses. The awards NPC has received attest to a small sampling of contributions made by the NPC family over the past decade.

NPC has developed innovative and productive educational partnerships which function to bridge the K-12 to community college to university programs for students. Educational partnerships also provide career readiness, business and industry training, and tribal support. These partnerships support a wide range of activities from GED preparation to college completion.

The college maintains exceptionally good partnerships with tribal entities within its service area. Tribal partnerships require constant support and maintenance because of distance, differing cultural practices and often rapid turn-over with tribal political structures.

NPC develops and supports a diversity of cultural and community activities, particularly in the arts and cultural fields. The Performing Arts Center has provided a venue for many creative community organizations. Understanding of local cultures is part of new faculty orientation and class scheduling reflects respect for cultural and religious activities and events.

NPC listens to and is receptive to community needs.

Criterion 5 Recommendations:

NPC needs to design and implement a number of new methods for assessing the needs of its communities. New tools should include a systematic survey of employers regarding graduates' job readiness, surveys of students five years post-completion on effectiveness of job preparation, environmental scanning and regular evaluation.

The college will be challenged by its capacity to serve growing community needs with decreasing fiscal resources. NPC needs to implement several processes to assist in judging its future capacity including program-specific business plans, templates for identifying growing/declining programs and measuring the college's ability to capital campaign for future growth needs. When fiscal resources become available, the college also needs to re-start the development of a Master Facilities Plan, put on hold during the State's curtailment of resources.

While NPC has implemented many productive partnerships, the college should look to new ones. Given the economic conditions within Navajo and Apache counties, the college may have exhausted local resources for partnerships. Therefore, new partnerships need to be developed between sister community colleges and out-of-district business and industry.

In looking to the future, NPC must maintain and increase its distance presence throughout its service area. The challenge is to remain innovative with new technologies while expending resources cautiously. Given the need to reach rural and isolated areas with educational and student services, the college must continually move forward with technology. The additional challenge this presents is keeping faculty and staff trained and productive in a constantly changing work environment.

Although NPC staff, students and organizations participate in and provide valuable services to the constituents and communities of the area, much goes unnoticed and unrecognized. More needs to be done to acknowledge services and people, and provide long-term documentation about those services.

> Our future lies in the enrichment of our students and the empowerment of our communities. NPC will continually strive to achieve these goals.

Chapter 8

Conclusion:
NPC does create, support and promote lifelong learning.

Chapter 8
Conclusions

Northland Pioneer College creates, supports and promotes lifelong learning.

NPC is a Future-Oriented Organization

The future of NPC is framed in fiscal realities. It is framed in geographic realities, and in societal realities.

NPC engages in planning activities to fulfill the mission of the college
Those planning activities are designed to involve the stakeholders in the process with a look to the future that is prudent and hopeful. The planning documents cover the scope of NPC operations, particularly the strategic plan, which ties all the facets together. The strategic plan is anchored in the college's mission statement, and in the Higher Learning Commission criteria. Developing annual budgets, marketing, technology, human resources and facilities plans all contribute to creating learning opportunities and environments that benefit the citizens of NPC's service area communities. Those citizens have opportunities to influence the directions the college takes through community outreach and advisory boards; through student government and student focus groups; through student evaluations of instructors and classes and student services.

NPC is driven by the mission
The mission of the college is broad and direct. It encompasses a vast array of possibilities. Academic general education courses, career and technical programs, adult basic education, and special interest classes are the core of NPC's offerings. Yet the college reaches farther in its purposes, with custom designed business and industry training, small business development, and partnerships with community services. The visions and values address the scope of honorable aspirations, goals that are ever reaching and call for continued renewal and collegial collaboration.

NPC understands social and economic change
When national news focused on the economic recession, when it had hit the financial arena, NPC was ready with a Cost Savings Plan that took into account various degrees of potential state cutbacks in funding, and planned for each case with a look to the future. Even with a plan that took into account a worse-case scenario, the executive team took steps to head off future anticipated cuts, and took measures to streamline operations and consolidate areas for more efficiency and better opportunities to collaborate for optimal student learning.

NPC focuses on the futures of constituents
Programs that are quality controlled to meet or exceed the standards of the industry or discipline focuses on the futures of constituents. NPC provides pathways for high school students to advance their career preparation through dual enrollment and NAVIT programs. NPC also has many articulation agreements with state universities to promote students' advancement up the educational ladder.

NPC integrates new technology
In planning for the future, the NPC District Governing Board agreed to invest significantly in the infrastructure of information systems, seeing this route as the most effective way to meet the needs of the students, and to more efficiently and effectively conduct college operations.

NPC is a Learning-Focused Organization

NPC assesses student learning
The assessment process at NPC is firmly grounded in continuous renewal and collaboration within and among departments to collectively assess student gains toward meeting the objectives of every course. Assessment begins at the course level, with all sections of that course having a common final assessment of student achievement, designed by faculty in that discipline. Assessment reaches out beyond the department level for Humanities, which has a common final critique, regardless of the department prefix. Collaboration further develops with Dialog Day, when assessment results are shared across all instructional divisions. The Assessment Academy project serves to strengthen general education outcomes, which in turn benefits further coursework.

NPC supports learning in both traditional and innovative ways
NPC supports learning through student services that are designed to facilitate the educational process. These services bring education to the student, through admissions, advising, financial aid, records and registration, placement testing, tutoring and disability resources.

The educational process is supported by faculty who design and deliver the curriculum, and endeavor to develop teaching strategies that promote learning across multiple learning styles. Administrators coordinate the process and provide oversight for all aspects of instruction, including assessment, program review, faculty evaluations, scheduling, and curriculum.

NPC supports scholarship
Faculty are supported in contributions to their discipline through professional development funding. Numerous faculty have given papers and presentations at state and national conferences. Some faculty, particularly in the sciences, conduct research and are at the cutting edge of their discipline. Others practice their art, craft or training professionally. NPC has never had an abundance of funding for professional development, so it is worth noting that most faculty keep up with their discipline on their own personal funds. The college provides the Instructional Skills Workshop, and research is often conducted in the course of committee assignments, curriculum and program development, and assessment of student learning.

NPC creates the capacity for lifelong learning
Facilitated by open enrollment, students can initiate their courses of study from beginning literacy through associate's degrees. Students can complete a program and come back in future years for program specific advanced training or continuing education. Students can complete training in one vocation and return for training in another.

Lifelong learning at NPC transcends age. In recent years NPC has begun development of a Kids College, with classes designed specifically for children. The tremendous success of the Children's Theatre Project has focused attention on summer courses for youth. Senior citizens receive a tuition discount for class enrollment.

NPC strengthens organizational learning
NPC strives for continuous improvement in support for students and the programs they need. Assessment of student learning, evaluation of instruction, articulation of curriculum with state and national standards, and oversight from advisory boards provide the checks and balances needed to maintain strong, vital programs that uphold the quality and integrity of the profession.

NPC is a Connected Organization

NPC serves the common good
Careful attention to information from community outreach efforts, program advisory boards, and the state articulation task forces supports the common good. Through the mission statement, visions, values and purposes, the college shows its intent to serve the communities and their constituents.

NPC serves constituents where they reside as much as possible
Decentralization has always made sense to the college community, particularly to the advantage of meeting student needs in this far-reaching, economically depressed region. With the current economic crisis, NPC is responding with more and better ways to reach students through technology, with a resulting cost savings for both the college and the students.

NPC creates a culture of service
Staff, faculty, administration and student involvement in a variety of volunteer activities demonstrates NPC's culture of service. Volunteerism, fundraising, and community contributions of time and talent are integral to this rural, economically depressed service area.

NPC collaborates
Collaboration with constituent organizations to provide programs that sustain the quality and integrity in instruction fulfills the values of the college. NPC has successfully designed and delivered college-level instruction to secondary school populations through dual enrollment and NAVIT agreements.

NPC engages in healthy internal communication
NPC is connected to its constituents, its partners in business, industry and education, its employees, its state and the nation, with programs and standards that contribute to quality higher learning in all its various forms. Moreover, its policy of shared governance invites and advances open dialogue among its internal community.

NPC is a Distinctive Organization

NPC has an unambiguous mission
The mission is clear, precise and encompasses the many purposes that support the mission of lifelong learning. Knowledge of the mission pervades every course offering and every program decision as evidenced through assessment of student learning and the extensive program review process.

NPC appreciates diversity in its students, its employees and its programs
The college service area is exceptionally rich in diversity, with cultures that approach learning in different ways. NPC instructors strive to meet the needs of the students with respect and consideration for cultural beliefs and practices. NPC strives to advance diversity both internally and externally across the ranks of employees, students, and community members and employers across the service area.

NPC is accountable to its mission, its stakeholders and its students
The college is accountable to accrediting agencies, and to state and national standards and regulations. NPC is accountable to its constituents and demonstrates the effectiveness of its programs with state and national articulation of curriculum.

NPC is self-reflective
The college strives to maintain regularly scheduled evaluations of employees, programs, and assessment processes. All of the major college planning documents are reviewed annually or more frequently to adjust and prepare for the changing circumstances that affect learning.

NPC is committed to improvement

The constituents of Navajo County decided to create a decentralized community college to provide educational opportunities to students where they reside. The college community and the District Governing Board of NPC have built upon that foundation with both residential and distance learning alternatives to break down barriers to higher education to serve the needs of the communities.

The scope of educational offerings is always compounded by decentralization. Everything costs more and takes longer when duplicating goods and services at multiple locations. Some classes and programs, like Nursing or Cosmetology, are available at one or two locations. Other programs, like Early Childhood Education or Adult Basic Education, are available at all campuses, centers and even rented teaching sites. General education core courses are available on campuses, at centers, and on distance learning, through enhanced audio, interactive video and internet course offerings.

NPC has a population diversity that is vastly different from the rest of the United States; it's even different from the rest of Arizona. Being rural and poor are factors that drive the way NPC does business. From state funding to property taxes to the price of textbooks, NPC has to consider the needs of the local populations in making decisions and weighing costs. There has never been a time when NPC could be considered "flush".

The services NPC provides have a direct, vital impact, visible in the service area communities. Walk down any public school hallway in the service area, and you will find teachers who got their start at NPC. Visit the power plants, the hair salons, the hospitals, or daycare centers; there you will find professionals who went to NPC for their training. If there is a fire in any of the service area communities, most likely those firemen who come to the rescue took fire science courses at NPC.

Major Challenges

The process of this institutional self examination has contributed to identification of and focus upon the major challenges that must be addressed to provide education and services of high quality. The economic realities of the service area, the state, the nation and the world have caused NPC to look to the future with plans that accommodate the uncertainty while working toward continuous improvement in programs and services.

Arizona continues to deal with a massive budget shortfall. NPC, by State statute, completed its budget preparations and approval while the State has not resolved its own budget for 2009-10. State aid to community colleges remains unknown for the coming fiscal year and further into the future. The college finds it imperative to continue to look for further cost savings measures and new sources of revenue while moving the quality and quantity of educational services forward. The positive aspect of budget challenges is that it forces the institution to carefully re-examine its mission, strategic plan and priorities. Several initiatives in response to the re-examination are beginning to move through the institution.

In response to the ongoing need to use college resources carefully to extend quality services to our communities, NPC will undertake a strategic initiative beginning fall 2009. The strategic initiative focuses on growing NPC's ability to offer online, hybrid and any-time, any-place video conferencing classes to our students. The college has invested in the infrastructure to support the initiative and is prepared to begin implementation with faculty training and scheduling at the beginning of the fall 2009 semester. NPC has undertaken a pilot of the mobile video conferencing capabilities of the college during the spring 2009 semester by providing video relay interpreting through laptop delivery to hearing impaired students. With this strategic initiative, NPC conserves resources while expanding educational delivery to students.

NPC has continuously added more distance learning alternatives to meet the needs of a remote student population, but has not yet created fully online programs or degrees. The nature of online learning permits students who reside within the college's service area to have access to online degrees from other institutions that carry equivalent coursework. NPC needs to actively pursue online programs to continue to meet the needs of students.

The economic recession has affected human resources. NPC has worked to consolidate duties and restructure divisions of the college to more efficiently carry out services to constituents. As a result of budget and resource declines, staffing of the institution will be a future concern. How does the college staff the organization for the future? NPC is currently under a hiring freeze. Each open position is carefully assessed given the position's responsibilities and tasks. Decisions to fill open positions are made by the administrative team with rationales and recommendations from direct supervisors. Because NPC is relatively remote and rural, attracting qualified candidate pools for positions has always been a challenge. Often NPC has found the very best talent already within the institution. Those who are already employed at NPC are not only often qualified and prepared for advancement but they know and understand the challenges of working in this exciting and unique institutional environment. The answer to recruiting talent to positions determined to be filled lies partially in preparing succession plans for all levels of positions within the institution. Thus, succession planning is another strategic initiative for the college's future. Not only does succession planning use NPC's internal talent and encourage employees to develop skills, it also ensures a pool of individuals who can step in if there is a transition crisis within the institution. In developing succession planning within the institution, the training, professional development and mentoring of employees comes to the forefront. The college must do a better job with these activities. The newly formed Human Resources Department and new director will assist with producing significant progress in growing NPC's internal talent.

An additional strategic initiative is to improve accountability and data management for the institution. While conducting the self study, one area of serious concern was the availability of reliable data. This shortcoming has affected accountability efforts in the self study, in program review and institutional decisions. The college has worked to rectify this situation by creating the HLC Resource Center on the NPC homepage. This electronic archive contains current and past information about all aspects of college operations. In addition, the college created the first comprehensive institutional archive, housed in the Painted Desert Campus Library. The college has changed the Institutional Research Director position to an Institutional Research Analyst position within Information Services, with steps being taken to create dashboard solutions to provide institutional data for state and federal compliance. The president's goal is to have all standard institutional reports, both internal and external, fully dash boarded by May, 2010. As the college reconfigures the Institutional Research function, it has retained the services of a qualified consultant to lead the reconfiguration and provide data resources until the dashboard system is functional. After May, 2010, NPC plans to move to grow institutional research into an institutional effectiveness department, filling a critical need for more accountability to our external constituents. Once this system is in place any staff, faculty or member of the public who requests data will be able to find consistent, reliable information. Additionally, the college community can do a more effective job of planning, budgeting and responding to external information needs once these initiatives are in place.

The college has been through serious upheavals in leadership and operations over the past decade. The leadership upheavals resulted in significant limitations to the shared governance process and to a lack of trust among faculty, staff and administration. The Shared Governance Procedure put in place by the current president in 2007 was a very quick response to a need to immediately revitalize confidence in shared governance while providing a structure to prepare for the HLC accreditation visit. The college now embarks on a more lengthy dialogue to construct a more carefully thought-out and less cumbersome shared governance procedure.

The dialogue was initiated in May 2009 and will continue through early fall of this year. Given the budget climate for the foreseeable future, shared governance must be responsive to the needs of all institutional groups but also needs to be nimble, flexible and responsive. Through the leadership of the current president, the college is collectively embracing shared governance to ensure that stakeholders in college decisions will be an essential part of the process.

An ongoing concern for the success of the college, NPC must continue to find ways to enhance our technological improvements by finding capital funding since the state of Arizona swept capital funding for the last two years and will continue to do so. The college's technological infrastructure and high tech classroom configurations must be supported and continue to change as improvements become available. NPC cannot meet its mission and reach into remote areas without keeping abreast of technological advances. All institutions of higher education are concerned with the resources needed to keep up with technology advances but very few depend on them as much as NPC does to accomplish its core mission. The college has been fortunate over the last two years in finding ways to make dramatic technological improvements while saving considerable resources. NPC must remain creative, dynamic and yet fiscally conservative to bring more and higher quality services to its communities – they deserve so much.

Federal Compliance

Federal Record Retention Requirements for Employers
Northland Pioneer College is in compliance with all federal record retention requirements for employers. The information, housed with the Human Resources Department and the Business Office, includes federal tax and compensation records; employment actions; benefits, health and safety, and related matters.

Credits, Program Length, and Tuition
NPC uses standard semester credit hours as the basic measure of its learning experiences and charges the same tuition for all programs.

Institution's Advertising and Recruitment Materials
Samples of typical advertising and recruiting materials are available in the HLC Resource Room.

NPC's statement of accreditation is in the college catalog and on the website, along with the address and phone number of the Higher Learning Commission.

Institutional Compliance with the Higher Education Reauthorization Act
NPC does not participate in any student loan programs. The most recent audit, conducted for the 2007 – 2008 award year found one compliance issue which was cleared in spring 2009. Audits are located on the web, in the Financial Aid Office and the Business Office.

Professional Accreditation
NPC does not have specialized accreditation with any single agency the status of which covers one-third or more of either the institution's offerings or its students nor does it have affiliation with any institutional accrediting body other than the Higher Learning Commission of the North Central Association.

The college is, however, subject to the standards and regulations of several external agencies. The college complies with all federal and state requirements. These include regulations contained in the Student Right-to-Know Act (SRTK), the Family Education Rights and Privacy Act (FERPA), the Americans with Disabilities Act (ADA), the Drug-Free Schools and Communities Act, the Drug Free Workplace Act, the Crime Awareness and Campus Security Act, the Immigration Reform and Control Act (IRCA), federal tax and compensation records, the Employee

Retirement Incmoe Security Act (ERISA), the Family and Medical Leave Act (FMLA), and the Occupational Safety and Health Act (OSHA).

NPC's Nursing program is approved by the Arizona State Board of Nursing. The Arizona State Board of Nursing consists of nine members appointed by the governor for five-year terms. The Nursing Board establishes the scope of practice for certified nurses' aides, licensed practical nurses, and registered nurses, examines and licenses nurses, and accredits schools of nursing.

The Bureau of Emergency Medical Services of the Arizona Department of Health Services regulates and approves the certification and recertification of all emergency medical personnel. The governor's appointment of the Director of the Bureau requires senate confirmation. NPC's Paramedicine program is certified by the Arizona Department of Health Services.

The Therapeutic Massage program is credentialed through the Arizona State Board of Massage Therapy.

The Arizona Fire Safety Committee consists of seven members appointed by the governor for three-year terms. Appointments require senate confirmation. This committee regulates and approves curriculum for all firefighter training. NPC's Fire Science program uses the state-approved curriculum in its program.

The Arizona State Board of Cosmetology licenses NPC's Cosmetology program. The Board of Cosmetology consists of seven members appointed by the governor for three-year terms: two actively practicing cosmetologists, one nail technician, one instructor, one school owner, one educator, and one public member not associated with the cosmetology or manicuring industry. The Board of Cosmetology establishes minimum qualifications for entry into the profession and provides examinations for the licensure of cosmetologists, nail technicians and aestheticians. The board establishes regulations for service establishments and is responsible for random inspections of service sites. The board provides swift and effective discipline for practitioners who violate cosmetology statutes or rules. NPC's Cosmetology program chair currently sits on the state board.

Industrial Maintenance and Operations, Welding, Automotive and Construction Trades all comply with the curriculum and standards of the National Center for Construction Education and Research (NCCER). NPC's Welding program is accredited through the American Welding Society (AWS).

NPC's Education department provides courses for teacher certification requirements in Structured English Immersion (SEI), mandated and regulated by the Arizona Department of Education. The Early Childhood Development program complies with the standards of the Child Development Associate Program of the Early Childhood Council of Professional Recognition.

Request for Continued Accreditation

This self study highlights Northland Pioneer College's dynamic presence in Northeastern Arizona. The college has continuously worked toward improvement. The decade since the last accreditation has challenged the college community to continuously strive for equilibrium among the ever-evolving elements of shared governance, electronic instructional delivery systems, and economic uncertainty. NPC's demonstrated ability to anticipate and respond to the changing needs of its various constituencies positions the college to continue to function effectively as it faces the challenges of the future.

Evidence throughout this self study demonstrates that Northland Pioneer College meets all the Higher Learning Commission criteria for reaccreditation. Northland Pioneer College will continue to prioritize identification and resolution of the issues that affect its mission to provide lifelong learning opportunities.

Northland Pioneer College

Self-Study Report 2009

Looking Forward To Our Future.