

Northland Pioneer College - AZ

HLC ID 1730

OPEN PATHWAY: Reaffirmation Review

Review Date: 11/18/2019

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Context and Nature of Review

Review Date

11/18/2019

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Established in 1972, Northland Pioneer College (NPC) is a two-year commuter community college located in the heart of the Southwest, where the Colorado Plateau meets the White Mountains of northeastern Arizona. The College offers classes at four campus and five center locations across Navajo and Apache counties, which spans 20,000 square miles. NPC's service area includes the tribal homelands of the Navajo, Hopi, and Apache peoples. NPC is a two-year, HLC accredited public community college, serving about 7,000 students annually in a wide range of courses and programs.

Northland Pioneer College provides, supports and promotes lifelong learning. Consistent with this mission, NPC offers associate degrees, career and technical education, college credit in high school, adult college prep/GED, noncredit/personal enrichment classes, Kids College, small business development and corporate training.

Distance education is a key component to the success of the College. Through the use of various means of communication the college is able to offer small numbers of students at many sites opportunities to take courses leading to programs. The College has continued to invest in robust technology to provide education to multiple sites including local high school districts.

Interactions with Constituencies

Accountant, Grants

Accounting Tech, Accounts Payable

Advisor (2)

Advisor/Library Tech

Analyst, Institutional Research

Assistant Registrar

Assistant, VP Administrative Services

Associate Dean, EDU/CCP

Bursar

Chair, Business Department

Chair, Cosmetology

Chair, Early Childhood

Chair, Fine and Performing Arts

Chair, Nursing

Clerk, Accounting

Community Members, 17 in attendance

Coordinator, Administrative Systems and Projects

Coordinator, Apache County

Coordinator, High School Programs

Dean, Arts and Sciences

Dean, Career and Technical Education

Director, Budget and Payroll

Director, Enrollment Services

Director, Facilitates and Vehicles

Director, Financial Services

Director, Institutional Effectiveness

Director, Marketing and Public Relations

Director, Student Services

Director, TALON

District Governing Board Members (5 of 5)

Executive Director, NPC Friends and Family (Foundation)

Faculty, Biology

Faculty, CCP

Faculty, Cosmetology

Faculty, Education

Faculty, English

Faculty, Fire Services

Faculty, Mathematics

Faculty, Nursing

Faculty, Philosophy

Faculty, Psychology

Faculty, Social Sciences

Faculty, Spanish

Faculty, Welding

Generalist, Human Resources

Lead Manager, SCC and District-Wide Campuses

Manager, LCC Campus

Manager, Show Low Campus

Manager, Student Accounts

President, NPC

Specialist III, Library

Specialist, Payroll

Specialist, Recruitment

- Specialist, Social Media and Events
- Students (20)
- Tech Support, Information Systems
- Vice President, Administrative Services
- Vice President, Learning and Student Services

Additional Documents

None

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Rationale

Northland Pioneer College's (NPC) mission statement reads that "Northland Pioneer College provides, supports, and promotes lifelong learning" which is broadly understood within the institution and guides its operations. Meeting minutes and discussions with faculty and staff indicate that the mission statement was revised with input from all internal stakeholders. According to District Governing Board (DGB) minutes, the Board unanimously approved the mission and vision statements and institutional values in September, 2017.

The College's academic programs and services are consistent with their stated mission. NPC provides robust educational opportunities to a very large geographic area including areas of three Native American reservations; NPC provides educational services through service contracts with Apache County. Besides providing traditional for-credit courses and programs, the College offers Adult Basic Education, customized training and personal enrichment education, and entrepreneurial assistance by supporting a Small Business Development Center. Educational opportunities are provided across several modalities including face-to-face, online, and multimedia which increases access to many of the courses and programs the College provides. Conversations with multiple groups, including the Executive Team and Student Services staff confirmed that College personnel recognize the challenges of serving such a large geographic and culturally diverse area, but embrace the challenge in their recruiting and programming efforts. Of special note is the Technology to Advance Learning Outcomes at Northland (TALON) program which provides eligible high school students with dual credit opportunities through multimedia programming; this has been especially helpful to high school students within the reservations.

The College efficiently uses its revenue which is primarily derived through State allocated funds,

tuition and fees, property taxes, grants and government contracts. The DGB prefers to keep tuition and fees for students low so that community members can easily and affordably access higher education; currently the tuition rate is the lowest in the State. Budget allocations are consistent with the NPC mission (i.e., focused on educational expenses) and are aligned with their strategic planning initiatives. A review of the DGB meeting minutes indicate that College budgets and financial audits are approved by the Board.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Rationale

NPC clearly presents its mission and related statements to the public. The Team verified that the mission is published on the NPC website, the college catalog, employee and faculty handbooks, is posted around campus in various hallways and classrooms, and is found on several printed materials and College presentations. Additionally, the vision, values, and strategic plan are found on the website and in many internal documents.

The College mission statement refers to “lifelong learning,” and therefore, the College proudly serves a large, diverse population of students with its educational and service programs including current high school students, recently graduated high school students, adult students, adults needing Adult Basic Education, and children through their Kids’ College. Employees indicated to the Team that “students are the priority” and “the College was “transforming the lives of students.” The College also has robust cultural programming that is open to all employees, students and to the public. Various programs were verified by the Team by reviewing the NPC website, published materials, and talking with employees of the College. Unfortunately, while the mission statement does not clearly indicate who NPC serves, a review of their website does indicate their service area and conversations with the employees indicate a broad understanding of whom the College serves. The Team encourages NPC to add their service area (i.e., the communities) to their mission statement in future iterations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Rationale

NPC understands its relationship between its mission and the diversity of society. The College serves a large geographic area that includes three Native American reservations as well as a significant Native American population among non-tribal communities. The College has nine locations; each location has a different student-population profile, reflecting a rich diversity in culture, religion, ethnicity, demography, and geography. NPC's students and members of the DGB are representative of that diversity.

NPC provides students and community members with multiple ways to be exposed to racial/ethnic diversity on its campus. As one of the six general education competencies at NPC (verified with their academic assessment curriculum map), students will likely take courses that teach students about cultural and racial/ethnic diversity. NPC's Student Government Association (SGA) is representative of the student population and brings together students from each of the nine campuses/centers, providing numerous opportunities to interact and learn from one another. SGA is part of the shared governance structure of the College.

The College hosts multiple events/programs that are open to employees, students, and community members where cultural diversity is interwoven into the performances or programs; examples reviewed by the Team include Inclusion Awareness Month, Disability Awareness Month, and multiple performances at the Performing Arts Center and Talon Art Gallery. Additionally, the President has instituted a purposeful outreach strategy where College officials attend and present at community events and organizations so that the College can communicate more effectively with more remote and diverse areas of the district.

Like many rural colleges, NPC struggles to attract diverse faculty to its campus. However, outreach efforts to attract diverse staff have been more successful. The Team strongly recommends the College to diligently continue its work to attract diverse faculty and staff.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

NPC is committed to the public good and to its educational responsibilities; the College provides robust and diverse educational opportunities to the communities it serves. While the College is necessarily focused on for-credit academic programming (including a robust dual credit program), it provides many additional services to the public. For example, the College provides non-credit classes that can be used for personal or professional growth, produces programming for Performing Arts Center and Talon Art Gallery, and funds a Small Business Development Center to support local economic development.

In order to promote its mission and to provide a venue for two-way communication, the College intentionally engages its communities by conducting outreach presentations to local groups and organizations; meeting minutes provide strong evidence of the impact and reach of these discussions. Additionally, the College invites relevant external stakeholders to advisory board meetings so that community leaders can provide feedback on creating or revising academic programs (meeting minutes provided as evidence).

NPC was established in 1972 as publicly funded institution, and as such, there are no external investors in the College. The College has a local board of control (the DGB) where members are locally elected to serve at the communities' bequest; they represent all service areas of the College including the three Indian reservations. The College has enacted and maintains a conflict of interest Board policy to ensure that the DGB, and all employees, put the interest of the College first over other financial investments/opportunities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

Discussions with Northland Pioneer College faculty, staff, students, and community members has confirmed that the College “provides, supports, and promotes lifelong learning.” The Team was impressed with the College’s dedication to providing access to a multitude of educational opportunities to the diverse residents of its very large district while maintaining a very low tuition rate. The College is clearly dedicated to the public good by supporting so many educational and cultural activities in its service district.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Rationale

NPC has policies for the governing board, administration, faculty, students, instruction, and fiscal, to name a few. The NPC District Governing Board (DGB) has the responsibility for setting and reviewing policies annually. In reviewing the policies, it is clear that the NPC DGB has reviewed them in the past year. In the meeting with the DGB they clearly articulated that one of their responsibilities is to create policy that advances the College and helps students succeed. Additionally, each policy has a corresponding set of procedures that assist in adhering to ethical and responsible conduct for all internal stakeholders of the College.

NPC practices sound financial reporting as evidenced in the Certificate of Achievement for Excellence in Financial Reporting for the past five years. This recognition is awarded by the Government Finance Officers Association and points to the College's desire and practice of providing transparency in financial reporting to both the internal and external communities. The DGB Chair also made it clear that sound fiscal management and transparency is important to the governing body and to stakeholders of NPC.

Academic integrity is achieved through a couple different means. The first is through a shared-governance model that requires faculty to be represented and to participate in all College activities. NPC's Instructional Council (IC) is the foremost faculty committee and assumes the responsibility for curriculum, academic policies/procedures, faculty performance, and academic standards. There are five sub-committees of the IC that include Dual Enrollment, Academic Standards, Learning Technologies, Professional Development, and Assessment of Student Knowledge. While this committee is chaired by an elected faculty member and is primarily made up of faculty, there is also representation from administration and staff.

NPC has a comprehensive faculty handbook, employee handbook, student code of conduct, and a Nursing student handbook. All of these handbooks provide in-depth information about expected behavior for either a staff or student of NPC. The student handbook includes information about academic and behavioral integrity and the process for them to follow should they get caught engaging

in behavior contrary to the policies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Rationale

The College website provides easily accessible, current tuition and fees information. The tuition information includes the per credit cost of tuition, student fees by program, tuition waivers, tuition refunds, and tuition rate comparisons. This information is segmented by in-state, out-of-state, and discounts. In addition to the tuition information, the website also includes how to pay tuition, including deferred payment plans, and the refund policy. A net price calculator can be found on the financial aid page. This information was also found in the college catalog. All of these examples provide evidence that prospective and current students are provided with easily accessible information about the cost of education and how to pay for it at NPC.

NPC has the lowest tuition in Arizona and is something that staff mentioned with pride as they articulated the importance of keeping their tuition affordable for the 20,000 square mile region that they serve.

Accreditation relationships are easily accessible on the NPC website via a link under the About Us. There was also information provided about the HLC site visit on November 18 and 19, 2019 as well as links to their last comprehensive visit team report of 2009.

The public-facing website hosts the District Governing Board information. This information includes the current members all meeting agendas, minutes, meeting dates/times. Board policies and Board procedures. This is a good example of how NPC provides transparency in its operations to not only the College employees but also the general public.

Program information is found on the NPC website and catalog. All of the programs reviewed include the courses that need to be completed, whether or not it is a transfer degree, the job outlook, job prospects, salaries, the expected work environment for the career, and the locations where the degree can be completed. Interestingly, there is also information provided about related areas of study. This provides ample evidence that NPC is representing itself clearly to prospective and current students as well as the general public.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Rationale

NPC is governed by a five-member, publicly-elected board. The members are elected from the Navajo County Community College District. The District Governing Board (DGB) hires the college president and empowers him to run the operations of the college. The role of the DGB is in direct alignment with Arizona Statute 15-1444 (General powers and duties of district governing boards). The DGB meets monthly at the Holbrook campus. All meetings are posted as public meetings and whenever there are three or more members present at a function it is also posted. This action was observed when the Team met with the DGB as was posted and open to the public. The exit session was also posted as three of the members were in attendance.

Policy 1200-Delegation of Authority empowers the president to delegate responsibilities to another administrator in the absence of the president. Policy 1210-President's Job Description clearly outlines the duties and responsibilities of the position and clearly provides the president with the authority to run the daily operations of the College as he deems appropriate. Annual goal setting between the DGB and the president is done by September 1 of each year. When the Team met with the Board we discussed the goal-setting process. Members indicated that it is a joint process between the President and them. President Vest brings some goals and they have some goals and together they finalize the focal areas for the year. An annual review of progress is done by the Board and they monitor progress during the year through various reports at the meetings.

Policy 1010-Conflict of Interest contains language that prohibits any board member from receiving any compensation or profit because of services provided to the College District. The Policy was reviewed in 2014 and revised in March 2018. The Conflict of Interest document is signed by all members on an annual basis. By their own acknowledgement, the orientation process for new board members needs some attention. The Board Chair said that they could be utilizing some additional outside development opportunities to get new members better acclimated to their role.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Rationale

NPC demonstrates a commitment to freedom of expression through Policy 1810-Academic Freedom. The policy outlines the freedoms that faculty are entitled to in the classroom and in research. Additionally, it speaks to the faculty freedoms as private citizens. With the freedoms also comes the expectation that faculty practice civil discourse and constructive engagement free of abuse, harassment, and degradation.

Policy 1441-Free Expression also supports the College's commitment to the freedom of expression. This policy derives from Arizona Statute 15-1866. The Statute requires that all colleges in Arizona implement specific language around the First Amendment of the United States Constitution. Specifically, it reinforces the rights of individuals to engage in speech that may be unpopular or disagreeable. It also stresses the importance of all voices to be heard and should not be infringed on by others.

The pursuit of truth at NPC is documented via four categories that include: demonstrates the promotion of social, political, or cultural awareness; provocation of thought and/or discussion about the "human condition"; provocation of thought and/or discussion of various contemporary issues; promotion of scientific or quantitative reasoning. NPC provided examples of how these are practiced in a variety of courses ranging from Psychology to Nursing to Writing to Diversity, to name a few.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Human subject research is addressed in NPC's Procedure 2790, Institutional Review Board (IRB). Any research that may require IRB review and approval must be made in writing to the president's office and conform to all relevant federal and state laws. The IRB will review and make a recommendation of approval or denial to the President or his designee who will make the final decision. The Procedure also covers research that is being done at another institution. The other institution must utilize their IRB process and no decision will be made at NPC until the other institution has provided approval.

Students at NPC learn about the way to conduct scholarly research and the ethical and responsible use of the research through the classroom, library, College and Career Preparation program, writing centers, and tutoring services. These avenues of educating about responsible research provide evidence that NPC engages its students in the process of ethical and legal research practices.

Student academic honesty and integrity is addressed in the Student Code of Conduct. In addition to outlining what it means, it also details the due process procedure and consequences of violating academic honesty. A detailed log since 2016 shows the students who engaged in misconduct, the course, the instructor, the infraction, and the resulting outcome. In the open meeting for Criterion 1 and 2, college staff talked about how students are educated about academic misconduct and student rights. The nursing program students have a day-long program around ethics in clinical sites and the classroom. Additionally, new students take a College Success course where students learn about academic integrity. A faculty member from the welding program also said that those concepts are reinforced in program courses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Northland Pioneer College engages in ethical and responsible conduct which starts with the District Governing Board. The board policies are in alignment with what is expected for a governing board and conversations with the members reinforced their commitment to operating with high levels of integrity.

Students and staff are guided in behavior through respective handbooks, orientations, on-boarding and mentoring. A strong shared-governance model is also practiced across the College which provides another level of transparency in operations.

Financial transparency and practices are evident through clean financial audits and continued receipt of the Certificate of Achievement for Excellence in Financial Reporting for the past five years. This recognition is awarded by the Government Finance Officers Association. NPC prides itself in offering the lowest tuition in Arizona as it provides an affordable educational opportunity for its students.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

Northland Pioneer College has a well-structured academic program offering courses and programs appropriate for a two-year institution. The College offers 5 associate degrees (Associate of Arts, Associate of Science, Associate of Arts in Elementary Education, Associate of Arts in Early Childhood, and Associate of Business) designed to meet the requirements of the Arizona transfer agreement. These degrees allow students to fulfill their general education requirements while at the 2-year institution and transfer to any of the 3 state public universities with junior status. These five degrees must meet the 35- or 36-credit hour block of lower division courses established by the Arizona General Education Curriculum Committee (AGEC). This block of courses will fulfill general education requirements at Arizona's public community colleges, Northern Arizona University (NAU), Arizona State University (ASU), and the University of Arizona (U of A). Universities and community colleges meet by subject area annually to review common courses, and to ensure transferability from the community college to the universities. This partnership ensures that the content of general education and other transfer courses align with standards established by the state universities. Faculty and students indicated that this process worked very well for those students planning on transferring to work on a bachelor's degree.

Northland Pioneer College also offers a variety of AAS (Associate of Applied Science), AGS (Associate of General Studies), CAS (Certificate of Applied Science), and CP (Certificate of Proficiency) programs that are designed to provide students with the skills necessary for entry into the workforce. NPC offers 30 different AAS degree, 1 AGS degree, 28 different CAS certificates, and 41 CP certificates. Programs designed for entry into the workforce have advisory committees which meet at least twice a year to review the program and to assure that the program is providing the

students with the skills necessary to enter the workforce in the area. These programs are either regulated by a state agency which dictates the requirements for the program or are accredited by an outside agency which assures that the program is meeting the appropriate standards for the area. Students are also tested by discipline specific external exams to assure that students are meeting the skill requirement of the field. When meeting with students they praised these programs and the fact that these programs were providing students with the skills necessary to enter the workforce.

Northland Pioneer College offers courses through a variety of modalities. Course modalities include stand-alone courses, connected courses, multi-course learning environments, online courses, hybrid courses, and dual enrollment courses. For the Connected Course Learning Environment (CC), NPC expands course offerings by using interactive instructional video and multimedia technologies linking all its locations. In CC courses, the instructor may or may not be in the actual classroom. Many instructors do travel during the semester to be present with students at distance locations. While touring NPC we were able to observe a CC class in action. The faculty member and the students could easily see each other and easily communicate. To ensure the quality of the courses the College owns all of the communication towers used to send CC courses. Within a Multi-Course Learning Environment (MC), a single teacher is able to instruct 16 to 18 students in several classes at once. In these classes, students work at their own pace with individualized instruction materials. The teacher becomes a facilitator working with each student, one-on-one, as the need arises. MC classes allow the teaching of subjects where there are often only one or two students at any given time. At NPC, "MCs" are used in studio art, business, computer science, film and digital video and several other subjects. CC and MC courses allow NPC to address the needs of students at their various locations and to address the need of single student needing a particular course. In order to assure that courses are the same when offered through different modalities, syllabi are submitted by individual faculty members to their respective deans and are reviewed for consistency and kept on file. In addition to review of the syllabi, NPC has developed a 93-page dual enrollment handbook which clearly guides the dual courses to assure that they are equivalent to courses offered in other modalities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Rationale

Northland Pioneer College has a well-developed general education program designed to promote skills in critical inquiry, communication, and an understanding of diversity that supports a life-long intellectual engagement in cultures and the natural world. NPC has adopted the six national General Education Student Learning Outcomes. NPC belongs to the Arizona General Education Articulation Task Force (GEATF), which coordinates the content of the Arizona General Education Curriculum (AGEC). Semi-annual meetings with the GEATF allow NPC to ensure that its general education learning outcomes emulate those of the universities, as well as other community colleges in the State. Additionally NPC, through meetings with local and regional leaders and business, makes sure that the general education curriculum is providing students with the soft skills needed in the workplace. While meeting with the Instructional Council they confirmed the establishment of general education through the statewide program.

NPC communicates the purpose and intended learning outcomes of its general education programs and courses in the General Education Values section of the college catalog. Students are provided with course syllabi for each course they are enrolled in that states the purpose, content, and learning outcomes for the course. In addition, NPC has as part of their annual assessment process a review of all courses. This process includes a Planning Day in the fall, a Reading Day in the early spring, and a Dialogue Day at the end of the spring semester. This system provides an opportunity in the fall to determine what needs to be assessed, and opportunity in the spring to determine the results of those

assessments, and an opportunity towards the end of school year to prepare for the need changes. When meeting with the Instructional Council we discussed the three different meetings and they confirmed that they were very useful and helped with the improvement of instruction.

NPC offers programs that engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. The college has adopted a program called Writing Across the Curriculum. Through this program students develop the skills necessary for the clear and efficient exchange of information in all disciplines. Students also have the opportunity, through elective courses offered through the Division of Arts and Sciences, to take courses that allow students to express themselves creatively and encourages them to express their creative work at various annual college events. The Career and Technical Education (CTE) and the Nursing and Allied Health (NAH) Divisions both prepare students to collect, analyze, and communicate information relevant to their professions. Instructors within these divisions help students to master modes of creative work and develop skills adaptable to their changing environments.

NPC incorporates diversity in its curriculum and educational activities. Diversity is one of NPC's six General Education Outcomes, and it is included in many departmental assessments of student learning outcomes. Assessment reports from the Departments of Education, Humanities, Nursing, and Social and Behavioral Sciences evaluated NPC's General Education Student Learning Outcome 6: "Diversity-Student will develop knowledge of diverse cultural and natural environments." NPC's general education course options under the Arizona General Education Curriculum reflect a wide range of subjects that address multiculturalism, past and present. In addition, many departments offer courses to help students understand specific cultural groups and introduce the topic of diversity. Navajo and Spanish language courses include cultural information as students learn the speaking, reading, and writing skills of these languages. NPC offers a variety of programs to address special populations, such as, the TALON Project, veteran programs, and disability services.

NPC faculty are encouraged to participate in research and professional development. Faculty activities have ranged from making presentations at professional meetings to writing a play which was performed in New York. To encourage these activities, full-time faculty or staff members may also be granted sabbatical leave, per Procedure 2785, for advanced study, related industry experience, or other professional activities that are related to their field of teaching or employment, and which will improve their professional competence and performance. When meeting with the faculty several indicated that they had received sabbaticals and other indicated they had received support to attend professional conferences and to make presentations at conferences.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Rationale

Northland Pioneer College has 74 full-time faculty members. Additionally, NPC has 73 adjunct faculty members with a third of these adjunct instructors being dual enrollment instructors. When reviewing the faculty files we found no problems with the full-time faculty members meeting the qualifications and only two minor problems with adjunct faculty members. Human Resources indicated that they felt the problems were easily solved as they both related to not having a current transcript that documented their qualifications.

The full-time faculty are distributed among the various departments to provide adequate staff for each area. Of the 11 members of the Instructional Council, 9 are full-time faculty members distributed from each of the academic divisions. The Instructional Council has responsibility for overseeing many of the non-classroom responsibilities of the faculty. This is done through a variety of subcommittees including ASK – Assessment of Student Knowledge Sub-Committee, Dual Enrollment Sub-Committee, Learning Technologies Sub-Committee, Academic Standards Sub-Committee, and the Professional Development Sub-Committee. The Instructional Council praised the changes which had been made in the Instructional Committee. It has gone from an administrative-driven committee to a faculty-driven committee. Members felt this clearly gave the faculty more power in decisions related to instruction. Among the 74 full-time faculty, 35 have been at NPC less than 5 years, 17 between 5 and 10 years, 18 between 10 and 20 years, and 4 over 20 years. While NPC has a large number of relatively new faculty members, there are an adequate number of faculty

with experience at NPC to ensure continuity at the institution.

Among the full-time faculty, 18 have a doctorate, 20 have a master's degree, 9 have a bachelor's degree, 12 have an associate degree, and 5 have related work experience. Those whose qualifications are a bachelor's degree, an associate degree, or related work experience are all teaching in the technical areas. Adjunct faculty, including instructors in dual enrollment classes, must have the same credentials as full-time faculty and meet the HLC requirements for faculty. When reviewing faculty files, it became clear that NPC is following HLC faculty guidelines. NPC has established credential requirements for all of the support services staff. Each position has a job description which includes the required credentials for the position.

All full-time faculty are evaluated annually following the policies and procedures established by NPC. New faculty members are in a probationary status for their first four years and are then placed on continuing employment status. Per Procedure 2970, the faculty review process gives NPC the option to extend the four-year probationary period for up to one year, allowing flexibility in developing individualized evaluation plans, gives current faculty a larger role in evaluating and mentoring their peers, and strengthens the review process for all faculty groups. Full-time faculty on continuing employment status may be moved to the developmental track. When on the developmental track the faculty member is given one or two semesters to address written performance improvement guidelines or they may be terminated. When meeting with the VPLSS, she confirmed that this is correct procedure and the probationary period had been increased from 3 years to 4 years.

NPC has both internal and external resources to support professional development for instructors. Internally, NPC provides an Instructional Skills Workshop (ISW), which is a faculty-led program designed to enhance classroom skills. ISW is required for all probationary faculty and open to faculty with continuing employment status. A stipend is provided by the college for all ISW participants. In addition, NPC's Faculty in Educational Technology provide ongoing instructional technology training to new and continuing faculty. Fourth Friday (of every month) trainings are year-round and focus on both the technical and pedagogical aspects of classroom technology. Externally, NPC provides support for faculty members to attend professional conferences and to continue their education. NPC provides the opportunity for sabbatical leave for full-time faculty members who have completed six years of services at the institution. Sabbaticals may be for one semester at full pay or for one year at half pay. Faculty members who receive a sabbatical must return to the institution for at least two years. Sabbaticals are given for advanced study, related industry experience, or other professional activity. NPC also provides resources for support services staff for both internal training and for participation in conferences and training off-campus. Sabbatical leaves are also available for support services staff, Sabbaticals can be for either half a year or for a full year. When meeting with faculty the confirmed the awarding of sabbaticals, support for attendance at conference, support to present at conferences, and the use of internal resources.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Rationale

NPC offers student support services in advising, financial aid, disability services, career services, and veteran services. Students entering the institution start with advising which helps them with program and course selection. Advising also helps the students get to the other student support services that are needed by the individual student. When meeting with students they gave high praises to the advising services both in terms of their assistance and in terms of their availability both in person and online. When new students or students with less than 12 college hours enter NPC, they must take a College Success Strategies course the first semester they are enrolled at NPC before registering for the next semester. The course is a free, non-credit course which consists of a 2.5 hour in-person session followed by 6 modules they complete on their own. This requirement does not apply to students taking only non-credit courses. When meeting with the Director of Student Services we discussed issues that students had brought up concerning disability services. Based upon that conversation the Director is going to work to provide clearer information to students about disability services. The Vice President of Learning and Student Services also indicated they may change the name since students only associate physical disabilities with this service.

When students enroll, they are placed in courses based upon high school GPA and standardized exams (ACT, Compass, Accuplacer, etc.). The institution has a well-developed placement handbook which clearly guides students into the appropriate college level course. For those students who are not ready for college level courses, NPC offers a variety of preparatory courses through the College and Career Preparation department. NPC has Student Writing Centers which offers students computer access and technical assistance to improve writing skills for term papers, research assignments, and résumés. NPC provides tutoring services online for students 24 hours a day, 7 days a week free-of-charge through Tutor.com.

NPC has the necessary infrastructure and resources to support effective teaching and learning. NPC has the necessary infrastructure to support online education and has now replaced older infrastructure with the CISCO classroom technology in over 50% of its classrooms and is evaluating options for the remaining classrooms to provide the most up-to-date distance instruction available. When touring the campus we were able to observe the use of this technology and it is very helpful and helps meet the needs of students at a distance from one of the NPC locations. NPC also has appropriate wet and dry labs at all of its locations based upon the need of the programs at that location. Some courses required students to drive long distances to participate in lab courses. The VPLSS indicated the College was working on trying to get lab courses available to students closer to where they lived. They are looking at a variety of options. The NPC Performing Arts Center at the Silver Creek Campus (SCC) provides students with a facility offering a variety of opportunities to learn skills in the areas of theatre, film, and music. NPC libraries maintain a variety of print, electronic, and online resources that support the curricula and encourage independent research.

NPC provides student's guidance in the effective use of research and information resources. NPC's fifth General Education Student Learning Outcomes recognizes "Information Literacy" as an area of proficiency vital to preparing students for success. Each NPC campus contains a full-service library staffed to support students in research and information access. Additional courses are offered by library staff and are designed to teach students to identify and articulate their informational needs, improve their research skills, and to incorporate research in accordance with scholarly citation and attribution conventions. NPC's English Composition I and II address the effective use of research and information sources. All degree-seeking students are required to take English Composition I, at a minimum, to graduate.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Rationale

NPC offers a variety of co-curricular activities. The Student Government Association (SGA) serves both as the liaison between the student body and administration, and as a student-led entity that works to improve student life and the communities the College serves. The Modern Language Studies Abroad program offers an immersive learning opportunity for students studying Spanish. Students travel to Costa Rica for one month during the summer, where their engagement with the culture enhances their ability to speak, read, and write the language. Through the Performing Arts Center, students can participate in various music, theater and speech programs. Students who meet certain academic achievement have the opportunity to join Phi Theta Kappa (PTK). Students in trades programs have the opportunity to participate in SkillsUSA event and develop leadership skills. SkillsUSA is a national organization that supports the talent development of students in numerous careers and disciplines. Each year, NPC students prepare and compete regionally, statewide, and nationally with others in their area of concentration.

NPC provides a variety of activities to enhance the students' educational experience. Students can participate in Learning Adventures Excursions, non-credit courses, transfer fairs and trips, and career fairs. The Learning Adventures Excursions offer students the opportunity to participate in one day excursions within the area. Excursions include trips to the SIPE Wildlife area, the Tonto Natural Bridge, and the Red Rock Ranch Lavender/Vineyards. NPC provides career and technical students with real-world learning through experiential education.

In addition, both faculty and students provided the Team with a variety of other co-curricular activities that are conducted at the College. Clearly the discussion with faculty and students confirmed the many things that the College is doing in this area. When meeting with the ASK Sub-committee, they indicated that while they do not have assessments developed for these activities, they are in the process of developing assessment plans.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Rationale

NPC offers programs, degrees, and certificates appropriate for a 2-year institution. The college has a general education curriculum that aligns with the statewide accepted lower division general education curriculum and which aligns with business and industry needs. The institution has a well-qualified faculty and staff who are provided with resources to continue their professional development and education. The institution provides appropriate resources and facilities to support the educational program and student learning. NPC also provides students with a variety of activities to enhance their education experience.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Rationale

Northland Pioneer College has a well-established curricular program review originally created in 2007. All curricular programming completes the review process on a five-year cycle. There is a standardized template used when conducting program review. In 2017-2018, NPC hired an outside educational consultant to train the faculty, through a workshop, on the program review process and the use of the standardized template. Also in 2017, NPC hired an institutional data analyst, who is key in supporting clean data collection, interpretation, and analysis for the purpose of program reviews and other assessment activities. NPC has made improvements to their curricular programs through the program review process. An example of using program review information was shared by an Accounting Faculty Member. In the accounting courses, it was realized that students did not

do enough hands-on practice with financial statements. They also did not get enough experience presenting those financials to each other. This was further confirmed by members of the Business Advisory Board as an area lacking with the graduates. So now all students in this program have to take the Business Communication class for graduation.

NPC coordinates with the state's universities through the state-wide Arizona Transfer Articulation System (AZTransfer) by which incoming credit evaluation is expedited. By being a part of the AZTransfer System, NPC assures the high quality of credits it accepts in transfer. Each department at NPC participates annually in state-wide task force meetings to align curriculum and courses from all Arizona public community colleges and universities. NPC has clear processes for evaluating credits not found in AZTransfer as defined on pages 24-26 of the NPC 2019-2020 Catalog. These processes describe how to obtain credit through the evaluation of prior learning/assessed credits, credit by examination, non-accredited transfer credits, individualized learning contracts, dual enrollment, vocational high school credit, experiential education, and Arizona State Prison credits. For example, an advisor can fill out the Petition for Exception form with a student and then the petition is reviewed for approval or denial as laid out in the College Catalog.

Through NPC's faculty-driven Instructional Council (IC), all new and revised courses are initiated by faculty using the Academic Curriculum Review and Evaluation System (ACRES form). The IC reviews, recommends, and advises on all matters affecting instruction. NPC is in compliance with Arizona Revised Statutes §15-1821.01 by having a Dual Enrollment Committee, a subcommittee of the IC, that regularly meets to provide guidance related to dual enrollment issues and to maintain a Dual Enrollment Handbook. Dual enrollment faculty qualification reviews follow the same criteria for campus-based faculty.

Ten NPC programs are affiliated with national accrediting agencies. For example, the Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN). Another example, graduates of the Cosmetology Program get licensed by the Arizona Board of Cosmetology. All affiliations are clearly described on the Accreditation page of the NPC website.

NPC uses multiple methods to evaluate student success and their graduates. The Arizona Transfer System provides useful information about how NPC transfer students perform once they reach the universities. For example, one indicator that is shared is the graduation rate of new transfers. Curricular departments also receive regular feedback from their Advisory Boards in regards to how the graduates are doing in the workforce. The sentiment shared by one member of the Instructional Council is pride seeing their graduates filling vacancies in community workplaces and that those graduates are well regarded in the workplace. Further, some departments, like the Nursing Department, send surveys to their graduates to gain useful feedback and insights. The surveys might want to be used college-wide to gain those helpful insights for all curricular programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Rationale

At Northland Pioneer College, all departments have curriculum maps for all programs that include program-level learning outcomes, course-level learning outcomes, and/or general education outcomes. All new courses created, utilizing the ACRES form, clearly define how student success will be measured in that course. In fall 2018, NPC began a process for developing, articulating, and assessing institutional-level learning outcomes for its completers. The faculty seem to really understand how their course-level outcomes build into program-level outcomes that build into department goals and ultimately build into institutional-level learning outcomes. Now that curriculum maps have been established, the creation of the institutional-level learning outcomes is their next step. NPC has established the Assessment of Student Knowledge (ASK) Subcommittee, a faculty-drive committee charged with overseeing the college-wide assessment process.

All of NPC's academic departments follow the college-wide assessment process established by the ASK Subcommittee. As laid out in the plan, each fall, departments establish their own Planning Day, and then use the required planning day report template to document its assessment plan. Faculty are encouraged to think about past years' assessment in order to link across multiple years to improve teaching and learning. In the following spring, each department submits a report documenting its progress in implementing the assessment plan using the reading day report template. This template asks faculty to think ahead to upcoming years and how assessment will improve the teaching and learning within their department. As stated by one faculty member, "(assessment is) what good faculty members have always done." Later in the spring, departments gather together for Dialogue Day in which faculty share their assessment results across all college divisions. Another faculty member shared that Dialogue Day is "the most productive day for faculty." NPC has a well-established and influential assessment process.

NPC recognizes that the College needs to invest more time and resources to help student support staff learn how to identify significant co-curricular learning opportunities and learning outcomes and to develop assessment plans for these outcomes. In 2017-2018, NPC hired an outside educational

consultant to start the work with various student support departments. Since that time, some student support areas have been able to complete an assessment cycle. In July 2019, a new Vice President for Learning and Student Services (VPLSS) had been hired. Some of her first tasks include helping NPC define co-curricular and determining how best to assess it. It is advised that NPC and the VPLSS continue with the drafted timeline for the co-curricular assessment project.

NPC uses the annual assessment process to drive instructional and curricular changes focused on improving student success. At the course level, assessment evidence has been used to support things like changing how a topic is covered to rescheduling learning opportunities to a later time.

NPC's assessment process is led by the ASK Subcommittee of which there is faculty representative from each division. The questions within the standardized assessment template allow all faculty to participate in the discussion surrounding student learning and success within their division. Also the creation of the Dialogue Day is good practice to promote communication around assessment. All faculty and administrators are invited to discuss insights gained in the assessment process as well as to share pedagogical techniques that enhance student learning. NPC is also working on the development of institutional-level learning outcomes by first seeking input from faculty and other instructional staff through a survey and then sharing and discussing those results at the most recent Dialogue Day. These assessment efforts by NPC reflect good practice.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

In 2014, Northland Pioneer College chose as its goals to focus on student retention, persistence, and completion. In 2015, NPC joined HLC's Persistence and Completion Academy with the program entitled Proactive Advising for Student Success (PASS). The PASS team set goals and incorporated three components into the initiative. The three components included the adoption and use of the Starfish Early Alert System, the selection and training of Faculty Success Coaches, and a redesign of the Student Success Course. Their goals included increasing student persistence and retention by at least 1.5 percentage points annually and increasing student completion by at least 1.0 percentage points annually.

NPC is tracking data collected from the Starfish Early Alert System. According to a report, the highest percentage of flags used was for Unsatisfactory Progress (15.0%) followed by Class Assignment Concern (8.4%). In Spring 2018, 69% of NPC faculty utilized the Starfish System and advisors attempted to follow up on 98.4% of the flags raised. The biggest barriers students shared were concerns with transportation and childcare.

NPC also developed a team of faculty success coaches (FSC) who would train the faculty to use Starfish. It was later discovered that the FSCs were needed to provide faculty with knowledge of advising practices. To further assist new faculty members, a course was created in the learning management system with a goal of successful on-boarding for new staff.

The PASS team moved the College from a two-hour, beginning of semester, mass student orientation to a student success program focused on just-in-time orientation modules. Much of the new

orientation process is delivered in an on-line format with information made available at critical junctures in the semester. The PASS team believed that breaking the modules into smaller components and aligning them with a student's registration, studying, and completion processes will help students use the information where and when they need it most.

NPC conducted a comprehensive review of student performance in their general education courses as well as a national research literature review which led to a redesign of the course placement process. NPC moved away from sole reliance on a single high-stakes placement exam to an approach that incorporates high school course completions and GPA, GED completion and scoring, and an enhanced placement testing system.

In 2015, NPC received a federal grant for a project titled TALON (Technology to Advance Learning Outcomes at Northland). This project involved building distance-education classrooms in area high schools and providing general education college coursework to selected high school students, especially students in remote parts of the service area. Early student success led NPC to recognize the tremendous value of this project and as a result, incorporate the TALON Consortium as part of its AY 2018-2019 strategic enrollment management plan to sustain the operation of the project. As one student stated during the student luncheon, "the connection to the high school gives them a jump start." This student will become a high school graduate and earn NPC certificates in welding and construction all within the 2019-2020 academic year.

Lack of affordable quality child care is one known barrier for student success at NPC. To address this challenge, NPC is working with the Blue Ridge Unified School District to create a child development program that would provide childcare services to NPC students. The goal is to implement a pilot program, study its effectiveness, and determine if the project can be brought to scale across multiple NPC campuses. Students at the luncheon mentioned the desperate need for child care on the Hopi Indian Reservation. Hopefully NPC's pilot program will be successful and can be expanded beyond the Blue Ridge area.

Transportation concerns are a second known barrier for student success at NPC. In the spring of 2018, the College piloted two responses to address student transportation concerns. As seen on the campus tour, the college has a fleet of over 120 vehicles. Those vehicles were made available for student use in a select group of science lab courses. Second, a transportation costs scholarship was developed for students required to travel significant distances to complete required courses not available locally. Numerous students at the student luncheon mentioned how BetsyAnn Wilson, head of NPC's Friends & Family [Foundation], was instrumental in securing this scholarship so they could continue their schooling. Since Spring 2018, about 40 students have received this scholarship.

Instructional departments utilize retention, persistence, and completion data to make improvements to all aspects of program delivery. One example heard during an open forum is that the nursing faculty are providing role-playing experiences within every lab situation. Prior lab experiences were not leading to the amount of student success they desired. Another example heard during an open forum is that the welding faculty are moving all their assessments into the learning management system so that more complete data can be captured for future analysis.

NPC uses a data-driven approach to determine suitable methodologies that match with its student populations. NPC recognizes that IPEDS definitions only accounted for a small percentage of its overall regular student population. Consequently, they are exploring alternatives and working towards creating their own student cohort definitions that makes sense for the majority of students that NPC serves.

The Office of Institutional Effectiveness (OIE) uses two major sources of data to generate student retention, persistence, and completion rates; its Student Information System (Jenzabar CX) and the National Student Clearinghouse. OIE analysts follow consistent processes to extract the data and the results undergo an internal validation process before the analysts send them to NPC's responsible parties for review.

As stated by President Vest during the opening meeting, “NPC is the only shot they (students) get.” Also stated by numerous members of the Criterion Draft Team, all employees of NPC are dedicated to student success. Lastly, even the District Governing Board states that student success is the “heart” of this institution. NPC demonstrates a strong commitment to student success and gives student success the ongoing attention it deserves.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

It was clear from discussions with Northland Pioneer College faculty, staff, and students that student success is the focus of all they do. NPC has regular programs reviews and yearly assessment procedures during which best practices are shared by faculty and programs are enhanced based on collected data. The Team recognizes the desire of NPC to continue building an assessment process for co-curricular areas and to continue with the implementation of the PASS initiatives.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Rationale

NPC has the fiscal and human resources and physical and technological infrastructure to support all of its operations. After review of the NPC budget and speaking with the Vice President of Administrative Services and the DGB, the Team believes the College has the financial resources sufficient to carry out its mission. The College administration and the DGB understand how the tenuous property tax valuations in their district, declining enrollment, and unpredictable state funding could negatively impact the College's budget. Despite these factors, the college's CFI has remained excellent due to the College's "cautious use of public resources." The current operating fund balance is in excess of 100% as is dictated by the Board of Trustees policy 1924 that stipulates the College's cash balance be sufficient to cover 100% of the general fund annual expenses.

While NPC sometimes struggles to attract qualified employees in specific employment categories due to its rural nature, the College has sufficient quantity and quality human resources to conduct its mission. Conversations with Vice President of Administrative Services and a representative from the Human Resources Office indicate that the College has over 74 full-time faculty and 124 full-time staff supplemented with additional part-time faculty and staff; the number of faculty and staff have

remained relatively unchanged over a ten year period. Average class size is currently around 15 students. However, the College has several key employee positions that are currently vacant (e.g., Director of Human Resources and Chief Information Officer) that may impede, if not filled quickly, their ability to fulfill their mission.

After reviewing the professional development processes and after speaking with both faculty and staff, the Team believes that the NPC faculty and staff have access to robust professional development opportunities and funding. NPC has an innovative process where both faculty and staff can advance in pay when completing relevant professional development. The College orients new faculty and staff through formal new-employee orientations. Additional compliance training is required by all employees and includes Violence Against Women Act training, Clery Training, Ethics and the Health Information Portability and Affordability Act (HIPPA) and well as several other trainings.

The physical infrastructure of the College is well-maintained and appropriate for a college it's size. The team was given a tour of the Painted Desert and Snowflake Campuses and was impressed with the quality and cleanliness of the grounds and facilities. The facilities include a variety of traditional classrooms and lab spaces and classrooms dedicated to distance learning. The College has a Master Facilities Plan; review of this plan, and discussions with the Director of Facilities and Transportation, indicates that there is little deferred maintenance and that the College is forward looking when it comes to facility needs.

The Information Systems Department manages staffing and equipment to meet the College's technology needs; it is appropriately meeting the needs of its employees and students. Particularly impressive was the Department's support of the distance learning platforms (multimedia); tours of classrooms and support areas show great audio-visual clarity during the classes. The department is guided by its comprehensive Technology Plan and 3-year technology forecast budget. The plan and budget both inform and support the Strategic Planning and Accreditation Steering Committee planning priorities.

The budget process at Northland Pioneer College is robust, well documented, and inclusive, thus ensuring that its educational purposes are not adversely affected by elective resource allocations. Conversations with several employees verified that the budgets are built "bottom-up" with department managers and then the departmental budgets are reviewed by the finance office, the executive team, and the DGB before adoption. NPC monitors expenses throughout the year at both the department level and by the Business Office. Additionally, monthly financial reports are provided to the DGB that include revenue, expense, and cash balances; the Board can question any expense.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Rationale

The Team agrees that NPC governance and administrative structures promote effective leadership and support collaborative processes, including a robust shared governance structure, that enable the College to fulfil its mission.

The Northland Pioneer College DGB consists of five members elected by the district's residents who meet monthly or as necessary to conduct business. The Team discussed College governance with Board members and reviewed several examples of Board minutes that are displayed on the College's website for public viewing. The DGB is presented with monthly financial updates (including year-to-date revenue and expenditure data) and reviews and approves NPC's budget and financial audits. The DGB remains abreast of College initiatives and challenges with written or verbal reports from the President and his Cabinet, but also reports during Board meetings from the NPC Friends and Family (NPCFF - the College's foundation), the Faculty Association (NPCFA), Classified and Administrative Staff Organization (CASO), and Student Government Association (SGA). Board minutes reviewed by the Team confirm these interactions.

The DGB has sporadic professional development with most trainings provided by the College lawyer (e.g., legal updates). These trainings were verified by reviewing Board meeting minutes and with discussions with individual Board members. Board members are encouraged to attend and have attended conferences focused on higher education (e.g., Higher Learning Commission and the League of Innovation) for additional Board development. Board members do not recollect a formal orientation when appointed or elected to office though the President does informally orient new Board members before their first Board meeting. The Team recommends that the Board receive more formal, regular trainings and that the President and his Executive Team provide a formal orientation to new elected or appointed Board members.

Board policies describe and delineate the governance and administrative structures of the College.

Clear reporting lines and responsibilities are represented on the College's organizational chart with the Board having authority only over only one employee (the President). Board Procedure 2125 describes the philosophy of shared governance and its component bodies: Strategic Planning and Accreditation Steering Committee (SPASC), Instructional Council (IC), Northland Pioneer College Faculty Association (NPFA), Classified and Administrative Staff Organization (CASO), Student Government Association (SGA) and Leadership Council. Various meeting committee meeting minutes and discussions with employees verify that these organizations contribute effectively to shared governance.

The students have an opportunity to participate in college governance through representation on advisory councils, ad hoc committees (e.g., presidential search committee) and the Student Government Association. SGA is also invited to attend and present at DGB meetings. This Assurance Argument mentions that students have a seat on the Leadership Council of the College. However, when the Team interviewed student leaders, including members of SGA, they could not identify examples of structured meetings with administration or the DGB and could not recollect being asked to attend Leadership Council. The Team recommends that the DGB, the President, and the executive team schedule periodic meetings with students on the multiple campuses, especially members of SGA, in order to provide a more formal framework for communication with students.

Shared governance is strengthened by regular communication to employees from the President and from posting committee minutes on the College's webpage. Review of emails, committee minutes, and discussions with faculty and staff confirm that the President sends regular emails to employees, leads monthly update meetings (which are delivered to all campuses via the same technology as the multimedia classes are delivered), and semiannual convocations held at the beautiful Snowflake campus.

As is dictated in Procedure 2125, the Instructional Council (and its subcommittees) are primarily responsible for addressing the academic requirements, policies, and processes of NPC. IC is composed of faculty, staff, and administration. Review of committee minutes and discussions with members of these committees verify the work being conducted.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Rationale

Discussions with faculty and staff and the review of multiple College documents indicate that planning occurs at both the department/committee level and at the College level. The College uses information from the academic assessment and program review processes, program advisory boards, and college committee recommendations to help drive decision making at a department/committee level. However, the College needs to develop co-curricular program reviews for its non-academic programs as this data is necessary for continuous improvement in those areas.

College-level planning is primarily accomplished by the Strategic Planning and Accreditation Steering Committee (SPASC) which has diverse campus membership from several campus locations. Once input is considered from various sources (e.g., committees, discussions with employees during convocation, and academic program reviews), strategic priorities are identified by SPASC and operational plans are developed by individual departments to carry out the college initiatives. Resources are allocated through the normal budgetary process to support these initiatives. SPASC meeting minutes and with discussions with SPASC members verify a strong commitment to their planning processes.

The College's budgeting process includes creating assumptions regarding enrollment, state support, property tax valuations/levy rates, inflation and the implementation of any employee raises; this was confirmed by reviewing budget assumptions documents, final budget documents, and having conversations with the Vice President of Administration. The College President, administration, and the DBG have a long track record of keeping tuition rates low to help provide better access to the higher education opportunities the College provides, especially to the large numbers of under-resourced individuals in their communities. The College recognizes the need to adjust to changes in the State such as unemployment rates, state support and impending changes in property tax revenue based on changes in local industry. To this end, the DGB ratified cash reserve policy requiring an

increase to protect the college's on-going operations; this policy states that operational reserves should exceed 100% operating needs.

Northland Pioneer College's capital budgeting process is robust. The process includes a three-year projection and well documented proposals that are tied to strategic planning initiatives. As supported by budget planning documents, funds needed to support strategic plan initiatives are included in both the operating and capital budget process. Accomplishments for past years can be found on the College's strategic planning webpage and include the TALON Consortium and the Proactive Advising for Student Success (PASS) initiatives. Information Services planning is guided by a planning committee and an Information Services Strategic Planning document; the plan includes objectives and initiatives along with a timeline and budget for each.

NPC adequately anticipates possible fluctuations in the institution's sources of revenue and other emerging factors, such as technology and demographic shifts. The College has experienced a significant enrollment decline over the past 10 years (fall 2008 to fall 2017). According to committee minutes, the Enrollment Management Committee developed detailed recommendations in 2017 to help stabilize enrollment declines before it was disbanded. Discussions with members of the former Enrollment Management Committee and members of SPASC indicate that most of the recommendations have already been implemented by the College.

NPC anticipates emerging factors in technology and demography, for example, by having College employees participate in local, state and national organizations. The Office of Institutional Effectiveness is responsible for tracking changes in local demography and publishes the data annually in the Strategic Visions Outcomes Report.

The College collects and utilizes data from several sources in their continuous improvement processes (e.g., program review and academic assessment). However, the Team is concerned about the College's ability to integrate its multiple planning processes in a meaningful way so that it can more strongly plan for its future. The Team recommends that the institution identify a mechanism (e.g. an administrator identified as the Chief Planning Officer or a planning committee) that will ensure appropriate oversight of the departmental and College planning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met With Concerns

Rationale

NPC uses various methods to measure performance and improve its operations leveraging its various committees and College departments; the methods utilized by these diverse areas to measure performance are developed to suit the needs of the particular committees or departments. Examples include the following:

- The Office of Institutional Effectiveness (OIE) publishes student demographic and performance data including on retention, persistence, and completion
- Program reviews of academic areas utilize a plethora of data including enrollment trends, student demographics, cost per full-term equivalency, and number of certificates/degrees awarded
- Academic assessment data
- Student course evaluation data
- The Business Office evaluates student payment data
- IS conducts ticket tracking
- Facilities reviews inspection reports and internal data reports

While NPC shows evidence of internal methods to collect and utilize data to improve performance of individual areas, the development of a program review process for non-academic areas is crucial to providing a consistent mechanism for continuous improvement for those areas.

The College has created a unique shared governance structure; one important component of this structure is SPASC who oversees the strategic planning process of the College. The Team met with members of SPASC; they are committed and dedicated to their committee mission and have identified several College initiatives that have been successfully implemented at the College. For example, they have supported the multimedia approach to providing dual credit to the far reaches of their service district (TALON) and supported the new student advising program (PASS). However, the membership of SPASC, while well intentioned, lacks formal training in strategic planning and is without administrative leadership from a mechanism (e.g. an administrator identified as the Chief Planning Officer or a planning committee) that will ensure appropriate oversight of the departmental and College planning. This has created a situation where the committee is not being “strategic” in its planning methodology, but instead the Committee is used as a clearinghouse for College initiatives and less for visioning, goal setting, and planning for the long term future. Discussions with SPASC

members and other employees and a review of strategic planning documents suggest that the College needs to more carefully use benchmark data to set long-term broad goals and then measure progress toward these goals over a three to five year period of time. The Team suggests that the College begin with using its impressive shared governance structure to rewrite NPC's vision statement that should clearly articulate the long-term vision of the College and then build a strategic plan, that is in-line with the vision statement, that includes long term goals, objectives, and key performance indicators (KPIs) so that all stakeholders can track progress toward this College vision. These KPIs should be displayed in a public location (e.g., the College website) for all stakeholders to review and determine the progress the College is having toward these broad goals. The KPIs should be regularly reviewed by the DGB.

Interim Monitoring (if applicable)

In the last comprehensive visit (2008-2009), the team recommended that the College engage in more systematic and aligned planning. In the 2019 visit it became clear that nobody "owns" the planning process and that planning is done by "committee" and that stakeholders cannot clearly articulate the long term vision for the College (i.e., what does the College want to be or become in five years). While the College is doing many initiatives that are arguably moving the institution forward it is not at all clear how progress is being measured or if progress is even being made. NPC needs to have a true strategic plan with deliverables, timelines, and institutional metrics which can be monitored by all employees and other stakeholders.

The Team recommends that an interim monitoring report be due in two years and include the following:

- Identify the process owner for College-level (strategic) planning;
- Review and rewrite the College's vision statement so that all stakeholders are clear about what the institutional long-term goals (i.e., the vision) are moving forward (vision statements should use future tense and should not be confused with mission statements);
- Identify key institutional long-term goals that are clearly linked to the vision statement; explain how the goals have been vetted and approved;
- Create key performance indicators (KPIs) to benchmark the current state and create target goals for strategic planning within a specified time frame (e.g., 3-5 years); how that KPI data will be collected and who is responsible for collecting it;
- Determine a transparent process on how progress will be communicated to the greater college community;
- Explain how other continuous improvement plans (e.g., program reviews and academic assessments) are being utilized in the strategic planning process;
- Explain how the integrated planning process will be sustained into the future.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Rationale

Northland Pioneer College has the human resources, the fiscal resources, technology, and infrastructure to support its mission to provide, support, and promote lifelong learning. The College's administration and District Governing Board supports and encourages shared governance processes across the College which is clearly observed in the budgeting and strategic planning processes, as examples. NPC has worked diligently to improve its planning processes and several examples of excellent planning were identified. However, the Team identified significant challenges at the College; comprehensive, integrated, data-driven planning will be necessary in order to advance the College in the future. The College will need identify a mechanism (e.g. an administrator identified as the Chief Planning Officer or a planning committee) that will ensure appropriate oversight of the departmental and College planning, which can lead to improvements in the strategic planning process that is goal oriented, data driven, and visionary.

FC - Federal Compliance

INSTITUTIONS

Download the Federal Compliance Filing Form and Federal Compliance Overview at hlcommission.org/federal-compliance. After completing the form, combine it with all required appendices into a single PDF file. Bookmark the appendices in the combined PDF. Upload the PDF here by clicking the Choose File button below. The Federal Compliance Filing must be uploaded prior to locking the Assurance Argument.

PEER REVIEWERS

Download the Federal Compliance Overview and Instructions for Peer Reviewers at hlcommission.org/federal-compliance. The institution's Federal Compliance Filing and supporting documentation are provided below.

Federal Compliance reviewer: Use the template provided in the Rationale section to enter the preliminary findings for each component of Federal Compliance. The findings should include one of the following conclusions for each component as well as a rationale that fully supports the conclusion:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.

If the reviewer recommends monitoring for any Federal Compliance component, provide that information in the Interim Monitoring section. Describe what improvement is needed as well as how HLC would determine the institution has resolved the issue. In the Rating field, select the drop-down option that reflects the reviewer's preliminary findings.

Notify the team chair when the draft evaluation is complete, no later than one week before the team's on-site visit.

Evaluation team: While conducting the visit, the peer review team determines whether the preliminary findings made by the Federal Compliance reviewer accurately represent the institution's compliance with all applicable requirements. If necessary, adjust the rating, preliminary findings and rationale provided by the Federal Compliance reviewer. All information in the rationale should explain the findings ultimately selected. Specific instructions addressed directly to the evaluation team by the Federal Compliance Reviewer should be removed. Ensure that one of the conclusions listed above is provided for each Federal Compliance component in the Rationale section.

If the team finds that there are substantive issues related to the institution's compliance with the Criteria for Accreditation, address those issues within the appropriate Core Component sections of the Review tab.

Rating

Does not require monitoring

Federal Compliance Filing Form

- Federal_Compliance_Review_Report_with_Appendix_A

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Northland Pioneer College (NPC) has adopted a policy that aligns award of credit with the contact hours.

The Department of Education provides that one semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.

This is consistent with commonly accepted practices in higher education.

Program requirements examined were generally consistent with those commonly accepted in higher education. A number of programs are accredited through state and professional organizations.

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

NPC has a number of complaint policies that are published on the web and in the student handbook. This policy provides an online system for filing complaints, and a twice a year review to identify trends and opportunities for continuous improvement.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

NPC has clear transfer policies and a list of schools with articulation agreements.

NPC also has adopted policies that permit application for transfer in from high schools and has agreements with a number of high schools to offer dual credit.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Students are provided with unique user names and passwords, as well as college identification numbers. These are used to sign on to the school's portal and to access online courses. No additional information was provided to indicate how a professor assesses whether the student submitting online coursework is the student actually enrolled in the class.

An additional cost called "media fee" of \$45/semester s charged to all students who enroll in a minimum of 3 credits. This information is included in a list of other fees on the website at the school's page discussing general information about fees

5. TITLE IV PROGRAM RESPONSIBILITIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

NPC participates in Title IV.

The general program requirements were addressed when NPC was recertified in 2016.

Campus Crime Information: The 2019 campus crime report is available to the public at <https://www.npc.edu/crime-statistics>

Athletic Participation and Financial Aid. Information about graduation rates for student athletes is reported on the financial aid portion of the website.

Satisfactory Academic Progress has been defined for financial aid recipients and the requirements are published online. <https://www.npc.edu/crime-statistics>

The net price calculator is accessible on the website. The system was operational when tested. <https://www.npc.edu/financial-aid-scholarships/net-price-calculator>

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

OVERALL: Enrollment and retention data are present however, student assessment data is somewhat lacking.

Student outcome data is reported under consumer information is somewhat limited with the last reports on the website in 2015. <https://www.npc.edu/assessment-reports>. The team was able to verify that the outcome data is completed and the College in the process of getting the most recent years posted to the website.

Graduation rates, retention rates, and employment rates are found at <https://www.npc.edu/student-outcomes-data>

7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

NPC accurately reports its accreditation status with the HLC, includes information about how to contact the HLC, and a link to the HLC website. It also posts the HLC logo.

It also posts a list of its accredited programs, with the dates for which the accreditation applies. A sampling of these programs all appeared to reflect accurate information.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met With Concerns
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Interim Report(s) Required

Due Date

12/17/2021

Report Focus

The Team recommends that an interim report be due in two years and include the following:

- Identify the process owner for College-level (strategic) planning;
- Review and rewrite the College's vision statement so that all stakeholders are clear about what the institutional long-term goals (i.e., the vision) are moving forward (vision statements should use future tense and should not be confused with mission statements);
- Identify key institutional long-term goals that are clearly linked to the vision statement; explain how the goals have been vetted and approved;
- Create key performance indicators (KPIs) to benchmark the current state and create target goals for strategic planning within a specified time frame (e.g., 3-5 years); how that KPI data will be collected and who is responsible for collecting it;
- Determine a transparent process on how progress will be communicated to the greater college community;
- Explain how other continuous improvement plans (e.g., program reviews and academic assessments) are being utilized in the strategic planning process;
- Explain how the integrated planning process will be sustained into the future.

Conclusion

The visit to NPC was a positive experience for the four-person peer review team. The College provides quality educational programs and valued student services. The College is doing an effective job at providing relevant educational experiences across a 20,000 square mile service area that includes three tribal reservations.

The Team was unanimous in determining that NPC met all of the criteria and core components of the Higher Learning Commission, except for 5D, which was met with concerns. The College lives its mission and demonstrates an unwavering support of student success. Finally, the College uses its resources wisely and anticipates environmental changes in its programs and financial base. Meetings with various stakeholders (internal and external) provided clear confirmation that NPC is a valued resource in the communities it serves and that students are receiving a quality education at the lowest price point in the state of Arizona.

It is the Team's recommendation that Northland Pioneer College be reaffirmed for accreditation. The institution has satisfactorily met the five criteria (with 5D being met with concerns) for accreditation as well as the Federal Compliance. As a result of the Assurance Argument and the validation through the campus visit, NPC should be eligible to choose their pathway. The Team does see a need for an interim report focused on institutional planning due in two years.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Federal Compliance

Does not require monitoring



Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Northland Pioneer College, AZ
TYPE OF REVIEW:	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Visit to include a Federal Compliance Reviewer: Dr. Kathy Parkison
DATES OF REVIEW:	11/18/2019 - 11/19/2019

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change.

Degrees Awarded: Associates

Recommended Change: No change.

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2009 - 2010

Year of Next Reaffirmation of Accreditation: 2019 - 2020

Recommended Change: 2029-2030

Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

Recommended Change: No change.

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

Recommended Change: No change.



Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change.

Accreditation Events

Accreditation Pathway

Open Pathway

Recommended Change: No change.

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: Interim report due 12/17/21 on strategic and integrated planning.

Institutional Data

Educational Programs

Undergraduate

Certificate 68

Associate Degrees 36

Baccalaureate Degrees 0

Graduate

Master's Degrees 0

Specialist Degrees 0

Doctoral Degrees 0

**Recommended
Change:**

Extended Operations

Branch Campuses

None

Recommended Change: No change.



Institutional Status and Requirements Worksheet

Additional Locations

Hopi, First Mesa, Polacca, AZ, 86037 - Active

Joseph City Ind. Technology and Maintenance, Cholla Power Plant, 4801 Frontage Road, Joseph City, AZ, 86032 - Active

Kayenta, 1/4 mile north on Hwy 163, Kayenta, AZ, 86033 - Active

Little Colorado, 1400 E. 3rd St., Winslow, AZ, 85045 - Active

Show Low Auto Technology site, 1400 North Lumberman's Loop, Show Low, AZ, 85901 - Active

Show Low Welding, 1320 East Thornton Road, Show Low, AZ, 85901 - Active

Silver Creek, 1611 S. Main, Snowflake, AZ, 85937 - Active

Springerville/Eagar Center, 940 East Maricopa Street, Springerville, AZ, 85938 - Active

St Johns Cosmetology Program, 955 W13 West, Suite B, St. Johns, AZ, 85936 - Active

St Johns Ind. Technology and Maintenance, Coronado Generating Station, 7mi North of St. Johns, Hwy 191, St. Johns, AZ, 85936 - Active

St Johns Welding, 955 W13 West, Suite A, St. Johns, AZ, 85936 - Active

St. Johns, 65 S. 3rd West, St. Johns, AZ, 85964 - Active

Taylor Area Fire Science, Northern Arizona Training Center, 1840 Papermill Road, Taylor, AZ, 85939 - Active

White Mountain, 1001 W. Deuce of Clubs, Show Low, AZ, 85901 - Active

Whiteriver, 720 S. Chief, Whiteriver, AZ, 85941 - Active

Recommended Change: No change.

Correspondence Education

None

Recommended Change: No change.

Distance Delivery

11.0101 - Computer and Information Sciences, General, Associate, Computer Information Systems

11.0301 - Data Processing and Data Processing Technology/Technician, Associate, Computer Information Systems

11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Associate, Computer Information Systems

11.0803 - Computer Graphics, Associate, Computer Information Systems

11.0901 - Computer Systems Networking and Telecommunications, Associate, Computer Information Systems

13.1210 - Early Childhood Education and Teaching, Associate, Early Childhood Development

14.4201 - Mechatronics, Robotics, and Automation Engineering, Associate, Mechatronics Engineering Technology

15.0404 - Instrumentation Technology/Technician, Associate, Industrial Maintenance & Operations

15.0499 - Electromechanical and Instrumentation and Maintenance Technologies/Technicians, Other, Associate, Industrial Maintenance & Operations

15.0506 - Water Quality and Wastewater Treatment Management and Recycling



Institutional Status and Requirements Worksheet

Technology/Technician, Associate, Industrial Maintenance & Operations

15.0612 - Industrial Technology/Technician, Associate, Industrial Maintenance & Operations

19.0709 - Child Care Provider/Assistant, Associate, Early Childhood Development

24.0102 - General Studies, Associate, Anthropology

24.0102 - General Studies, Associate, Art

24.0102 - General Studies, Associate, Associate of Arts

24.0102 - General Studies, Associate, Associate of Arts in Elementary Education

24.0102 - General Studies, Associate, Associate of Business

24.0102 - General Studies, Associate, Associate of General Studies

24.0102 - General Studies, Associate, Associate of Science

24.0102 - General Studies, Associate, Biology

24.0102 - General Studies, Associate, Chemistry

24.0102 - General Studies, Associate, Education

24.0102 - General Studies, Associate, English

24.0102 - General Studies, Associate, Geography

24.0102 - General Studies, Associate, Geology

24.0102 - General Studies, Associate, History

24.0102 - General Studies, Associate, Honors

24.0102 - General Studies, Associate, Human Services

24.0102 - General Studies, Associate, Humanities

24.0102 - General Studies, Associate, Language

24.0102 - General Studies, Associate, Math

24.0102 - General Studies, Associate, Music

24.0102 - General Studies, Associate, Philosophy

24.0102 - General Studies, Associate, Political Science

24.0102 - General Studies, Associate, Psychology

24.0102 - General Studies, Associate, Sociology

24.0102 - General Studies, Associate, Spanish

24.0102 - General Studies, Associate, Speech, Theater & Film

43.0203 - Fire Science/Fire-fighting, Associate, Fire Science

47.0303 - Industrial Mechanics and Maintenance Technology, Associate, Industrial Maintenance & Operations

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic), Associate, Health Science

51.3801 - Registered Nursing/Registered Nurse, Associate, RN/LPN

52.0201 - Business Administration and Management, General, Associate, Business

Contractual Arrangements

None



Institutional Status and Requirements Worksheet

Recommended Change: No change.

Consortial Arrangements

None

Recommended Change: No change.
