

Assurance Argument

Northland Pioneer College – AZ



Our Mission: *Northland Pioneer College Provides, Supports and Promotes Lifelong Learning*

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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.)

Argument

1.A.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.

Established in 1972 and open for enrollment in 1974, Northland Pioneer College (NPC) is a public, open access community college. NPC serves students in Navajo County and, through an [intergovernmental agreement](#) (IGA), students in Apache County as well. NPC's [service area](#) consists of 21,158 square miles. NPC provides affordable lifelong learning and excellent educational experiences, enabling students of all ages to meet their educational goals.

The Mission, Vision, and Value statements [originated in 1974](#) and have guided operations since. The statements have been revised over the years as the needs and directions of the College have shifted. The most recent revision of the statements began in 2015 with [a survey](#) of students, staff, and faculty to determine the overall perception of the mission, vision, and values. In 2017, the College created a subcommittee to [revise the mission statements](#) and invited faculty and staff to comment on the proposed revised statements during the biannual All-College Convocation. At the September 2017 District Governing Board (DGB) meeting, the board [approved the revised statements](#).

The [Mission, Vision, and Value statements](#) are:

Mission

Northland Pioneer College provides, supports, and promotes lifelong learning.

Vision

NPC provides a learner-centered environment, responds to community needs through effective and innovative service to our students, and fosters professional growth and collegial collaboration.

Values

NPC upholds the following values: A quality learning environment; Diversity and accessibility; Integrity and accountability; Collaboration toward success.

1.A.2 The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

The Mission, Vision, and Value statements guide the development of NPC's academic programs and student support services. The Mission Statement supports all academic programs, student support services, continuing education, and campus events, as demonstrated in its current [organization chart](#). The College provides educational services at [four campuses and five centers](#) with each serving a widespread population. Instructional services are provided through three divisions: Arts & Sciences, Career and Technical Education, and Nursing and Allied Health.

NPC offers five Associate of Arts and 35 Associate of Applied Science degrees, customized training, Adult Basic Education (ABE), developmental courses, and 66 [certificates](#). The Associate of Arts degrees and the [Arizona General Education Curriculum \(AGEC\)](#) courses transfer directly to the three public, state universities. Students who complete an AGEC transfer all general education courses as a block to any public university in Arizona. The College also has additional [articulation agreements with private institutions](#).

Because of the vast distances in its service area, NPC delivers [instruction through various modalities](#), including face-to-face, online, and multi-media distance delivery. Additionally, the College offers dual enrollment programs, providing high school students at many [area school districts](#) with opportunities to begin their college careers. NPC has enhanced dual enrollment opportunities through [a grant-funded, innovative technological project](#) called Technology to Advance Learning Outcomes at Northland (TALON). This project allows students in very remote locations to take college AGEC courses from a college faculty member.

The College assesses the needs of current and future students through [focus groups](#) and [advisory boards](#). Faculty members create coursework and syllabi and contribute to program changes or development. The appropriate dean reviews these items and often collaborates with other deans as needed. The Instructional Council (IC) [reviews, recommends, and advises](#) on all matters affecting instruction. Recommendations from IC are reviewed by the Vice President for Learning and Student Services, who serves as an Ad Hoc member of IC, and are forwarded to the president, when appropriate. All program-level changes are [finally approved by the DGB](#) as required by Arizona Statute 15-1444/15-1445 and College Policy 1085.

NPC's [student support services](#) and [enrollment profile](#) are consistent with the mission of the College. Through agreements with three Native American tribes and one county, NPC serves locations throughout Navajo and Apache Counties. Academic advisors are located at each campus or center to provide support. Center advisors also serve as library staff for those locations. NPC supports students through a variety of services, including [Disability Resources and Access \(DRA\)](#), [Financial Aid](#), [Records and Registration](#), [Tutoring](#), [Veterans Affairs](#), [Career Services](#), and the [Business Office](#). Information about each of these resources can be accessed via the NPC website (www.npc.edu). Due to the individual needs of students with disabilities and veterans, Disability Services and Veterans Affairs staff regularly make [campus and center visits and appointments](#).

NPC's enrollment profile aligns with its mission and reflects the needs of its service area:

- General education courses, which prepare students for [transfer to four-year institutions](#);
- [Career and Technical Education](#) (CTE) courses, which prepare students for careers in a wide variety of areas;
- [NAVIT](#), a partnership with the [Career and Technical Education District \(CTED\)](#), formerly called the Joint Technology Education District (JTED), which provides CTE courses for high school juniors and seniors;
- [Adult Basic Education](#);
- [Business and industry training](#) to meet employment needs;
- [Dual enrollment](#) and concurrent enrollment for high school age students, including home schooled students;
- [Developmental courses](#), which prepare students to enter college;
- [Summer Kids College](#) for children ages 6-14;
- Specific [CTE programs](#) for incarcerated populations (offered at least for the past 15 years until October 2019 when the College had to end the contract reluctantly);
- Shared use of facilities that are not otherwise available elsewhere in the region (examples [1](#) and [2](#));
- Opportunities for residents to participate in and/or attend [cultural events sponsored by the College](#);
- Participation and partnership with the [Workforce Development Board](#);
- [Basic workplace skills training](#);
- A [Small Business Development Center](#); and
- [Non-credit courses](#) for personal interest and enrichment.

1.A.3 The institution's planning and budget priorities align with and support the mission.

NPC's annual budget is derived from [state allocated funds, tuition and fees, property tax levy, and grants](#). These funds received support the mission of the College. [The planning and budget priorities](#), more fully articulated in Criterion 5.C.1, align with and support the mission. The [Strategic Planning and Accreditation Steering Committee \(SPASC\)](#) leads the development of the rolling Three-Year Strategic Plan. SPASC first requests [input from the DGB](#),

then gathers input from all areas of the College. During [All-College Convocation](#), SPASC asks for faculty and staff input about strategic priorities and goals for the next three years.

[SPASC](#) also gathers input via surveys and reviews survey feedback at bimonthly meetings. Based on the feedback, SPASC develops the strategic priorities and ensures that they are aligned with the College's mission. These priorities are then presented to the College and the [DGB](#). After the DGB approves the strategic priorities, SPASC assigns specific individuals overall responsibility for developing [yearly operational plans](#) for each strategic priority. Operational plans specify the implementation steps and persons responsible, delineate a timetable, and detail the costs of priority activities.

NPC follows [an annual budget calendar](#) where the budget is reviewed at [each DGB meeting](#). The College's budget planning is directly linked to the strategic priorities and operational plans (i.e., strategic plans). Requests for other-than-routine operational dollars must be accompanied by a rationale linking the request directly to the strategic plan. This process takes place in the annual [budget managers meeting](#). Assessments of student learning and [program reviews](#) are also linked directly to the budget process. [Assessment and program review information](#) is routinely presented to the DGB with opportunities for discussion, questions, and advice.

Budget managers always have access to their budget information, and budgets for the College are reviewed [semi-annually](#). The status of the annual budget is reviewed at [DGB monthly meetings](#). SPASC evaluates [progress on the strategic plans regularly](#) based on updates from the individuals assigned the overall responsibilities of the operational plans. Further, SPASC prepares an [annual review of the status of each priority's activities](#) during its first year of implementation, and then presents that review to the DGB for comments, recommendations, and acceptance.

Sources

- 1974 Catalog NPC Philosophy and Goals Statement
- 2015 NPC Mission Vision and Values Survey Report
- 2017-2018 Comprehensive Annual Financial Report Institutional Profile
- 2017-2018 Comprehensive Annual Financial Report Institutional Profile (page number 12)
- 2019-20 Budget Calendar
- 2019-2020 College Catalog
- 2019-2020 College Catalog (page number 8)
- 2019-2020 College Catalog (page number 57)
- 2019-2020 College Catalog (page number 66)
- 2019-2020 College Catalog (page number 204)
- 3-Year Budget Planning Cycle with Examples of Operating and Capital Budget Preliminary
- Adult Basic Education and Developmental Course Offerings

- Adult Basic Education and Developmental Course Offerings (page number 3)
- Advisory Board Meeting Minutes - Multiple Examples
- Annual SPASC Report to DGB - Examples
- Arizona Department of Corrections Agreement
- Assessment and Program Review Information to DGB
- Basic Workplace Skills Training Materials
- Blue Ridge Memorandum of Agreement
- Budget Hearing Materials
- Business and Industry Training
- Business Office Webpage
- Career Services Webpage
- CCL Non Credit Classes
- Classes by Mode of Delivery
- College Organizational Chart
- Community Outreach Efforts Since 2018
- CTE Program Description Webpage
- Disability Resource and Access (DRA)
- District Governing Board Meeting Packet - Sample
- District Governing Board Meeting Packet - Sample (page number 4)
- DRA Student Statistics Multiple Semesters
- Dual Enrollment Description
- Dual Enrollment Partnership Agreement and High School List
- Dual Enrollment Partnership Agreement and High School List (page number 18)
- Fall 2018 FTSE Data Including Demographics
- Financial Aid Webpage
- Initiative Priority Worksheet and Operational Plan Examples
- Instructional Council Meeting Minutes - Sample
- Kids College
- NPC Mission Statement Revision Process
- NPC Revenue Sources - FY 2008-2009 through FY 2017-2018
- NPC-Sponsored Cultural Events
- Partnership with Workforce Development Board
- Peace Academic Center Memorandum of Agreement
- Program Review Including Cost Review
- Records and Registration
- Renaming JTED to CTED
- Semi Annual Budget Review
- Service Contracts with Apache County, NATIVE, NAVIT
- Small Business Development Center
- SPASC Calendar (Sample)
- Strategic Planning Process
- Strategic Planning Process (page number 4)
- Strategic Planning Process (page number 6)
- Strategic Planning Process (page number 12)
- Strategic Planning Process (page number 15)
- Strategic Planning Process (page number 27)

- Strategic Planning Process (page number 40)
- TALON a Success
- Transfer Agreements with State Private and Regional Favorite Institutions
- Tutoring Information for Students
- Veteran Services

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.

Argument

1.B.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.

NPC's mission, vision, and values are published in numerous public venues that reach its internal and external stakeholders, including the general public. The mission statement is published and updated on the College's newly [redesigned website](#), www.npc.edu, and in the [NPC College Catalog](#). It is also [posted physically](#) across campuses and centers in prominent areas, such as campus front offices, libraries, hallways, and restrooms. The catalog is updated annually, and the website is reviewed and revised with new information to ensure accuracy.

The mission statement is printed in the NPC [Employee Handbook](#) and [Faculty Handbook](#), both of which are reviewed and revised with new information to ensure accuracy and are distributed annually. Similarly, NPC incorporates the mission statement in orientation materials for new employees. The Human Resources Department integrates the mission statement in the New Hire Information Page and the [New Employee presentation](#). The content of the [student orientation materials](#), provided at new student orientation, is developed largely based on the College's mission. The mission statement is also printed in the [DGB meeting agendas](#). These agendas are available online and at each DGB meeting.

1.B.2 The mission document or documents are current and explain the extent of the institution's emphasis on various aspects of its mission, such as instruction, creative works, clinical service, public service, economic development or cultural purpose.

NPC's mission documents are current, as approved by the DGB in September, 2017, and reflect the College's commitment to serving the students and communities in the region. As stated in Criterion 1.A.1 (second paragraph), the documents are the products of multiple instances of [full-college engagement](#).

NPC's instructional offerings are responsive to the needs of students and communities as outlined in Criterion 1.A.2 and in Criterion 3. These offerings provide educational and cultural opportunities through the lifespans of current and potential students. The College serves a population whose instructional/educational needs are [extremely diverse](#), including:

- [Adults](#) with low literacy and numerical skills
- [Home-schooled](#) students seeking additional academic challenges
- High school students, and their parents, seeking [college coursework](#) at minimal expense ([College Bound Scholarship](#))
- Graduating high school students seeking a low-cost start ([College Bound](#) and [Fast Track Summer Scholarships](#)) to college transfer work
- College students who were raised in Navajo and/or Apache counties, but for whom [English is a second language](#)
- Individuals seeking a college education, who either [matriculated from high school more than ten years previously](#), or who never received a high school diploma and need developmental coursework to succeed in college
- High school juniors and seniors seeking job-ready credentials through the Career and Technical Education District (CTED), [NAVIT](#), at no cost to the student
- Students seeking job-ready, post-secondary, educational opportunities in order to [move quickly into the workforce](#)
- Traditional college students [planning a university transfer](#).

NPC's educational offerings are revised frequently to meet these and other diverse needs while continuing to provide for excellent instruction.

The College also provides opportunities for enrolled students and the public to contribute to, and participate in, creative works. The Theatre Department, in conjunction with NPC's Performing Arts Center (PAC), invites both students and members of the public to audition for and participate in presentations and [performances](#). Further, students and community members have had opportunities to write and produce plays for the PAC. NPC also offers a children's theater program through [Kids College](#) where children, ages 6-14, can experience music, theater, set building, and costume production.

The Art Department, which includes 2-D and 3-D art courses, includes both college students and members of the public. The department displays the works of these talented artists in two juried, annual shows: one for art students at NPC's feeder high schools and one for NPC art students. Both shows are presented in the [Talon Gallery on the White Mountain Campus](#).

Clinical experiences are an integral part of the Nursing, Emergency Medical Services, and Allied Health Programs. These experiences depend on productive partnerships with many local and regional institutions and businesses. Without these [clinical partnerships](#), students in these programs could not achieve success.

Students enrolled in Career and Technical Education Programs have [field trip opportunities](#) to experience diverse work environments with partnering organizations.

NPC encourages [public service on the part of both its students and employees](#). Phi Theta Kappa frequently hosts community service events, such as winter [coat drive](#), blood drives, and [food drives](#). Each campus and center conducts [seasonal food drives](#) as well. The Classified and Administrative Staff Organization annually conducts a [non-perishable goods drive](#) for local nonprofits in need of donations. Cosmetology, Allied Health, welding students, and faculty participate in a wide variety of [public service](#) events; these events include cancer-patient makeovers, blood pressure screenings at health-centered events, and metal emblem cut-outs for the community. Additional examples of student/faculty public service come from the Welding program. Welding students and faculty collaborate on [holiday floats](#) for various community parades and provide services to local nonprofits. Examples of these services include welding gates and bicycle racks for the Petrified Forest National Park and manufacturing steps for building access at a local Humane Society shelter.

NPC encourages students and employees to become active in local and regional non-profit boards. NPC employees serve on [economic development boards](#), such as local Chambers of Commerce and Navajo County Economic Development boards. Many NPC students and employees participate in Rotary and Kiwanis clubs.

1.B.3 The mission document or documents identify the nature, scope, and intended constituents of the programs and services.

NPC's mission, vision, and values statements reflect the commitment of the College to the community. All academic programs and initiatives align, through the appropriate approval process, with the mission of the College. NPC's faculty and students are engaged in a wide range of scholarly, creative, and knowledge-discovery activities. These engagements are extensively documented in Criterion 3.B.2.

The programs of the College demonstrate the commitment the College has to lifelong learning, and the College's goals meet the needs of all those who desire to continually learn. NPC's programs provide the certificates and degrees that lead to employment or transfer to a four-year institution for completion of a bachelor's degree.

Sources

- 2015 NPC Mission Vision and Values Survey Report
- 2019-2020 College Catalog
- 2019-2020 College Catalog (page number 8)
- Apache and Navajo County Adult Literacy and Numerical Skill Levels
- Blue Ridge Memorandum of Agreement
- Campus Center Seasonal Food Drive Examples
- CASO Non-Perishable Goods Drive Example
- Clinical Site Agency Contract List 2018-19
- Clothing Drives - Examples

- College Bound Scholarship
- CTE Field Trip Itineraries
- Direct to Work Programs
- District Governing Board Meeting Packet - Sample
- Diverse Student Profiles - Data
- Diverse Student Profiles - Examples
- Employee Handbook
- ESL Flyer
- Faculty Handbook 2019-2020
- Fast Track Scholarship
- Food Drives - Examples
- Human Resources Welcome Page
- Kids College
- Local and Regional Economic Development Participation
- Mission Statement Poster
- New Employee Orientation Email and Agenda - Example
- NPC Participation in Parade Floats
- NPC Partnerships and Services to the Community
- NPC Redesigned Website
- Performing Art Center Schedules Fall 2016 - Spring 2019
- Public Services - Examples
- Service Contracts with Apache County, NATIVE, NAVIT
- Student Online Orientation Modules
- Talon Gallery Schedules Fall 2016 - Spring 2019

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.

Argument

1.C.1 The institution addresses its role in a multicultural society.

Situated in an [area serving three Native American reservations, as well as a significant Native American population among non-tribal communities](#), NPC promotes multiculturalism in its mission and vision. The [multi-ethnic NPC District Governing Board](#) ensures that NPC continues to meet the educational needs of the various ethnic/cultural groups in its service area. NPC incorporates multicultural perspectives in all its activities to reflect the service area's diverse [student demographics](#). For example, NPC celebrates ethnic diversity among its graduates by opening its annual Commencement Ceremony with [brief welcoming addresses by students in their native languages](#): Spanish, Hopi, Navajo, Apache, and English.

NPC's policies and procedures prohibiting discrimination acknowledge the College's concern for multiculturalism and diversity. NPC is an Equal Opportunity Employer and has a clear procedure regarding [Non-Discrimination](#) that includes Title IX and Section 504 requirements. Further, [Procedure 2762](#) outlines processes and consequences of unlawful discrimination. The College posts its [non-discrimination statement](#) in numerous places across campus and center locations and in its publications.

NPC has [four campuses and five centers to serve its entire service area](#). Each location has a [different student-population profile](#), reflecting a rich diversity in culture, religion, ethnicity, demography, and geography. NPC provides and supports equal access opportunity across the Native American regions with programs such as TALON and [early childhood development programs](#). These efforts support the social fabric of the region's cultures by [removing geographic restrictions](#) to higher education.

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." In [EDU 220](#) (Diversity in Education), the instructors used the Human Relations Attitude Inventory to measure changes in students' attitudes and values before and after instruction that included exposure to varied ideas and complex dialogue. 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. Education courses teach the role of culture and diversity in learning ([EDU282](#)). Navajo and Spanish language courses include cultural information as students learn the speaking, reading, and writing skills of these languages.

In assisting students with distinct knowledge, skills, and abilities to pursue their education goals, several student services departments advocate multiculturalism and diversity to both NPC and the public. One example is the [Disability Resource and Access \(DRA\)](#) office. DRA facilitates equal access to NPC classes and activities for students with disabilities by providing them with registration, testing accommodations, note takers, sign language interpreters, and class materials in audio or alternative formats. DRA has also helped NPC to build awareness of people with different perspectives by designating the month of February as [Inclusion Awareness Month](#). In February 2019, all employees received weekly emails with stories about Inclusion Heroes - individuals across the nation who promote the inclusion and empowerment of people with disabilities. October is designated as Disability Awareness Month, and, as with Inclusion Awareness Month, employees receive weekly emails about Disability Heroes - individuals with disabilities who are succeeding and making a difference.

Additionally, NPC presents diverse viewpoints and perspectives embedded in various art forms through its two venues: the Performing Arts Center (PAC) and the Talon Art Gallery. The PAC offers a variety of [events open to the public](#) that explore human expression and endeavor, historical events, ethical questions, and diverse perspectives, interspersed with family-friendly productions. The [Talon Art Gallery](#) presents numerous 2-D and 3-D shows featuring student, local, and invited artists, which highlight the diversity of both students and community members.

1.C.2 The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituents it serves.

The procedures followed by the College respect the individuals whom it serves. NPC understands the culturally diverse population of the area. Each of the College's nine locations serves a [unique population](#), distinguished by geography, ethnicity, religion and/or culture. Because of this diversity, the college endeavors to meet the needs of each unique location. The DGB is elected by district; each of the five election districts serves a distinctly unique and diverse segment of the [service area](#). District 1 covers the northern Navajo Nation. District 2 includes the southern portion of the Navajo Nation, the Hopi Nation, and a segment of Navajo County that includes Anglo, Hispanic, and mixed heritage individuals. District 3 brings together culturally diverse, primarily Anglo constituents; while District 4 is primarily Anglo. District 5 includes Anglos and White Mountain Apache tribal members.

Innovative technological delivery modalities enable the College to reach geographically and culturally dispersed populations and to cultivate diversity in unique ways. Current distance technology brings NPC students enrolled in the same course from different locations into a [shared classroom setting](#). In a similar fashion, the TALON project brings together ethnically and

geographically diverse groups of high school students into shared [class experiences](#). NPC students with different socio-cultural backgrounds come together and learn different perspectives from one another in courses across the curriculum. NPC students do not have to leave their own communities to attend college; they teach and learn about diversity directly and indirectly in every distance class.

NPC's Student Government Association (SGA) brings together students from each of the nine campuses/centers, providing numerous opportunities to interact and learn from one another. SGA sponsors [clubs](#) whose activities frequently reflect diverse viewpoints. For example, SGA sponsors the [Eagle Club](#), which is a student organization that promotes awareness of multiculturalism. One of the signature events of the Eagle Club is to sponsor a [flag-raising event](#) on Veterans Day, which brings Native American and other veterans to the College to participate in this important event. SGA is a participant in the College's [Shared Governance Procedure](#) as well. Students are also encouraged to participate in other Shared Governance groups.

NPC works hand-in-hand with its foundation, NPC Friends and Family (NPCFF), to support equal opportunity scholarship funding to a diverse group of students. In 2014, the NPCFF board prioritized equitable access to and distribution of [its scholarships to students at all campus and center locations](#). In addition to scholarships for students taking college-level coursework, NPCFF supports students pursuing a high school equivalency diploma with scholarships to cover testing fees. The foundation provides placement testing scholarships for students who are unable to pay for the placement exam. It also supports an [emergency scholarship fund](#) for students who encounter financial obstacles that threaten to interfere with their ongoing coursework. In addition to board-approved scholarships, NPCFF manages and administers several private scholarships designated specifically for Native American students, CTE students, university-bound students, and students who are enrolled in CCP classes.

Community outreach activities present opportunities for the College's administration to gather feedback from community members and to hear the needs of each community. Historically, NPC has conducted annual [community outreach events](#) at each campus and center. Under the leadership of Mark Vest, President since July 2018, NPC staff began attending [meetings](#) held by local community groups, e.g., county/tribal/town councils, school boards, and chambers of commerce. This new approach allows NPC to go to the communities, rather than requiring community representatives to come to NPC. NPC staff who attend community meetings, often including the president, invite community input and provide audiences with information about how to convey questions, ideas, and concerns to the college. A designated NPC staff member keeps a [master list of community events](#) attended and provides information about each event to the college president. Community program needs and improvements are considered during the annual strategic planning conducted by the College's SPASC.

NPC's [staff reflects the diversity](#) of its service area. However, the College continually confronts the issue of faculty and administrative diversity. Attracting qualified individuals to work at NPC is a [major challenge](#). The College has lost candidates to other schools that can offer more pay or better amenities. In many instances, searches for open faculty and administrative positions are conducted [more than once](#).

Sources

- 2017-2018 Education Planning Day Report
- 2018 Annual TALON Performance Report
- 2019-2020 College Catalog
- 2019-2020 College Catalog (page number 56)
- 2019-2020 College Catalog (page number 65)
- 2019-2020 College Catalog (page number 67)
- Assessment of Student Learning Final Report - Examples
- Assessment of Student Learning Final Report - Examples (page number 9)
- Commencement Ceremony Program 2018
- Commencement Ceremony Program 2018 (page number 3)
- Community Outreach Efforts Since 2018
- Community Outreach Efforts Since 2018 (page number 2)
- Community Outreach Efforts Since 2018 (page number 31)
- Course Offerings with Cultural-Specific or Diversity Emphasis
- Difficult to Fill Positions
- Disability Resource and Access (DRA)
- District Governing Board Membership Picture
- Diversity as Reflected in NPC Career Focus Magazines
- DRA Inclusion Awareness Month - February 2019
- Early Childhood Program Offerings Across Tribal Lands
- EDU282 Structured English Immersion and English as a Second Language Teaching Methods
- EEO Law and Supplement Materials
- Hiring Challenges - IS Director Search Example
- Map by District Area
- NPC Eagle Club Flag Raising Ceremony
- NPC Staff Diversity
- NPCFF Emergency Funds
- NPCFF Scholarship Recipients by Location
- Performing Art Center Schedules Fall 2016 - Spring 2019
- Procedure 2125 Shared Governance
- Procedure 2710 Non Discrimination
- Procedure 2762 Harassment and Unlawful Discrimination
- Service Area Covering Various Reservations
- Student Demographics Overall and by Location
- Student Demographics Overall and by Location (page number 4)
- Student Government Association and Sponsored Clubs
- Student Government Association and Sponsored Clubs (page number 7)
- TALON CISCO Instructor Guide
- TALON Classes
- Talon Gallery Schedules Fall 2016 - Spring 2019

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.

Argument

1.D.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.

As a publicly funded institution, NPC understands that it serves the public, and the College strives to meet these obligations. NPC relies on [continuous community feedback and advice](#) to maintain its relevance and commitment to continued institutional improvement. Through the budgeting process, NPC [makes decisions based on the needs of the community](#), while also balancing the revenues of the College. NPC is a firmly established member of its service area, serving individuals of all ages, as well as community and business partners. NPC offers ongoing occupational and educational training as well as cultural events. NPC's strategic priorities and mission reflect its public obligation. The following summarizes some of the ways NPC serves the needs of the public:

- Offers dual enrollment programs to at least 20 [school districts](#) in the service area
- Uses [innovative technology](#) that links 14 to 15 high schools where high schools lack appropriately-credentialed dual enrollment instructors
- Partners with the local Career and Technical Education District ([CTED, used to called the Joint Technical Education District \[JTED\]](#)), Northern Arizona Vocational Institute for Technology ([NAVIT](#)) to provide high school juniors and seniors with CTE courses and programs at no cost. Qualified high school students can achieve work-ready certificates through this partnership.
- Provides support and funding for the local [Small Business Development Center](#), which provides free business training and start-up assistance for entrepreneurs
- Provides [public service](#) by providing services that range from free blood pressure screening to makeovers for individuals battling cancer
- Supports local business and industry in training needs for their current or future workforce through the [Community and Corporate Learning Department](#)
- Offers [online and distance-accessible courses](#) to individuals when traditional classroom settings are unavailable or not feasible

- Provides [personal enrichment classes and workshops](#) for those interested in lifelong learning
- Collects feedback, advice, and guidance from [Business and Industry Advisory Boards](#) as part of curriculum development for CTE courses and programs
- Receives performance feedback by hosting or attending [community outreach](#) events
- Offers need-based [transportation scholarships](#) and/or [access to a college vehicle](#) to assist students taking courses requiring travel for laboratory/clinical classwork
- Operates the [PAC](#) and the [Talon Art Gallery](#), along with associated coursework, to provide the public multiple low-cost opportunities to participate in diverse cultural events
- Helps fund a public transportation service that links the communities of Pinetop-Lakeside, Show Low, Taylor, Snowflake, and Holbrook
- Through its foundation, NPC Friends and Family, teaches classes to NPC students and students at area high schools about how to access and apply for scholarships
- Through its Financial Aid office, NPC teaches on-site classes to local high school students and their parents about how to apply for financial aid
- Allows community groups to [use college facilities for meetings and gatherings](#).

1.D.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.

NPC was established in 1972 under [Arizona Revised Statutes §15-1402](#). NPC is a publicly funded institution, and as such, there are no external investors in the College. The DGB for the College is [publicly elected](#). The College enacted and maintains a [conflict of interest policy](#) that mirrors Arizona Revised Statutes §38.503 to ensure that the DGB, and all employees, put the interest of the College first over other financial investments/opportunities. On an annual basis, the DGB and all college employees are required to complete [a conflict of interest form](#). Additionally, [Policy 1562](#) ensures that College employees understand that it is against [Arizona Revised Statutes §15-1408](#) to participate in political campaigns as employees of the College.

1.D.3 The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

NPC works with external constituencies and groups to identify educational needs, training opportunities, and to obtain feedback for service improvement. The College remains aware of identified workforce opportunities, community education, and training needs through [local advisory groups](#) that are tied to academic programs and meet regularly. Business and industry leaders help review curriculum and supply up-to-date information on industry trends.

NPC historically held annual [community outreach meetings at each of its campuses and centers](#) to gain input from local schools, businesses, and governments. These meetings helped identify successful programs, as well as new programs that should be investigated. After the

outreach meetings were completed, the College evaluated the information received to determine if the requested programs were viable. Under the leadership of its new President, Mark Vest, in July 2018, NPC has revised its community outreach approach. NPC staff members [attend meetings](#) organized by local groups, such as counties, tribes, town councils, school boards, and chambers of commerce. This approach increases NPC's exposures and reinforces its commitment to serving the communities.

Sources

- 2016 and 2017 TALON Annual Reports
- Advisory Board Meeting Minutes - Multiple Examples
- Advisory Board Meeting Minutes - Multiple Examples (page number 12)
- Arizona Revised Statutes §15-1402
- Arizona Revised Statutes §15-1408
- Business and Industry Contract Training
- CCL Non Credit Classes
- Classes by Mode of Delivery
- Community Outreach Efforts Since 2018
- Community Outreach Efforts Since 2018 (page number 48)
- CTE Advisory Board Members
- Disclosure of Substantial Interest Letter and Completion List
- District Governing Board Membership Picture
- Dual Enrollment Partnership Agreement and High School List
- Dual Enrollment Partnership Agreement and High School List (page number 18)
- NPC Facility Use by Community Groups - Example
- Performing Art Center Schedules Fall 2016 - Spring 2019
- Policies - Administration - 1200 1210 1220
- Policies - Personnel General - 1562
- Public Services - Examples
- Renaming JTED to CTED
- Service Contracts with Apache County, NATIVE, NAVIT
- Small Business Development Center
- Talon Gallery Schedules Fall 2016 - Spring 2019
- Transportation Assistance Scholarship
- Transportation Fleet Pilot Program Materials

1.S - Criterion 1 - Summary

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

Summary

NPC operates with integrity and makes decisions that are focused on its mission. The mission statement is broadly disseminated throughout the service area and in institutional publications. The mission statement and associated documents address college-wide considerations.

The broad range of program offerings, breadth of student service activities and support, and representation of the regional demographics in its student body are evidence of the fulfillment of NPC's mission. The commitment to engage students in diverse experiences is evidenced in the many college activities and classroom experiences found at NPC.

NPC's budget, assessment, and planning each work on an annual cycle. Budgeting and assessment are both tied to planning; each is directly linked to the mission of the institution. Operational plans associated with the strategic priorities are established on a three-year basis with annual review, evaluation, and renewal of goals. The development of, evaluation of, and review of goals involves the entire college community. Annual operational plans support the strategic priorities. This integration of the mission with the assessment, planning, and budgeting cycle connects NPC to all constituencies, and also facilitates continual improvement of the institution's service to its students and communities within its designated service area.

Sources

There are no sources.

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.

Argument

Northland Pioneer College (NPC) is dedicated to ethical and responsible conduct and supports this dedication through its [policies and procedures](#). NPC is [compliant with all state and federal statutes and requirements](#) and upholds best practices in ethical behavior, which often exceed compliance requirements. The District Governing Board (DGB) of NPC is responsible for setting and [reviewing policies annually](#). Procedures are the [responsibility of the NPC president and executive team](#). Each policy and procedure is reviewed and revised by the responsible department. The revised policies and procedures are distributed to impacted employee groups for comments and suggestions. These recommendations are considered and evaluated, and the revised procedures are distributed college-wide [for review](#). The practice of review of procedures assists NPC in ensuring [ethical behavior](#) in all aspects of college performance. NPC's argument in Criteria 5.A.2, 5.B.1 and 5.B.2 contains extensive evidence documents demonstrating how NPC acts ethically and responsibly.

NPC has received favorable audit opinions, either unmodified or unqualified, since 1995. [These opinions, issued by independent auditors](#), indicate NPC's financial statements are presented fairly in all respects. Since 2014, NPC has earned the distinguished honor of the Government Finance Officers Association (GFOA) [Certificate of Achievement for Excellence in Financial Reporting Award](#), which demonstrates NPC's commitment to transparency and full disclosure for users of its financial report. Within the Comprehensive Annual Financial Report (CAFR), additional strengths are identified, such as the [positive and growing volume of unrestricted funds](#) and focus on [funding Instruction and Student Services over the last 10 years](#).

NPC assures academic integrity through shared governance, the Instructional Council (IC), and faculty involvement with curriculum. The College's [Shared Governance Procedure](#) requires faculty participation in all college activities. IC is comprised primarily of faculty and is chaired by an elected faculty member. IC advisory members consist of administrators and staff members. [IC is responsible for](#) curriculum, academic policies and procedures, faculty performance, and academic standards. [Standing committees](#) of IC are Dual Enrollment, Academic Standards, Learning Technologies, Professional Development, and Assessment of Student Knowledge.

Students and faculty actively engage in the [pursuit of truth](#) and the free exchange of ideas through a variety of course projects, discussions, and debates that explore cultural, social, economic, and political issues relevant to our local and global communities. The [Faculty Handbook](#), [Student Code of Conduct](#), and the [Nursing Student Handbook](#) establish basic behavioral expectations that help guide and moderate the respectful and civil exploration of sometimes controversial and sensitive topics of intellectual inquiry that may lead to a greater awareness, appreciation, and respect for diverse perspectives.

[Human Resources](#) (HR) supports and provides services to faculty and staff. Goals in this department include enhancing or establishing new processes in employee recruiting, reducing the amount of time used in the hiring process, onboarding new employees, and providing ongoing training to all employees. To aid with these goals a new part-time [Training Coordinator position](#) was created in 2017. All employees undergo [compliance training annually](#), including FERPA, HIPAA, Title IX, the Violence Against Women Act, and Sexual Harassment. NPC also posts [crime statistics](#) on its website annually.

In fall 2016, HR and the Financial Services Department led a [college-wide review of all exempt positions](#) in regards to proposed changes to the "duties test" in accordance with the Fair Labor Standards Act, and revised job descriptions as needed. HR maintains all approved job descriptions, which are reviewed annually by the employees and their supervisors [during the evaluation process](#). Information on annual evaluations is included in the [Employee Handbook](#), which is maintained on NPC's portal website, MyNPC.edu, for all employees to access. The Employee Handbook summarizes employment policies, procedures, and practices.

NPC's DGB was established and operates under [Arizona Revised Statutes §15-1402](#). By statute, and by its policies, the DGB is responsible for the policies of the Board. Further, the DGB is responsible for the hiring and performance evaluation of NPC's president. The DGB oversees all matters of the college and makes informed decisions on all items referred to the board by policy or statute. The DGB is composed of [five elected members](#) who each represents a specific geographic district of Navajo County.

Sources

- 2016 FLSA Employee Review
- 2018-2019 Nursing Student Handbook
- Acting with Integrity Example
- Annual Mandatory Compliance Training
- Arizona Revised Statutes §15-1402
- CAFR Net Position by Component FY 2018
- College Level Procedure Review
- District Governing Board Meeting Packet - Sample
- Employee Handbook
- Employee Handbook (page number 22)

- Examples of NPC Commitment to Promote Pursuit of Truth
- Expenses by Function FY 2018
- Faculty Handbook 2019-2020
- GFOA Certificate of Achievement for Excellence in Financial Reporting Award
- HR Training Coordinator Job Description
- Human Resources Welcome Page
- Independent Auditors Report on Financial Statements
- Instructional Council and Subcommittee Membership Rosters
- Map by District Area
- NPC Compliance Reports
- NPC Crime Statistics
- NPC Policies and Procedures Overview
- Performance Evaluation - Supervisor Version
- Procedure 2100 Development of Procedures
- Procedure 2125 Shared Governance
- Procedure 2125 Shared Governance (page number 8)
- Procedure 2625 Student Conduct

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.

Argument

NPC provides information to students, faculty, staff, and the public through numerous publications both electronically and in print. The primary publications include the College's public website (www.npc.edu), [social media](#), [college catalog](#), [Career Focus magazine](#), [program brochures](#), ["Quick Facts" publication](#), and [staff handbook](#). NPC's public website and web portal (MyNPC.npc.edu) provide access to NPC's college catalog, the class schedule, costs to students, program pages, and the NPC employee handbook. NPC's public website was redesigned in 2018, and it currently serves as the primary source of information for students, faculty, staff, future students and the community. The site is regularly [reviewed, updated, and revised](#) to provide current and accurate information about the College. NPC's public website and printed publications seek to inform and provide easy access to all of NPC's constituents.

[NPC's public website](#) is organized by audience, including future students, current students, course offerings, and information about NPC. The site offers updated content, improved site search, condensed pages, and accessibility across all mobile devices. Information is now located under toggles and tabs, so users choose how much information to view. NPC's main academic areas of interest are displayed on a [single page](#), making it easy to see the range of programs and offerings. Clicking on a specialization displays additional details about a specific degree or program.

Printed NPC publications are available to the public in each campus/center front office, including an annual catalog, which provides information about academic and technical programs, degree requirements, course descriptions, and faculty credentials. The catalog explains [Student Rights and Responsibilities](#), including academic honesty, FERPA Rights, student conduct code, student grievance, grade appeal, harassment, and unlawful discrimination. In a crisis, emergency situation, or bad weather, NPC employs the [RAVE Emergency Alert System](#) to send text or voice messages to subscribers' phones and/or email addresses. All students receive an official college email address, and they have the option to provide their phone number at the time of registration. The college also sends important [non-emergency student text messages](#) about registration dates, class schedules availability, financial aid deadlines, scholarship opportunities, graduation information, college events, and more, to keep students well informed about NPC.

Sources

- 2019-2020 College Catalog
- 2019-2020 College Catalog (page number 178)
- Career Focus Magazine - Examples
- MyNPC Internal Web Portal
- Non-Emergency Student Text Messages - Example
- NPC Redesigned Website
- NPC Social Media
- NPC Webpage Update and Review - Examples
- NPC Website Academic Areas of Interest - Single Page Example
- NPC Website Screenshots
- Program Brochure Examples
- Quick Facts Examples
- RAVE Emergency Text Messaging Examples

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.

Argument

NPC is governed by the Navajo County Community College District Governing Board (DGB). The members of the DGB are elected by the public from five geographical areas, or precincts, within the college district (Navajo County). The [precinct boundaries](#) are the same as those for election of members of the Navajo County Board of Supervisors. [Policy 1000](#) addresses the election of DGB members, and [Policy 1005](#) explains how DGB vacancies are addressed.

2.C.1 The governing board's deliberations reflect priorities to preserve and enhance the institution.

The DGB makes decisions based on established fiscal priorities, including an [Operational Reserve Policy 1924 and Capital Reserve Policy 1926](#) that both preserve and enhance NPC resources. [Planned expansion of the White Mountain Campus](#) beginning in fall of 2019 will be funded by utilizing the capital reserve to pay for the improvements, thus without incurring debt.

The DGB considers the impact of their decisions as they deliberate annual budget topics such as [employee wages and salary recommendations](#), and the impact of [tuition](#) and [tax rates](#) on students and taxpayers.

2.C.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.

All internal shared governance groups make [regular reports to the DGB](#). These groups include Instructional Council (IC), Strategic Planning and Accreditation Steering Committee (SPASC), Student Government Association (SGA), Faculty Association (FA), and Classified and Administrative Staff Organization (CASO). The President prepares a [Board report](#) weekly to keep the DGB members apprised of current events and legislation. Internal groups are also represented during the personnel salary recommendations and negotiations (Examples [1](#) and [2](#)).

Community members and organizations are presented with information about NPC during regularly scheduled [community outreach meetings, council presentations](#) and board reports.

2.C.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.

NPC DGB [Policy 1010](#) clearly states the rules regarding Conflict of Interest and DGB members sign a Conflict of Interest statement annually as required by 2 C.F.R. Part 200, §200.318. [Policy 1085](#) defines the powers and duties of the DGB, which are consistent with Arizona Statute 15-1444.

2.C.4 The governing board delegates day-to-day management of the institution to the administration, and expects the faculty to oversee academic matters.

DGB [Policy 1200](#) delegates the management of the institution to the president. The president and the administrative team are responsible for the [day-to-day management and decisions of the institution](#). The [shared governance procedure](#) grants faculty oversight of academic matters through the Instructional Council.

Sources

- Board Minutes of Construction Deliberations
- Community Outreach Efforts Since 2018
- District Governing Board Meeting Minutes of Budget Topic Deliberations
- District Governing Board Meeting Packet - Sample
- District Governing Board Meeting Packet - Sample (page number 128)
- Map by District Area
- Memo to FA President and CASO President re Compensation 3-19-19
- Policies - Administration - 1200 1210 1220
- Policies 1000 (Election of DGB Members) and 1005 (Vacancy Within DGB)
- Policy 1010 (Conflict of Interest) and Arizona Revised Statutes 38-503

- Policy 1085 (Powers and Duties of DGB) with Arizona Revised Statutes §15-1444 and 15-1445
- Policy 1924 (Cash Reserve Policy) and Policy 1926 (Future Capital Reserve)
- Procedure 2125 Shared Governance
- Sample Community Engagement Topics from President Weekly Reports to the District Governing Board

2.D - Core Component 2.D

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

Argument

NPC demonstrates a strong commitment to both the freedom of expression and the pursuit of truth in teaching and learning. [Policy 1810](#) affirms the freedom to teach, discuss, research, and publish without fear of censorship or discipline. Indeed, the policy acknowledges that freedom of expression is a mission-critical value that is honored throughout NPC.

Many NPC courses include activities and assignments that promote and stimulate the unfettered [pursuit of truth](#) through an awareness, inquiry, discussion, and/or reporting of a variety of subjects, issues, and disciplines, including:

- The promotion of social, political, or cultural awareness
- The provocation of thought and/or discussion about the human condition
- The provocation of thoughts and/or discussion of various contemporary issues
- The promotion of scientific or quantitative reasoning.

NPC's libraries supplement and enhance classroom exploration and the pursuit of truth by providing access to [a variety of print, electronic, and online resources](#) that support the curricula and encourage independent research of a myriad of topics. Each September, the libraries promote Banned Book Week with local displays and website links. The libraries also provide [information literacy instruction](#) that promotes critical-thinking skills and greater discernment in the evaluation of information.

NPC responded to the [Freedom of Expression Statute](#) HB 2563/Arizona Statute 15-1866 by approving [Policy 1441](#) and [Procedure 2506](#). Procedure 2506 provides guidelines to all NPC employees, students, and visitors with regards to their rights and responsibilities when engaging in expressing public and private views at all NPC locations.

Sources

- 2018-2019 Annual Information Literacy Report
- Arizona Revised Statutes §15-1866
- Examples of NPC Commitment to Promote Pursuit of Truth
- Library Yearly Statistics - Examples
- Library Yearly Statistics - Examples (page number 4)
- Policy 1441 Free Expression
- Policy 1810 Academic Freedom
- Procedure 2506 Public Access Expression

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.

Argument

2.E.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.

NPC [Procedure 2790](#) adheres to federal regulations to ensure the integrity of institutional research and any research that involves human subjects. The responsible acquisition and application of institutional research and the protection of the rights of human subjects is regulated by NPC's [Institutional Review Board \(IRB\)](#). The IRB ensures that all phases of the acquisition and use of information are held to the highest ethical and legal standards.

NPC takes proactive measures to ensure that all sensitive information collected and maintained is closely protected by numerous safeguards from misuse and mishandling. All NPC employees participate in [SafeColleges training](#), which reviews the appropriate, ethical use and stewardship of information under the purview of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). NPC personnel with access to sensitive personal information, such as student grades and identification numbers, must receive prior clearance from their supervisors through the [electronic services access form](#) (ESAF).

Additional services help assure the integrity and scholarly standards of academic research. Student support services such as [the library](#), the [College and Career Preparation \(CCP\) program](#), the [Student Writing Centers](#), and [tutoring services](#) offer a variety of resources to help students learn about and adhere to the rigors of scholarly practice and the ethical use, acquisition, and performance of research.

2.E.2 Students are offered guidance in the ethical use of information resources.

NPC supports and guides students in the ethical and scholarly use of resources. Many course offerings provide [in-class instruction](#) to help students understand the importance of the ethical and scholarly use of information, to understand plagiarism and its consequences, and to properly

cite source material in their research assignments. Learning proper citation is also part of the English 101 and 102 curricula. Instructors also take advantage of [information literacy instruction provided by the Library Department](#). Additional research and citation assistance is available free to students in the Student Writing Centers and through [tutoring services](#). NPC provides access to [additional interventional resources](#) such as [tutor.com](#), [UMUC's Academic Integrity Tutorial with Quiz, an online plagiarism checker](#), and informative resources such as videos.

2.E.3 The institution has and enforces policies on academic honesty and integrity.

The Student Code of Conduct establishes clear policy ([Policy 1440](#) and [Procedure 2625](#)) regarding academic honesty and integrity, and it provides for due process and consequences for all forms of academic misconduct. The Vice President for Learning & Student Services and the College Archives maintain [records](#) of the incidents and dispositions of academic misconduct. [Course syllabi](#) include statements that explain the requirement for students to comply with standard academic scholarship in all their coursework and research assignments. Syllabi may also list [available college resources](#) to aid the students in their compliance with these requirements.

Sources

- 2018-2019 Annual Information Literacy Report
- Academic Misconduct Log 2015 Forward
- College and Career Preparation Program Description
- Course Syllabi Explaining Academic Honesty and Integrity Requirements
- Electronic Systems Application Form (ESAF)
- Library Resources on Academic Integrity and Writing Assistance
- Library Services Webpage
- Plagiarism Resources
- Policy 1440 Student Conduct
- Procedure 2625 Student Conduct
- Procedure 2790 - Institutional Review Board
- SafeColleges and HIPAA Training
- Student Writing Centers Webpage
- Tutoring Information for Students
- Tutoring Information for Students (page number 11)

2.S - Criterion 2 - Summary

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

Summary

NPC has continued to operate with the utmost integrity in all of its functions over its history. NPC's system of shared governance, operating policies and procedures, and board oversight ensure integrity in the systematic and integral function of NPC.

The academic functions are governed by the Higher Learning Commission (HLC), other accrediting bodies such as the Arizona State Board of Nursing, and the DGB. The DGB is composed of five locally elected members. As described in Criterion 2.A., any major functional change or major decisions concerning the College begin at the departmental level and move through the appropriate shared governance channels, resulting in internal recommendations. Any such recommendation flows through appropriate channels, ending with either a decision by the president, with advice from the executive team, or a decision by the DGB when the recommendation falls under the board's purview.

Financial functions of the College are reviewed for both financial and enrollment integrity by the Office of the Auditor General for the State of Arizona, through enrollment and financial audits, and by the Expenditure Limit Report.

Faculty and staff handbooks, as well as the student rights and responsibilities section in the college catalog, guide the operations for these respective bodies of the College. These documents provide guidelines for ethical behavior and integrity in all NPC activities. NPC follows its personnel policies and procedures in order to comply with all laws and regulations and ensure fair and ethical treatment of all employees.

Sources

There are no sources.

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).

Argument

3.A.1 Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Northland Pioneer College (NPC) is committed to quality programs that are reviewed regularly for currency and relevance. NPC follows a multi-step process for course and program development. Internally, all courses and programs undergo a comprehensive review process beginning at the department level through [ACRES](#) (Academic Curriculum Review and Evaluation System). The dean's offices and the faculty-driven Instructional Council (IC) review and make decisions on courses and programs. Recommendations are then forwarded to the Vice President of Learning and Student Services (VPLSS) for comments. The College's District Governing Board (DGB) [votes](#) on all new programs and on program changes and deletions. Approved programs are assessed annually and are comprehensively reviewed on a [five-year cycle](#).

Externally, to ensure that courses and programs are current, NPC has established a [program advisory committee](#) for each occupational/technical program. Each program advisory committee meets twice a year to review the program and to suggest changes to [meet](#) the needs of business/industry, changing trends, employment opportunities, and training needs. The committee also provides input on the relevance of the curriculum, labor market prospects, and student and graduate performance on campus and in the workplace. Student performance on [discipline-specific external exams](#) reflects this alignment.

NPC courses/programs are kept current and relevant through partnerships with state universities and community colleges. NPC uses the state-wide AZ Transfer system to ensure transferability and applicability of the courses/programs with state universities and community colleges. 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.

3.A.2 The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

NPC offers undergraduate education at the Associate Degree level to include Associate of Arts (AA), Associate of Arts in Early Childhood (AAEC), Associate of Arts in Elementary Education (AAEE), Associate of Business (ABus), Associate of Science (AS), Associate of General Studies (AGS), and Associate of Applied Science (AAS). The AGS and AAS degrees are designed for direct-to-work and applicability to Bachelors' of Applied Science degrees. The AA, AAEC, AAEE, ABus, and AS are built for university transfer to Bachelors of Arts and Bachelors of Science programs. NPC also offers Certificate of Applied Science programs and Certificate of Proficiency programs.

NPC has adopted a common set of [general education learning outcomes](#) that are articulated and shared by the state's community colleges and public universities. This set of learning outcomes helps to ensure that NPC's degrees are articulated and appropriate for the undergraduate level.

The [General Education course options](#) list ensures that General Education values are integrated into NPC's curriculum. NPC's academic departments select General Education coursework that best reflects program-specific learning outcomes. Certificate of Applied Science programs include three credits each of English and Math to establish core competencies. NPC's transfer degrees include the appropriate [Arizona General Education Curriculum \(AGEC\)](#) of 35 to 36 credits.

The requirements for all degree and certificate programs are available in the [current college catalog](#) and online. The specific requirements for completion of individual degree and certificate programs may be found on program pages within their correlating sections. Each degree-granting program also contains stated learning outcomes for that program. These outcomes are a key component of [annual assessment](#). Although differentiated learning goals and outcomes are found in many departments' [curricula](#), NPC has identified that differentiating learning goals between its degree and certificate programs is an area for continual improvement. For example, the [business department](#) has begun the process of articulating the differences between these learning goals. The remaining departments will complete this process during the 2019-2020 academic year.

3.A.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 consortia arrangements, or any other modality).

NPC utilizes ACRES to establish and communicate course topics and outcomes for each individual course. This ensures that each course adheres to a standard course outline. Regardless of the manner of delivery or location of the class, the topics and outcomes of the course must be met. [Course modalities](#) include stand-alone courses, connected courses, multi-course learning environments, online courses, hybrid courses, and dual enrollment courses. Syllabi are submitted by individual faculty members to their respective deans, and are reviewed for consistency and kept on file.

To ensure consistent and quality education across modalities, where appropriate, NPC collects and analyzes data related to teaching [effectiveness by modality](#). Currently, teaching effectiveness is evaluated with various methods based on modality. Stand-alone, connected courses, hybrid courses, and multi-course learning environments are evaluated with teaching observations, student assessment results, and course improvement surveys. Online courses are guided by the distance learning guidelines for online course delivery and the Quality Matters rubric. Teaching effectiveness is evaluated in these environments with student assessment results and course improvement surveys.

NPC has [dual enrollment partnership agreements](#) with at least 20 high schools in the service area. The College has an established state-mandated [Dual Enrollment committee](#), that establishes [policies](#) for dual enrollment course delivery and reviews requests for additional college courses within a high school's curriculum. To ensure quality and consistency of instruction across all courses, dual enrollment instructors are required to meet the same qualifications as all college faculty. Dual instructors are required to [teach the same IC-approved course topics and outcomes](#) as campus-based faculty. Teaching effectiveness is evaluated through site visits, student assessment results, and course improvement surveys. NPC is presently working on providing its dual enrollment instructors with NPC accounts to provide them with access to the College's learning management system (Moodle). This allows for improved continuity in NPC's courses with the development of common course shells.

Course evaluation processes are developed by IC and updated as needed to ensure quality instruction. As prior HLC [multi-site reports](#) demonstrated, NPC continues to meet the needs of its student population, regardless of the location and modality of instruction. NPC's course evaluation process is currently being updated by the Learning Technology Committee (subcommittee of IC) to create a single course review process for all modalities offered at the College.

Sources

- 2017 HLC Multi Location Visit Report
- 2019-2020 College Catalog

- 2019-2020 College Catalog (page number 54)
- 2019-2020 College Catalog (page number 56)
- 2019-2020 College Catalog (page number 65)
- 2019-2020 College Catalog (page number 66)
- 2019-2020 College Catalog (page number 67)
- Advisory Board Meeting Minutes - Multiple Examples
- Assessment of Student Knowledge Subcommittee Report - 20181008
- ATF Meeting Schedule 2018
- Course Equivalency Guide
- CTE Advisory Board Members
- Curriculum Map Examples
- Differentiating Learning Goals - Business Department
- District Governing Board Meeting Packet - 20180417
- Dual Enrollment Committee
- Dual Enrollment Course Syllabi - Examples
- Dual Enrollment Handbook
- Dual Enrollment Partnership Agreement and High School List
- General Education Student Learning Outcomes
- Guidelines for Course Forms in ACRES
- Program Review Schedule AY 2018-2024 - 20180831
- Student Performance on Discipline-Specific External Exams

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.

Argument

3.B.1 The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

The mission of the general education programs at NPC is 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. To help ensure that the general education mission is being carried out, NPC has adopted the six national [General Education Student Learning Outcomes](#). These general education outcomes guide curriculum development in NPC's general education courses and are appropriate for the [educational offerings of the College](#). Since many of NPC general education courses and programs transfer to the three Arizona state universities, NPC belongs to the [Arizona General Education Articulation Task Force](#) (GEATF), which coordinates the content of the Arizona General Education Curriculum (AGEC), reviews and makes recommendations for AGEC policies, and determines general education and student learning outcomes within the Arizona transfer system. 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.

NPC's general education outcomes also respond directly to needed skills identified by local and regional employers. An increasing number of employers express that recent college graduates lack "soft skills", including the ability to communicate effectively, demonstrate critical thinking, effectively use information literacy skills, and operate in a diverse work environment. NPC

[community outreach meetings](#) with local leaders and departmental [advisory board meetings](#) both demonstrate employers' need for employees with skills represented by NPC's [general education learning outcomes](#).

3.B.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.

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, as well as on the NPC website. Program content and requirements are also specified on the program page in the college catalog, as well as on the [website](#). In addition, students are provided with [course syllabi](#) for each course they are enrolled in that states the purpose, content, and learning outcomes for the course.

Each department annually reviews courses as part of the college-wide assessment plan, with the goal of continuously improving student learning. This [process](#) begins in the fall semester with [Planning Day](#), when departments and programs determine which general education and program learning outcomes (as well as any other department-specific objectives) will be measured and how those outcomes will be measured. Next, faculty members implement department-driven assessment measures and collect data. Reading Day is conducted in February, when departments and programs analyze student work and data collected. Following this analysis, the department or program modifies curriculum as needed, and then submits [a report detailing the assessment process](#) and proposes next steps to the Assessment of Student Knowledge (ASK) Committee. In April, the college faculty gather to participate in [Dialogue Day](#), when departmental/program results are shared with other faculty across divisions as a means of promoting a college-wide discussion regarding best practices and insights gained through the current year's assessment process.

3.B.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.

Writing is a process essential to learning. This process is basic to the development of self-knowledge, and is a central medium for the clear and efficient exchange of information in all disciplines. To achieve these ends, writing, like any other skill, needs to be continuously practiced. Ideally then, a college curriculum embeds the writing process in all modes of instruction, from the chemistry laboratory report to the sonnet sequence produced in a creative writing course. Writing Across the Curriculum (WAC), integrated in all General Education

courses, provides the primary framework for the above-mentioned objectives. A variety of models are used to deliver this instruction, including seminars, internships, and traditional classroom settings.

The Arts and Science Division provides students with [numerous opportunities](#) to engage in creative work while completing their degrees. All degrees at NPC allow students to select elective courses, with the goal of allowing students to pursue their own areas of interest. NPC offers a wide variety of 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 (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. This is accomplished through integration of the appropriate [general education values](#) into each department's curriculum, which are then measured through the [annual assessment process and reports](#).

The College and Career Preparation (CCP) Division provides students with comprehensive and quality developmental and adult basic education programs that meet the needs of each individual, regardless of their current academic level. The CCP Division [works directly with agencies across the state](#) to include job exploration and placement assistance and other support services to assure student success.

CCP's current [Integrated Education and Training \(IET\) program](#) is in the field of [Construction, which is one of the high growth sectors in the region](#). IET provides Adult Education and Literacy (AEL), concurrently and contextually, with Workforce Preparation Activities (WPA) and Workforce Training (WT) for a specific occupation or occupational cluster ([§463.35](#)). An IET Program must include the following three components: 1) Adult Education and Literacy Activities; 2) Workforce Preparation Activities; and 3) Workforce Training ([§463.36](#)). In addition, as part of a Career Pathway ([§463.37](#)), the design of an IET Program should support the [Local and State Workforce Development Board's plans](#) as required under the Workforce Innovation and Opportunity Act (WIOA). [CCP's program](#) meets all three of these components.

Students who successfully complete the two-semester IET program not only greatly improve their academic skills, but they also have opportunities to earn the following: a General Education Diploma (GED); a 10-hour Occupational Safety and Health Administration training certification (OSHA10); certification from the National Center for Construction Education and Research (NCCER) in Construction Technology; and an NPC Certificate of Proficiency (CP) in Construction.

3.B.4 The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

NPC supports diversity and is committed to providing educational opportunities regardless of ethnicity, gender, age, geography, or socioeconomic status. NPC honors the diversity in its student population through its shared vision by providing a learner-centered environment, responding to community needs through effective and innovative service to our students, and fostering professional growth and collegial collaboration.

NPC's commitment in this area has been addressed under Criterion 1.C.1, as well as Criterion 2.D. [Many courses](#) offered at NPC have specific emphasis on human and cultural diversity. Additionally, to ensure that the College remains true to its vision, as well as its [shared values](#), the following programs and services were developed to meet the needs of diverse student populations:

- [TALON Project](#): Designed to meet the needs of NPC's Dual Enrollment students, in response to the lack of qualified high school teachers in the region, particularly in those high schools located in the most remote sections of the college's service area.
- [Veteran Program](#): Designed to assist Veterans in attaining their educational goals and accessing any resources they might need.
- [Disability Support Services](#): The NPC Disability Resource and Access Office (DRA) coordinates support services for students with disabilities under the Carl Perkins Vocational Act and the Americans with Disabilities Act (ADA).
- Until October 2019, NPC provided [vocational programs](#) for incarcerated students at the Winslow Prison. NPC offered masonry and construction classes for these students to improve their job skills and reduce recidivism. This endeavor demonstrates the College's commitment to our mission. The College hopes to develop a new contract with the Department of Corrections and implement education programs for this population of students in the future.

The intent of these programs is to offer opportunities for cultural, social, and educational enrichment for students. For example, students studying Spanish have the opportunity to travel to Costa Rica to enhance their understanding of the language and culture through structured Spanish immersion and cultural experiences. Students can learn about available NPC programs on the college's [activities, clubs and organizations](#) webpage that includes special events, educational trips, recreational opportunities, intercollegiate activities, performing arts, publications, and special interest clubs. These programs are supported by the Student Government Association, and are designed to respond to community needs through effective and innovative services.

3.B.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.

NPC faculty are encouraged to participate in research and professional development. The [professional development process](#) allows faculty to access and utilize college resources to pursue professional endeavors. For example, Dr. David Smith (Biology Faculty) attended the Society of Vertebrate Paleontology annual meeting, an international gathering of paleontologists, held in

2018 in Albuquerque, New Mexico. There, he presented ongoing results on muscle reconstructions in the unusual *theropod Nothronychus mckinleyi*. Dr. Michael Solomonson (Fine & Performing Arts Department, Chair) wrote a play, *The Father-Daughter Banquet*, which was performed in New York at the Northpost One-Act Play Festival on May 4 & 5, 2019. Several NPC faculty members have pursued similar [endeavors](#), and continue to contribute to the greater body of knowledge within their program areas. In November 2018, Dr. Richard Harris and two other NPC staff made a [presentation](#) on the College's TALON program at the National Alliance of Concurrent Enrollment Partnerships Conference.

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.

Sources

- 2019-2020 College Catalog
- 2019-2020 College Catalog (page number 8)
- 2019-2020 College Catalog (page number 56)
- Advisory Board Meeting Minutes - Multiple Examples
- Arizona Department of Corrections Agreement
- ASK Dialogue Day Materials
- Assessment of Student Learning Final Report - Examples
- Assessment of Student Learning Final Report - Examples (page number 17)
- AY 2018-19 Planning Day Report Samples
- CCP IET Compliance Questionnaire
- CCP Workforce Development Materials
- CCP Workforce Development Materials (page number 25)
- College and Career Preparation Program Description
- Community Outreach Efforts Since 2018
- Course Offerings with Cultural-Specific or Diversity Emphasis
- Curriculum Map with General Education Values ECD Examples
- Disability Resource and Access (DRA)
- Events Calendar (Examples)
- Faculty Accomplishments Spring 2019
- General Education ATF Membership
- Integrated Education and Training (IET) Program Materials
- Procedure 2785 Sabbatical Leave
- Professional Development Processes
- Program Content and Requirements on NPC website
- Reading Day Report Examples
- Sample Course Syllabi with Purpose Content and Learning Outcomes
- Student Government Association and Sponsored Clubs
- TALON Presentation at 2018 NACEP Conference
- TALON project and data reports - Fall 2016-Spring 2018

- Veteran Services
- WIOA Final Regulations
- WIOA Final Regulations (page number 91)
- WIOA Final Regulations (page number 185)

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.

Argument

3.C.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.

NPC has the faculty staffing necessary to fulfill its educational mission in all facets of current and planned operations. The College currently has [74 full-time and 73 adjunct faculty](#). Close to one-third of the adjunct faculty are qualified [dual enrollment instructors](#) in Navajo and Apache Counties. Full-time faculty are involved at all levels of curriculum and program oversight, review and credentialing of potential new faculty, and assessment of student learning.

Faculty teach a base load that varies from 30-36 load points in an academic year, depending on their respective [faculty contract](#). [Faculty job descriptions](#) and [assessment of faculty effectiveness](#) incorporate non-classroom roles, including service on search committees and [institutional committees established under shared governance](#). Each academic department participates in a faculty-driven process for assessment of student learning. Faculty department chairs engage with deans in credentialing decisions for potential new full-time and part-time faculty based on [Procedure 2925](#) and [required teaching qualifications](#). Class sizes and student loads are monitored by division deans. Department chairs and division deans jointly make decisions to add additional faculty or adjust course offerings, based on guidelines presented in the [faculty handbook](#).

NPC has [educational services contracts](#) with Apache Counties, as well as with the Northeast Arizona Technological Institute of Vocational Education (NATIVE) and the Northern Arizona Vocational Institute of Technology (NAVIT), both of which represent local Career Technical Education Districts (CTEDs). The College provides educational services in Navajo and Apache Counties through a combination of distance delivery and on-site courses. These courses are taught by faculty based in either county. [Apache County-based faculty are NPC employees](#) funded by Apache County educational services contracts. NAVIT contracts with NPC to provide direct-employment coursework and certification programs to students from [participating high schools](#) in Navajo County.

3.C.2 All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

All NPC instructors are appropriately qualified, including those in dual credit and contractual programs. NPC maintains a [faculty qualification process](#) fully in alignment with [HLC guidance](#) regarding faculty credentialing. All full-time and part-time faculty, including dual credit and contractual faculty, are held to the same [credentialing standards](#). Prior to new credentialing standards taking effect in fall 2017, the College conducted a thorough audit of existing faculty. By fall 2017, all faculty had been evaluated using the new standards. All faculty credentials are kept on file in the Human Resource Department at the NPC Painted Desert Campus.

3.C.3 Instructors are evaluated regularly in accordance with established institutional policies and procedures.

NPC instructors are evaluated annually per [Policy 1730 and Procedure 2970](#). Probationary full-time faculty follow a specific [evaluation process](#), and faculty who have moved from probationary to [continuing employment](#) status follow a separate, annual review process. Adjunct faculty are regularly reviewed by their departmental peers and the division dean as outlined in [Procedure 2970](#).

Per Procedure 2970, the faculty review process gives NPC the option to extend the three-year probationary period as needed, allows 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.

Student course assessments underwent a significant revision in 2017-2018. Academic deans and [Instructional Council worked with an external consultant](#) to revise NPC's ten-year-old student course evaluation instrument. In fall 2017, the consultant shared a proposed [new evaluation tool](#) that includes students' assessments of the instructor, course content and design, and their own motivation and expectations. This tool was to be used each semester for all courses. Also during 2017-2018, NPC adopted a new method of course assessment delivery. All courses now have a Moodle Learning Management System course shell, with the assessment loaded in the course

shell. Instructors are notified by the Office of Institutional Effectiveness to encourage students to complete the course assessment. For fall 2018, the overall course assessment survey response rate was [47.78%](#), a significant improvement over the historical average response rate of [29.5%](#).

3.C.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.

NPC has [professional development processes](#) and resources for assuring that instructors are current in their disciplines and adept in their teaching roles. NPC provides in-house professional development options for faculty, and also strongly supports external professional development. Internally, NPC provides [Instructional Skills Workshop \(ISW\)](#), which is a faculty-led program designed to enhance classroom skills. ISW is required for all probationary faculty, as described in [Procedure 2970](#). A stipend is provided by the college for all ISW participants. NPC assigns [faculty](#) mentors to provide support and advice for new probationary faculty. NPC also participates in the statewide Articulation Task Force process, as discussed above in Criteria 3.A.1 and 3.B.1.

NPC's Faculty in Educational Technology provides ongoing instructional technology training to new and continuing faculty. Fourth Friday trainings are year-round and focus on both the technical and pedagogical aspects of classroom technology. An [eResource site](#) provides similar tools and trainings for all faculty. The college also provides "just in time" trainings before each semester for faculty to review current and new classroom technologies. For example, prior to the spring 2019 semester, the Information Services department hosted [SMART Board technology training](#).

NPC provides faculty with a professional development budget, which is overseen by a faculty subcommittee of the Instructional Council and is guided by the [Faculty Professional Development Guidelines](#). Faculty use these funds to [attend conferences and trainings](#). Additionally, NPC departments, such as [Nursing](#) and [College and Career Preparation](#), maintain separate professional development/training budgets, as required by external accreditors or grantors.

3.C.5 Instructors are accessible for student inquiry.

NPC instructors are accessible for student inquiry through a mixture of in-person and distance-based communication methods. Faculty post contact information on their [syllabi](#), hold regular traditional office hours, communicate with students via NPC-issued email, and utilize the Moodle Learning Management System to communicate with students. NPC has also adopted the [Starfish communication tool](#), in part, to facilitate faculty and staff communication with students in a widely dispersed service area. The [faculty handbook](#) identifies specific expectations for faculty communication with students.

3.C.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.

NPC staff members provide student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities. NPC has established strong [credential requirements](#) for staff in all student support areas. Current staff meet or exceed those credential requirements, and their credentials are kept on file in the Human Resource Department at NPC's Painted Desert Campus.

Training opportunities are provided to all support staff based on the needs of their respective departments. Financial aid staff annually attend [regional and national update sessions](#) to remain current on policy and process changes. Student [tutors](#) undergo regular training and review from faculty in College and Career Preparation division. Academic advising staff attend [statewide conferences](#) and hold monthly internal training meetings. During these [meetings](#), instructional departments provide regular updates on program changes, recommended course sequencing, and best scheduling options for students. Representatives from Arizona State University, University of Arizona, and Northern Arizona University also regularly attend these trainings at NPC to provide current information on best practices for student transfer to their respective institutions.

Sources

- Advising Department Meeting Minutes - Examples
- Continuing Employment Review Process
- Course Improvement Survey
- Credential Requirements for Support Staff
- Division Day Agenda Spring 2019
- Dual Instructor List Nov 2018
- eResource site
- Faculty Association Committee Assignments 2018-2019
- Faculty Contract Template 2018-2019
- Faculty Handbook 2019-2020
- Faculty Handbook 2019-2020 (page number 8)
- Faculty Job Descriptions - Example
- Fall 2018 Course Improvement Survey College-Wide Results
- Financial Aid Training Update Sessions
- HLC Guideline - Faculty Credentialing
- Instructional Council Meeting Minutes Course Improvement Survey
- Instructional Skills Workshop
- Instructional Skills Workshop (page number 7)
- NAVIT-Participating High School List
- New Faculty Mentee Assignments
- NPC Tutoring Training

- Nursing and CCP Division - Professional Development or Training Budgets
- Nursing and CCP Division - Professional Development or Training Budgets (page number 2)
- Nursing and CCP Division - Professional Development or Training Budgets (page number 6)
- Policy 1730 Procedure 2970 Assessment of Instructional Effectiveness
- Probationary Full-Time Evaluation Process
- Procedure 2925 Faculty Qualification
- Professional Development - Conferences and Trainings
- Professional Development Processes
- Quick Facts Examples
- Quick Facts Examples (page number 4)
- Required Teaching Qualifications
- Sample Course Syllabi with Purpose Content and Learning Outcomes
- Service Contracts with Apache County, NATIVE, NAVIT
- Service Contracts with Apache County, NATIVE, NAVIT (page number 4)
- Starfish Communication (PASS Flyer and Flag Info)
- Statewide Conferences Attended by Academic Advisors

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.

Argument

3.D.1 The institution provides student support services suited to the needs of its student populations.

NPC is committed to student success and provides a variety of services to help ensure students can receive the assistance they need, when and where it is needed. NPC Student Services works to ensure that prospective and current students are knowledgeable about certificate and degree programs, available student services, and college resources that could be beneficial.

Each campus and center provides and/or connects students with the following support:

- Advising
- Financial Aid
- Disability Support Services
- Career Services
- Veteran Services
- [Financial Services](#)

Since [Advising](#) is the crucial first step to student success, NPC ensures that students at all locations have access to an academic advisor. NPC's [academic advisors](#) provide the following services to help ensure student success:

- [College Success Strategies Course \(non-credit bearing\)](#)
- [College Success class \(credit-bearing\)](#)
- [Placement Testing](#)

- Exploration of Careers
- Course Selection
- Establishment of a Certificate or Degree Pathway

Students can access these services in person with an NPC academic advisor at any campus or center, via phone or email. To ensure students meet with an advisor, a 12-credit hold is placed on students with an undeclared degree path (this was a change from 32-credit hold in 2011). This change appeared to increase the number of students who [declared their degree intent](#). Requiring students to meet with their advisor and to declare a degree pathway promptly helps to ensure that students are enrolled in the correct classes.

Once students are enrolled for classes, academic advisors help them to access support services in [financial aid](#), [disability support services](#), and [veteran services](#), as needed, on an individual basis. To accommodate students at their respective locations, support staff travel, as needed, to campuses and centers to assist students with these services.

NPC also offers students, alumni, and community members many career resources with the goal of providing opportunities for career, academic and personal development. NPC Career Services is designed to help students determine their career goals, learn how to prepare résumés and cover letters, and develop confidence in interviewing skills. On the [Career Services webpage](#) under the Student and Alumni section, students can learn more about the following opportunities:

- Career Exploration and Planning
- Job Search
- Experiential Education
- Federal Work-Study

3.D.2 The institution provides for learning support & preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses & programs for which the students are adequately prepared.

NPC is dedicated to student success by first ensuring that students select courses appropriate for their skill level. Students meet with an advisor to determine [placement](#). High school grade point average (GPA) is used for placing students; however, for incoming students who graduated high school more than five years ago, a [placement exam](#) is required in lieu of high school GPA.

In the past, NPC developed the [Student Orientation, Advising, and Registration \(SOAR\)](#) process to help new students prepare for their postsecondary educational journey. As part of NPC's Proactive Advising to Student Success (PASS) quality initiative, the SOAR process was reviewed and subsequently revised. The PASS team determined that much of the information that was being shared during SOAR was information the student should have received before that point in time. To give students the information when they need it, as well as to provide more information about how to be successful in college, the PASS team developed a [registration tutorial](#) and the [College Success Strategies Course](#) (CSSC). Through this mandatory,

comprehensive, non-credit course, students learn how to access various college resources, and to receive guidance and support from faculty, staff, and peers. The course emphasizes personal growth, study skills development, and educational planning, and promotes learning, understanding, critical thinking skills, and perseverance in college. Students initially complete an online tutorial course to assist with the registration process. Students then meet with their CSSC instructors to learn about NPC online systems and services.

[Student Writing Centers](#) offer students computer access and technical assistance to improve writing skills for term papers, research assignments, and résumés. Learning Assistants and NPC faculty are available throughout the week to help students. [Learning Assistants' hours](#) and contact information are conveniently located online and are posted at each location.

NPC also provides tutoring services [online for students](#) 24 hours a day, 7 days a week free-of-charge through Tutor.com. Students can access these services through their Moodle Course shells whenever they need assistance with the following subjects: Math, English, History, Nursing, Healthcare, Science, Social Sciences, Writing, and Business.

3.D.3 The institution provides academic advising suited to its programs & the needs of its students.

Academic advisors play a key role at NPC, and advisors are available at all NPC campuses and centers. These advisors hold [monthly meetings](#) to improve their advising practices and information sharing. Common topics include financial aid updates, customer service training, career advising, use of technology, program updates, and advising best practices.

A primary responsibility of advisors is to help students establish a certificate or degree pathway. The 12-credit hold, discussed in Criterion 3.D.1, ensures that students see an advisor prior to taking more than 12-credits, to confirm they are taking the courses specified for their intended degree. To assist students in making these choices, advisors use [degree check sheets](#) and attend regular advising meetings help them stay apprised of the various degrees and certificate pathways. However, not all students are prepared to declare a degree within their first semester so advisors, working with career services, help students explore career options. Through career services, students can explore careers, take career assessments, and find information on local career fairs. Once students have determined a career pathway, advisors assist students in determining the best certificate or degree pathways leading to their chosen career.

Advisors provide students with financial aid advice before they enroll in classes. After students enroll, advisors encourage them to start the financial aid process, and help them enroll in the CSSC. Once in the CSSC, students can learn about the pertinent resources available to them that will help them be successful. When students have their in-person component of the CSSC, they also have the opportunity to meet a group of their peers who are also starting at NPC.

3.D.4 The institution provides to students & instructors the infrastructure & resources necessary to support effective teaching & learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

NPC provides students and instructors with the following infrastructure and resources designed to support effective teaching and learning.

Technology: To meet the needs of a vast service area, NPC has created distance-learning [infrastructure](#), which provides the resources necessary to deliver instruction in a diverse range of courses. The [Information Services \(IS\) Support Center](#) and the NPC [eResources](#) webpage support both faculty and students in these environments. Faculty receive additional support through the [Faculty Mentoring Program](#) and Fourth-Friday technology training programs. Additionally, there are [instructional skills workshops](#) for faculty to learn strategies and techniques to use technology in their classrooms.

From its inception, NPC has followed the guidance of its board to provide educational access for students in their local communities. This direction has dictated the College's use of connected classroom technology and its ongoing effort to research and implement newer, higher quality forms of technology that improve the classroom experience. Ten years ago, the College still relied on an aging Polycom video system and rooms with simple voice-only connections. The federal Title III [TALON grant project](#) allowed NPC to pilot emerging [CISCO teleconference technology](#) that offers high definition live video contact at remarkably low bandwidth cost. NPC has now replaced older infrastructure with this 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. In an effort to avoid implementing a "one size fits all" model that might limit some instructional options, the College is scheduling courses in the CISCO rooms that best fit what the technology offers, while it continues to explore options for the remaining classrooms.

At present, connected classrooms contain one of two technology models: either CISCO hardware and software, coupled with an interactive Smartboard or InFocus board; or an older hardware configuration that utilizes a telephone speaker for sound and a computer/Smartboard array run by BRIDGIT software for video and interactivity. The BRIDGIT software, currently used to facilitate classroom video conferencing, is at its end of life and will not be renewed by the manufacturer, making the College's decision on what will replace these older equipment arrays urgent. In considering the College's technology needs, a group of faculty and instructional administrators as represented in the Instructional Council has been working with Information Services staff to review options and will soon make a recommendation to the College on how to proceed.

Libraries: As addressed in Criteria 2.D, 2.E.2, and 2.E.3, libraries serve a critical role in enhancing student learning experiences at NPC. Students and faculty have access to [a variety of NPC library services and resources](#) at all four campuses and five centers. Our libraries maintain a variety of print, electronic, and online resources that support the curricula and encourage independent research. Additionally, the libraries support our faculty's teaching through

various [information literacy instruction workshops](#) to help students develop better critical-thinking and information discernment skills. [Research and citation assistance information](#) is available online via NPC's library webpage for both on-campus and on-line students, including ethical and scholarly use of resources and plagiarism training. Other support services provided to faculty include test monitoring, technology classroom assistance, software/CD installation on library computers, course reserve material set-up, and equipment loans. NPC libraries are [instrumental](#) to effective teaching and learning.

Laboratories: [Scientific labs](#) are located at all four NPC Campuses, and there are dry labs (dry labs involve data analysis, computer modeling or written problem solving) located at the Whiteriver (WRV), Springerville (SPE), and Hopi Centers. In addition to the science labs, NPC has [clinical practices sites](#) throughout Navajo, Apache, Maricopa and Coconino counties.

Arts: 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. The [Talon Gallery](#), located at the White Mountain Campus (WMC), hosts numerous exhibits annually, featuring creations by local, regional, and national artists working in a variety of media. Each year, the Talon Gallery's exhibits and events attract many students and visitors from the community and provide learning opportunities across the curriculum.

3.D.5 The institution provides to student's guidance in the effective use of research & information resources.

NPC's fifth [General Education Student Learning Outcomes](#) recognizes "Information Literacy" as an area of proficiency vital to preparing students for success. NPC provides robust support to guide students in the effective use of research and information resources. Each NPC campus contains a full-service library staffed to support students in research and information access. Additional services are accessible online. For example, the library's web page houses multiple links to aid students in the use of research and information, including several resources to understand [plagiarism](#) and appropriate citation usage, such as linking to the Interactive Academic Integrity Tutorial. Students have access to a variety of other tutorials and tips regarding writing and using research through the library's Citation and Writing Assistance page. Students may also access one-on-one support via their computer or phone through the Email a Librarian or Text a Librarian programs. Many courses incorporate specific requirements for research and information resources. These courses and programs are effectively supported by NPC's library system. Library staff provide students with individual reference and research assistance, as well as classroom Information Literacy Instruction upon instructor request.

To provide students with skills in locating, assessing, and analyzing information effectively, NPC offers English Composition I and II ([ENL 101](#) and [ENL 102](#)) that 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.

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. Additionally, students are provided with an overview of the library and research resources during their CSSC.

Sources

- 2016 and 2017 TALON Annual Reports
- 2018-2019 Annual Information Literacy Report
- 2019-2020 College Catalog
- 2019-2020 College Catalog (page number 39)
- 2019-2020 College Catalog (page number 56)
- Academic Advising Webpage
- Advisor Handbook 2019-2020
- Business Office Webpage
- Career Services Webpage
- Classroom Equipment and Technology Infrastructure
- Clinical Site Agency Contract List 2018-19
- College Success Course (Credit-Bearing)
- Computer and Technical Support
- Degree and Certificate Check Sheets - Example
- Disability Resource and Access (DRA)
- ENL101 and ENL102 ACRES Form
- eResource site
- Faculty Mentoring Program Procedure
- Financial Aid Webpage
- Initial Impact of Meeting an Advisor Upon Degree Declaration
- Instructional Skills Workshop
- Learning Assistant Tutoring Sessions
- Library Resources on Academic Integrity and Writing Assistance
- Library Yearly Statistics - Examples
- Performing Art Center Schedules Fall 2016 - Spring 2019
- Placement Handbook 2019
- Placement Handbook 2019 (page number 3)
- Placement Testing Webpage
- Registration Tutorial for Students
- Scientific Laboratory Environments Across Campuses
- Student Advisors - Meeting Minutes - 20180713
- Student Online Orientation Modules
- Student Writing Centers Webpage
- TALON CISCO Instructor Guide
- Talon Gallery Schedules Fall 2016 - Spring 2019
- Tutoring Information for Students
- Veteran Services

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.

Argument

3.E.1 Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

NPC students have numerous opportunities to see how the College's mission extends beyond the classroom. NPC supports a varied program of student services inviting involvement across a broad spectrum of sponsored programs. The intent of these programs is to offer opportunities for cultural, social and education enrichment for students. Currently available programs include college governance, special events, educational trips, recreational opportunities, intercollegiate activities, performing arts, and special interest clubs.

NPC's [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. Members of the SGA coordinate fundraisers hold community events and open houses, award scholarships, and discuss the concerns of the study body. These members are also held to academic competency standards and, through their involvement with SGA, are exemplary in showing the benefits of cooperative, involved citizenship.

Through the organization Modern Language Studies Abroad, NPC 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. In addition, scholarships for this [Costa Rica trip](#) are available through the SGA.

Through the [Performing Arts Center](#), students can participate in various music, theater and speech programs. Students who meet certain academic achievement also have the opportunity to join the [Phi Theta Kappa \(PTK\)](#), an international honor society committed to academic excellence. The members of NPC's PTK chapter meet regularly to discuss chapter needs and concerns while actively promoting scholarship, leadership, service, and fellowship.

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. Industry leaders serve as judges and sponsors for these competitive events. NPC's participation in these events allow the College to receive more external advisory feedback in its program. Additionally, the participation affords numerous advantages provided for our students from our rural communities to interact with diverse populations throughout the State. Approximately 3,000 students compete at the state level in post-secondary and secondary events annually. NPC students have been excelling for almost two decades, with 15% of our students competing at the State level [going on to represent the state at National competition events](#). This includes 11 of our current programs requiring every competitor participate in at least one leadership event outside their program.

3.E.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.

NPC provides students with real-world learning through experiential education. Several NPC programs under the [Nursing](#) and the [Career and Technical Education](#) Divisions, as well as Early Childhood programs, offer many options for experiential learning. In Early Childhood, for example, students may participate in both practicum and internship opportunities. Practicum experiences allow students to apply learning in real-world settings, while internships provide students with opportunities to be mentored by a professional in their field. Internships and other experiential programming enrich NPC students' learning experiences. NPC's Education Classes also offer students opportunities to observe classroom settings as a practicum.

For students preparing for graduation, NPC offers opportunities to attend [transfer fairs and trips](#). [Career Fairs](#) are also offered every semester, and are open to students as well as community members.

[Kids College](#), [Learning Adventures Excursions](#), and [Non-Credit Classes](#) are also available annually to students of all ages throughout our communities.

Sources

- Career Services Event and Survey - Fall2018
- CCL Non Credit Classes
- Co-curricular Programs and Opportunities
- Co-curricular Programs and Opportunities (page number 3)
- Co-curricular Programs and Opportunities (page number 6)
- Co-curricular Programs and Opportunities (page number 8)
- Co-curricular Programs and Opportunities (page number 9)
- CTE Field Trip Itineraries
- Kids College
- Learning Adventures Excursions Webpage
- NUR 122 Syllabus Experiential Learning

- Performing Arts Center Learning Opportunities
- SkillsUSA Learning Opportunities
- University Transfer Fairs and Trips Sample Flyers

3.S - Criterion 3 - Summary

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

Summary

NPC prides itself on its commitment and dedication to high quality education that meets the diverse needs of its student population. The College utilizes a comprehensive, multi-step curriculum review process to ensure student competencies and program outcomes are relevant and aligned with academic and industry standards. The unique and varied instructional delivery models offered at NPC provide students with equitable access to high quality, consistent instruction.

Through the adoption of the National General Education Student Learning Outcomes, the College advances its mission of providing, supporting, and promoting lifelong learning. At the heart of this work is the value placed on diversity of NPC's student population and communities. NPC continues to build its efforts of supporting student needs through its various initiatives, organizations, and community partnerships. NPC further ensures students receive the highest quality education by supporting ongoing faculty development and community engagement.

Sources

There are no sources.

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).

Argument

4.A.1 NPC maintains a practice of regular program reviews

Northland Pioneer College (NPC) has an established [program review schedule](#) and policy. The current program review process, which occurs on a five-year cycle, entails creating a program overview, conducting curriculum mapping and analysis, defining course and program-specific learning outcomes, and evaluating program effectiveness. Program reviews must also contain an areas for improvement section that is tied to the program analysis and annual assessment data. Current program resources are also analyzed, and recommendations are made to advance program goals. The review concludes with [specific action plans](#) that respond to identified challenges and potential opportunities. The program review process involves the relevant academic deans, department chairs and faculty, and the Office of Institutional Effectiveness. Program reviews are evaluated by the Vice President of Learning and Student Services (VPLSS)

who presents an [annual summary to NPC's President and the District Governing Board \(DGB\)](#). The VPLSS, relevant academic deans, and department chairs develop implementation strategies based on the review suggestions.

Department/program chairs are responsible for conducting program reviews using a [standardized template](#). The template is used to ensure all reviews include the required components outlined in the policy and procedure. NPC also evaluates the [quality of those reviews](#) and identifies areas for improvement. This process of quality evaluation led the College to update the [process for performing program reviews](#) and to correct data gaps.

In 2017, NPC hired a second institutional data analyst, Dr. Judy Yip-Reyes. Dr. Yip-Reyes assists the instructional division by providing support in program reviews and assessment. Dr. Yip-Reyes is also involved in the Assessment of Student Knowledge (ASK) committee. She serves as the Director of Institutional Effectiveness since 2018, and remains instrumental in supporting clean data collection, interpretation, and analysis for the purpose of program reviews and other assessment activities.

In 2017-2018, the College also contracted with an assessment and program review consultant to work with faculty and academic deans and make suggestions on improving the College's assessment and program review process, including the new program review template. This consultant held [training workshops](#) for faculty, department chairs, and program coordinators to review issues related to [curriculum mapping](#), assessment, program learning outcomes, and program review.

4.A.2 The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior Course Catalog—Gen Ed learning outcomes.

NPC details its [incoming credit acceptance policy, assessed credit policy, and residency policy](#) in the College catalog. NPC coordinates with the state's universities through the state-wide Arizona Transfer Articulation System (AZTransfer). Credit by examination is evaluated in coordination with the established cut scores by the state universities. National examinations, such as the College Level Examination Program (CLEP), Advanced Placement (AP), and the International Baccalaureate (IB), may be used for credit when approved by the Instructional Council and appropriate department. The state's public universities establish the [cut scores](#) for such exams; however, individual departments independently decide whether to align their cut scores with the universities. These national exams may be used at NPC towards students' degree programs and general education courses, including major and elective requirements.

NPC has clear processes in place to evaluate credit for coursework, in addition to in-district completion or transfer credits from regionally accredited institutions. [Processes](#) include credit by departmental evaluation, transfer courses from non-accredited institutions, experiential learning, and [articulated equivalent courses](#). Students may also earn credit by completing a Learning Contract Application (LCA). LCA utilization is rare, and it must be made in consultation with an

advisor, arranged with an NPC faculty member who will act as a resource and evaluator of completed work, and approved by the appropriate division dean. Students may also work with Career Services to coordinate a [supervised internship opportunity](#) with an academic department. Finally, the College utilizes a transfer equivalency/requirement waiver petition process to address exceptional cases of credit review.

Students completing programs from prior course catalogs are given an opportunity to complete their degrees provided they maintain continuous enrollment. When the College removes a program from the catalog, it develops a [teach-out plan](#) to assist students currently enrolled in that program. The teach-out plans are reviewed by the program deans and the Instructional Council (IC). After IC's approval, the department shares the plan with the students to encourage degree completion. All students eligible for continuous enrollment may use teach-out plans to complete their degree.

4.A.3 The institution has policies that assure the quality of the credit it accepts in transfer.

NPC has policies and processes in place, detailed in the course catalog, to assure the quality of the credits accepted for transfer. NPC reviews all incoming coursework from regionally accredited institutions for content and learning-outcome equivalency. Transfer credit evaluation begins in the Registrar's Office, but the process often involves faculty and department chairs when questions arise regarding content and outcome equivalencies. Given that most transfer credit comes from Arizona public community colleges and universities, the review process is often expedited by NPC's participation in the [Arizona Transfer Articulation System](#) (AZTransfer). This system includes annual participation by each department in articulation task force meetings to align curriculum; the system also includes a [statewide database](#) containing all university-transferable courses from all public community colleges and universities. Finally, AZTransfer has also developed the [Arizona General Education Curriculum](#), which is a block of general education coursework with guaranteed acceptance at Arizona's public universities and guaranteed lateral acceptance by all of Arizona's state community colleges.

Students may petition for acceptance of course credits initially denied by the College. The [petition](#) must demonstrate that the content and rigor of the transfer course is equivalent to the NPC course. The petition is reviewed by the relevant academic dean, and the registrar, with a final decision by the VPLSS.

4.A.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 of its programs, including dual credit program.

The College's faculty-driven Instructional Council (IC), in conjunction with the NPC President, VPLSS, and DGB, maintains primary authority over course offerings and the process that ensures courses have the necessary academic rigor. IC is a key component of the shared governance process ([Procedure 2125](#)). IC is chaired by faculty, with a voting membership consisting of IC faculty and one dean. The VPLSS, the instructional administrative assistant, and key support personnel serve as advisory, non-voting members. IC manages and oversees the curriculum development process, and it exercises primary control over academic policy.

Decisions over course and placement prerequisites fall within IC's purview. The current course placement system was developed by IC's Academic Standards subcommittee as described in Criterion 4.C.3.

All new and revised courses are initiated at the faculty level. Faculty submit new course and course modification proposals through the Academic Curriculum Review and Evaluation System (ACRES). [ACRES forms](#) include a course description, learning outcomes, assessment method, delivery model, learning modality, pre-/co-requisite requirements, and general education outcomes for critical thinking, literacy, and diversity. Prior to review by IC, each course is reviewed and approved by the appropriate department chair and division dean. Departments may also collect feedback from the community or advisory boards to inform decisions related to new course additions or course modifications.

Once submitted to IC, proposals are reviewed following established guidelines outlined in the [ACRES User's Guide](#). IC may either recommend course approval or ask for further revisions. The VPLSS makes approval decisions on all courses based upon recommendations from IC.

Program development and modifications follow the same faculty-driven process, but decision-making on programs occurs at the District Governing Board level, following VPLSS and NPC presidential review. NPC maintains and exercises jurisdiction over faculty qualifications, including those of dual enrollment faculty, as described in Criterion 3.C.2.

[Arizona Revised Statutes §15-1821.01](#) requires all community colleges to have a Dual Enrollment Faculty Committee that ensures fair treatment of dual enrollment students. NPC is in compliance with this statute through its Dual Enrollment Committee that [regularly meets](#) to provide guidance related to dual enrollment issues. In addition, the College maintains a [Dual Enrollment Handbook](#), which includes standards used when considering requests to offer high school courses for dual enrollment. Dual enrollment faculty qualification reviews follow the same criteria for campus-based faculty, as discussed in Criterion 3.C.2.

Individual divisions create their own processes for ensuring that approved syllabi, textbooks, and learning outcomes are being used in [Dual Enrollment courses](#). Dual Enrollment and adjunct faculty also participate in departmental assessment activities. NPC encourages Dual Enrollment and adjunct faculty to attend Planning Day, where assessment results and best practices are shared to improve teaching and learning.

NPC's departments and programs also collaborate with Information Services (IS) to ensure that all the College's instruction modalities, which include online courses and interactive, real-

time video classrooms, are supported. For instance, the College has chosen to update classrooms that previously relied only on video technology with new CISCO, In-Focus, and SMART Board technology. Faculty members provide feedback on proposed technology to maximize educational flexibility and ensure student success.

4.A.5 The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

The College has procedures in place for collaborating with national accrediting agencies that provide specialized accreditation to programs the College offers, such as Nursing, Cosmetology, Fire Science, and Welding. [Ten NPC programs](#) are affiliated with national accrediting agencies.

4.A.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.

In alignment with its mission, NPC uses multiple methods to follow and evaluate student success at university transfer programs and student employment status. One indicator used to determine success is the [graduation rate of new transfers](#). The Arizona Transfer System provides [helpful information](#) about how community college transfer students have performed once they reach the universities.

To ensure certificate and degree programs meet the needs of industries and employers, advisory boards are established, and they meet regularly to inform the College regarding necessary industry competencies. [Regular feedback from the Advisory Boards](#) has often led to program changes.

Some NPC programs have been established through a Carl Perkins Grant. In those instances, the College has been able to [track students and their post-graduation progress](#). The Perkins Grant data has indicated that in some categories NPC graduates have performed better than the state average.

NPC college programs such as Cosmetology, Welding, and Nursing have external industry certification exams that NPC students must pass in order to be certified. There is a national licensure examination for Registered Nursing candidates and a state-certified examination for Nursing Assistant candidates. The pass rates of NPC students are closely monitored by the respective licensing or certification boards. As applicable, NPC uses [pass rates](#)

[on industry exams](#) as a means to assess program effectiveness. NPC students have achieved high pass rates (at least 90%) on most of these external exams.

Sources

- ACRES Form
- ACRES Users Guide
- Advisory Board Meeting Minutes - Multiple Examples
- Annual Summary of Program Reviews to President and DGB - Examples
- Arizona General Education Curriculum (External)
- Arizona Revised Statutes §15-1821.01
- Arizona Transfer Articulation System Website
- ASSIST Report Examples
- AZ Transfer Test Matrix Changes Since 2014
- Carl Perkins Grant - III and IV data - Examples
- Course and Credit Transfer Review Process
- Course Equivalency Guide
- Credit and Residency Policies
- Curriculum Map Examples
- Dual Enrollment Course Syllabi - Examples
- Dual Enrollment Handbook
- Dual Enrollment Subcommittee Materials
- Internship Manual
- Procedure 2125 Shared Governance
- Program Review Examples
- Program Review Examples (page number 11)
- Program Review Process
- Program Review Reports Before 2017 - Examples
- Program Review Schedule
- Program Review Workshop Materials
- Special Accreditation Programs
- Student Performance on Discipline-Specific External Exams
- Teach Out Plan Example
- Transfer Data Presentation from Articulation Task Force Meeting

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.

Argument

4.B.1 The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

NPC's processes for assessing student learning start with the development of clearly-stated learning goals at multiple levels. At the course level, all [ACRES course forms](#) provide clearly-outlined, course-level learning outcomes, and the methods used for assessing those outcomes. Through the course review process, IC ensures the course outcomes are clearly stated and measurable, and the assessment procedures are appropriate for the specific outcomes.

Departments set up student learning goals at the program level and use [curriculum maps](#) to align course-level goals with program goals. The curriculum map is included as part of the department's program review (outlined in Criterion 4.A.1). Program-level assessments of student learning are found in [vocational programs](#). Academic departments that do not have established certificate or degree programs are encouraged to align course learning goals with at least one of the [six general education learning outcomes](#).

In fall 2018, NPC began a process for developing, articulating, and assessing institutional-level learning outcomes for its completers. In early November, the VPLSS organized a [joint meeting](#) with the Strategic Planning and Accreditation Steering Committee, the Instructional Council, and the Assessment of Student Knowledge subcommittee to begin a dialogue on this topic. A [college-wide survey](#) was developed and distributed to all faculty, staff, administration, and student organizations in [December 2018/January 2019](#). The survey signaled a collaborative effort in identifying the essential attributes that characterize an NPC completer. Survey participants were asked to rank the importance of each attribute collected from other community colleges, and identify the top five attributes. Over 100 responses were collected. The [survey results](#) were shared and [discussed on Dialogue Day, April 19, 2019](#). It is NPC's goal to establish institutional-level learning outcomes and a college-wide level assessment process that involves participation from both instructional and non-instructional units.

To encourage robust, consistent assessment practices, NPC has established the Assessment of Student Knowledge (ASK) subcommittee under IC to oversee assessment. This [faculty-driven subcommittee](#) develops and oversees the [college-wide assessment process](#) for all academic departments and supports the College in meeting its mission. This process guides the departments to systematically and consistently develop annual assessment plans, collect data, analyze results, and consider curricular changes to ensure continuous improvement of student learning. Since the ASK subcommittee supports departments in their assessment processes, it also promotes improvements in defining clear learning goals and adopting effective assessment methodologies. The ASK subcommittee, in conjunction with all faculty, also supports the adoption of a set of a set of General Education Learning Outcomes that were developed with the statewide Articulation Task Force (ATF) group.

4.B.2 The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

All NPC's academic departments follow the college-wide assessment process established by ASK as outlined in 4.B.1. In the fall of each academic year, each department establishes their own planning day, and is then required to use the [planning day report template](#) to document its assessment plan. In addition to laying out an assessment plan for the academic year, the department explains how this assessment plan is connected to the mission and/or values of the department and college as a whole in the planning day report. In the following spring, each department submits a report documenting its progress in implementing the assessment plan using the [reading day report template](#). In the summer, the ASK subcommittee chair summarizes the assessment activities from all departments in an [annual report](#). Most of the departments are able to provide results from analyzing their assessment data. Occasionally, a few departments report [assessment challenges](#), including insufficient time to allow clear communication with faculty members on assessment methodologies, inadequate samples within one semester to establish results, and delays in data collection.

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 for students and to develop assessment plans for these outcomes. In 2017, the College hired assessment consultant Ms. Eva Putzova to work with various student support departments, such as Academic Advising, Disability Resources, and Career Services. To date, not all departments have been able to complete their assessment cycle (see examples from the [Career Services](#) and [Advising](#) departments). One major obstacle is the lack of support and time to spend together to discuss effective assessment. As such, beginning in September 2019, the VPLSS worked with the Director of Enrollment Services and the Director of Student Services to [redesign the structure of monthly departmental meetings](#). More time is now devoted to strength-weakness-opportunity-threat (SWOT) presentations conducted by each department, with working sessions to support one another in assisting students. Department/program review and assessment discussion, including assessment of institutional learning outcomes, will be an integral part of this new direction.

4.B.3 The institution uses the information gained from assessment to improve student learning.

NPC uses the annual assessment process described in Criteria 4.B.1 to and 4.B.2 drive instructional and curricular changes focused on improving student success. Most departments plan and collect assessment data in the fall and analyze results during the following spring semester. [Use of assessment results](#) varies by department. 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. In some cases, departments have used these results to reflect on their own assessment process. As the College is in its second year of implementing the new program review process, departments incorporate their assessment results in their [program review reports](#) with opportunities to use these results to improve program curricula.

4.B.4 The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation and other instructional staff members.

NPC believes that its assessment structure and processes reflect effective practice. NPC participated in the HLC's [Assessment Academy](#), completed in June 2014, and used the information from the academy to enhance its assessment process.

NPC faculty work to integrate assessment in all programs, college wide. This begins with the ASK subcommittee, which [consists of faculty members from all divisions](#) within the College, plus the Director of Institutional Effectiveness. This subcommittee is chaired by a faculty member who is given a 3-credit load release to coordinate the committee's activities and the college-wide assessment process.

The College's assessment processes are set up such that faculty can follow an ongoing and continuous cycle of assessment. The process is designed to systematically assess and document student learning for the purpose of guiding instructional, programmatic, and/or curricular changes. As described in 4.B.2, each department is required to use the report templates provided by ASK to document the assessment process. There are [specific questions within these templates](#) that guide the departments to develop specific and measurable learning outcomes, align assessment tools with outcomes, collect formative and summative data, and reflect on results from the previous year's assessment cycle to determine what changes need to be made to improve student learning. Departments then determine whether their assessment tools or methods needs to be adjusted. The processes and the standardized templates allow the College to review departmental progress and challenges in conducting assessment as a whole and provides insights for the ASK subcommittee on supporting the departments.

Departments are encouraged to collect direct evidence of student learning and to use assessment methodologies or instruments that best match with their learning outcomes. [Assessment](#) may

include the use of rubrics on evaluating written assignments, embedded questions in quizzes/examinations, pre- and post-tests of self-evaluated scales, performance observations, certification results, and/or portfolio review.

The creation of the Dialogue Day is also a good practice to promote assessment. On Dialogue Day (typically in April), all faculty and administrators are invited to discuss insights gained in the assessment process and methodologies, as well as to share pedagogical techniques that enhance student learning. Dialogue Day participation reflects the faculty's commitment to making assessment a part of teaching. [Dialogue Day](#) has historically been a time to share department successes and challenges discovered through the assessment process. Recently, [Dialogue Day](#) has become an opportunity to discuss potential assessment concerns, address effectiveness of current assessment procedures, and identify opportunities for improved practices related to college-wide assessment efforts.

NPC's efforts in developing institutional level learning outcomes provide another example of the College's commitment to encourage broad participation of faculty and other instructional staff in shaping its assessment culture. As described in Criterion 4.B.1, during academic year 2018-19, the ASK subcommittee initiated a collaborative effort with two of the College's shared governance groups (Strategic Planning and Accreditation Steering Committee and Instructional Council) to [conduct a survey](#) to identify important learning outcome domains that characterize NPC's completers. The survey was conducted in January 2019 with reasonably high response rates from both staff and faculty. [Results were shared and discussed](#) during the 2019 Dialogue Day.

Presently, NPC's processes and methodologies to assess student learning have been largely generated from the instructional side. As mentioned in 4.B.2., the College has faced some obstacles developing satisfactory learning outcome assessments for services and co-curricular programs for all student services departments. NPC is considering how to develop a co-curricular assessment process similar to that of the curricular process. The College also hopes to draw on the experience, expertise, and new perspective of Dr. Jessica Clark, the new VPLSS who joined the College in July, 2019, to provide new directions to make improvements in this area.

Sources

- 2018 Dialogue Day Planning and Participation
- 2018-2019 Planning Day Report Examples
- 2019-2020 College Catalog
- 2019-2020 College Catalog (page number 56)
- ACRES Form
- ASK Dialogue Day Materials
- ASK Member Composition
- ASK Report Templates
- Assessment Challenge Examples

- Assessment of Student Learning Final Report - Examples
- Assessment of Student Learning Final Report - Examples (page number 17)
- Career Services Assessment Plan 2018
- Curriculum Map Examples
- Dialogue Day 2019 Presentation
- IC Charge to ASK 2019-20
- Institutional Learning Outcomes Collaborative Efforts - Initial Survey Email and Reminder
- Institutional Learning Outcomes Collaborative Efforts - Meeting Notes
- Institutional Learning Outcomes Collaborative Efforts - Sample Feedback for Survey Development
- NPC Assessment Academy Results Forum Impact Report
- NPC Institutional Learning Outcomes Preliminary Results
- Program Review Examples
- Reading Day Report Examples
- Student Services Assessment - History and Latest Efforts
- Use of Assessment Results for Student Learning - Examples

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.)

Argument

4.C.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.

In 2014, NPC chose to focus on retention, persistence, and completion as its Quality Initiative. The decision to focus on these items was driven by a college-wide recognition of low student goal attainment rates and unacceptably high attrition. In May 2014, the College submitted its [proposed Quality Initiative](#). At the time, the program was called ASAP or Program for Academic Student Success, PASS-NPC (ASAP). The College also joined the 2015 cohort of the HLC's Persistence and Completion Academy. The name of the Quality Initiative was changed to Proactive Advising for Student Success (PASS). With the help of the Academy, NPC fine-tuned the components in this initiative to include an early alert system for its students, faculty success coaches, and faculty success workshops. The PASS team set ambitious, but attainable, [goals](#) and, working from input from college surveys, stakeholder meetings, and research, designed [a staggered series of initiatives](#) intended to improve student retention, persistence, and completion.

Beyond these college-wide initiatives, individual departments and programs also define and review completion goals. Some departments must use goals set for them by external accreditors. For example, Career and Technical Education departments work with the [Carl Perkins grant manager](#) annually to review prior completion data and adjust their course sequencing and instructional processes to improve completion. The Nursing and Nursing Assistant programs [annually review completion rates](#) and work with the Arizona State Board of Nursing to improve student performance. NPC's Adult Basic Education program is evaluated annually by the

Arizona Department of Education and the Federal Office of Career, Technical, and Adult Education on a number of parameters, including completion rates and [student gains](#).

4.C.2 The institution collects and analyzes information on student retention, persistence, and completion of its programs.

NPC tracks student retention, persistence, and completion [at both the institutional and program levels](#). Additionally, the PASS team is analyzing data to determine if the College's Quality Initiative is having anticipated effects. [Starfish data is specifically tracked](#) to determine the efficacy of a software-based early alert system as a retention/completion tool.

After hearing anecdotal concerns regarding barriers to success, the College completed specific, additional data collection activities to survey students regarding concerns related to transportation and childcare. The College used results of those [targeted surveys](#) to develop pilot projects in an attempt to address barriers related to transportation and childcare.

[Individual departments utilize data](#) to evaluate the effectiveness of instruction, course sequencing, and content selection. [Departments also work with external agencies and accreditors](#) to evaluate [student completion data](#) and make necessary adjustments to academic programs.

Although NPC just [graduated from HLC's Persistence and Completion Academy](#) in May 2019, the College's Quality Initiatives are at varying stages of completion. The first step in developing a meaningful strategy to improve retention and persistence was to ensure that faculty and other personnel had the necessary knowledge of college support services and resources for all students. Soon after the PASS initiatives were implemented, over 80% of faculty and staff completed an [online orientation](#), which has two objectives: to create a baseline of knowledge to assist students, and to provide all faculty and staff with the same information the College expects its students to master through the student orientation process. The dispersed nature of NPC makes it likely that students will approach any employee at any location with a question; thus it is imperative that all employees have a working knowledge of college support services.

The next strategy PASS identified was to implement an early alert software system that is also used as a communication tool between the College and its students. NPC adopted the Starfish software, which allows faculty and staff to [raise flags](#) when there is a student concern. Flags are routed to appropriate offices (e.g., academic advising, tutoring services) for a rapid response. Faculty may also use Starfish Early Alert System to communicate praise or concern directly to students; and students may use the system to ask questions, raise concerns, or ask for help with instructional or student support issues. In [spring 2019](#), close to 75% of faculty used Starfish, with 5,376 flags or notes raised on 1,754 students.

The PASS team also worked with the NPC divisions to develop a team of faculty success coaches (FSCs). The initial focus of the FSCs was on training faculty to use Starfish. During spring 2018, the success coaches began discussing the need to expand the objectives to provide faculty with knowledge of advising practices. The [Faculty Workshop for Student Success](#)

[\(FWSS\)](#) is a professional development opportunity for faculty to learn how to use some of NPC's resources that facilitate student success. Although NPC completed the HLC Persistence and Completion Academy in May 2019, it plans to sustain the [FWSS](#) as one of the components within the Instructional Skills Workshop.

Finally, the PASS team is moving 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. Registration, initial advising, and financial aid sessions occur prior to initial semester enrollment. Study skills and support mechanism sessions are delivered early in the first semester. Sessions that address career services, ongoing advising meetings, future registration, scholarship opportunities, and other issues for continuing students all occur later in the first semester. The PASS team believes 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.

4.C.3 The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

In 2015, the Academic Standards subcommittee of IC began a [comprehensive review](#) of student performance and completion in general education courses. This analysis, coupled with a national research literature review, precipitated a significant redesign of the College's course placement process. NPC moved away from sole reliance on a single high-stakes placement exam to an approach that incorporates analysis of high school course completions and GPA, GED completion and scoring, and an enhanced placement testing system. The decision was made in spring 2016, as recommended by the Academic Standards [subcommittee](#). Evaluation of this change will occur in late 2019, with four full semesters of student data available.

College and Career Preparation (CCP), which includes both developmental and adult basic education, reports course and sequence completion data to the [state department of education](#). CCP redesigned its curriculum in AY 15-16 based on local data and national research to improve student performance and expedite student movement to college-level coursework. Preliminary data showed an improvement in the [pass rate](#) for tests taken.

In 2015, the College received a federal Title III grant for a project titled [TALON \(Technology to Advance Learning Outcomes at Northland\)](#). This project involves 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. As part of the grant requirements, NPC collects and reviews [student course enrollment, completion data](#), as well as student and faculty [satisfaction data](#) to reflect on the strengths of the program and to identify opportunities for improvement. Although only two full academic years of data (AY 2016-17 and AY 2017-18) have been analyzed, the [initial positive results](#) led NPC to recognize the tremendous value of this project. As a result, the College decided to develop the TALON Consortium as part of its AY 2018-2019 strategic enrollment management strategies to [sustain](#)

[the operation of the project](#). This decision attests to the College's commitment to use data to support opportunities for student learning.

The Strategic Planning and Accreditation Steering Committee (SPASC) has supplemented PASS team's work by focusing on additional completion issues identified through internal college discussions and [surveys of non-returning students](#). Transportation and childcare were highlighted as key contributors to student dropouts and stop-outs. In the fall of 2017, the College began responding to both issues.

Lack of affordable quality child care is a known barrier for student success at NPC. To address this challenge, NPC is in [discussions](#) with Blue Ridge Unified School District to create a child development program that would provide childcare services to NPC students. Using Implementation Science as a framework, a team of district leaders, NPC leaders, and community stakeholders in early childhood development, including the Navajo-Apache First Things First (FTF) Regional Partnership and Northern Arizona Council of Governments (NACOG) Head Start, has been exploring needs, resources, and fit to ensure that any program developed will be successful for all parties involved. The group's goal is to implement a pilot program, study its effectiveness, and determine if the project can be brought to scale across multiple NPC campuses.

In the spring of 2018, the College piloted two responses to address student transportation concerns. College fleet vehicles were made available for student use in a select group of science lab courses, because those courses are site based and required for degree completion for all students. Second, a transportation costs scholarship was developed for students required to travel significant distances to complete required courses not available locally. Since the implementation of the [Transportation Fleet Pilot Program](#), 10 students participated in the spring semester, and 8 students in fall 2018. Due to the small number of participants, the effectiveness of this pilot program is yet to be determined. NPC also established the [Transportation Assistance Scholarship](#) to assist students who need to travel to multiple NPC campus or center locations to complete courses required for their degree. The award amount varies based on traveling requirements. The maximum award is \$500 per semester. 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, as described in Criterion Components 4.C.1. and 4.C.2.

4.C.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.)

NPC's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. NPC follows well-defined methodologies for measuring student retention, persistence, and completion for external reporting. The College uses a data-driven and logical approach to determine suitable methodologies that match with its student populations. Historically, the College has used externally-developed definitions, such as [the IPEDS](#) and [the Arizona 2020 Strategic Vision](#) specifications, which are based on the Voluntary Framework of Accountability. At the same time, NPC also recognized that these definitions only accounted for [a small percentage](#) of its overall regular student population. Consequently, concurrent with the implementation of the Starfish Early Alert System, the Quality Initiative Team collaborated with the Office of Institutional Effectiveness (OIE) to explore alternatives that would meet two major criteria. First, the definition should represent the majority, if not all, of NPC's regular student population. Second, if possible, the definition should allow comparison with external benchmarks. Historical data were analyzed to generate student performance measures to assist with the [cohort determination](#) decision making process.

The OIE develops internal reporting definitions for retention and persistence based on the same methodological principles used for defining the IPEDS and/or the Arizona 2020 Strategic Vision specifications, [but NPC's definitions relax the inclusion criterion of first-time students](#). These definitions are currently being used as the target population for evaluating student retention and persistence under the College's PASS initiative. To measure program completion, NPC decided to use the Arizona 2020 Strategic Vision specifications to allow 6-year completion rate comparison with state benchmarks. [An interim 2-year completion measure](#) was also developed for this cohort definition to support the College's Quality Initiative. Preliminary results generated from the internal reporting definition, as well as for the interim 2-year completion measure using historical data, were reviewed by the Quality Initiative Team for validity. Validity was also evaluated by comparing these results against the student performance data from IPEDS and Arizona 2020 Strategic Vision.

The OIE uses two major sources of data to generate student retention, persistence, and completion rates. While all the NPC-related data (e.g., enrollment, course completion, and program graduation) resides in its Student Information System (Jenzabar CX), students' transfer data are obtained from the National Student Clearinghouse. OIE analysts follow [consistent processes](#) to extract data based on cohort definitions using SQL scripts. The analysts annually review any external reporting changes and update the SQL queries. For IPEDS and Internal Reporting cohort measures, OIE analysts extract data from the SQL server, import data into Excel files, and then compute the denominator and numerator for each measure. Results undergo an internal validation process before the analysts send them to NPC's responsible parties for review.

Sources

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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.

Summary

NPC relies on the following practices and approaches to both maintain the quality of and ensure ongoing improvement of its educational programs, learning environments, and support services:

- A systematic five-year cycle of program reviews, with collaboration between the respective academic dean, department chairs, faculty, and the Office of Institutional Effectiveness, which leads to a detailed action plan designed to improve student success.
- Overseeing the quality of its academic offerings through faculty-driven leadership in curriculum development, evaluation of in-coming student transfer credits, participation in the Arizona Transfer Articulation system, and dual enrollment supervision.
- Faculty commitment to an active and evolving assessment process that follows an established annual cycle of collecting and evaluating data, which is used to improve student learning.
- Tracking and effectively using data on student retention, persistence, and program completion generated through Starfish and processes put in place through the PASS initiative to improve the academic performance of students.

In the upcoming years, NPC expects to improve by:

- Closing existing data gaps, which will enable the college to improve its ability to make fully-informed institutional decisions through the hiring of additional personnel for institutional data analysis.
- Re-evaluating and implementing college-wide learning outcomes, which will better unite the College's divisions in a shared vision of what abilities and skills our students should possess when they graduate.
- Continuing to develop the assessment process, began in 2018-2019, instituted within the individual departments in the Student Services areas.
- Increasing faculty connection with students in the advising process through initiatives developed within PASS and the Faculty Workshop for Student Success workshop aimed at improving the rate of student retention, persistence, and program completion.

Sources

There are no sources.

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.

Argument

5.A.1 The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however its programs are delivered.

Fiscal

Northland Pioneer College (NPC) has sufficient [fiscal resources](#) to provide continued, ample support for its programs and operations; additionally, there are fiscal resources to strengthen the quality of its programs and operations in the future. NPC's [budget process](#), with involvement from the District Governing Board (DGB), the administration, and budget managers, focuses on creating and sustaining adequate operational funding and fiscal reserves. NPC has also been able to [plan](#) for times when there are fewer resources by building a [reserve](#) to buffer against unanticipated revenue fluctuations.

[Revenue sources](#) for NPC include local property tax levy, tuition and fees, state aid, and federal and state grant funding. While state statutes demand balanced budgets and requisite reporting, the [funding and aid from the state](#) is unpredictable. To counteract this unpredictability, the

College, as well as its DGB, try to maintain the property tax levy and tuition rates at reliably stable levels. As state aid declines, with consideration of revenue stabilization in mind, the [DGB usually maximizes the property tax levy](#) for two purposes: 1) to provide the maximum net revenue stream, and 2) to ensure future stability with any funds unused in the current year. The DGB [anticipates instability](#) in property tax revenue due to an expected decline in property value in the county. As this occurs, the reserves will be tapped while the direct and indirect impacts of this [property tax instability](#) unfold. NPC, through DGB decisions, [stabilizes tuition increases](#) and revenue in the budgeting process in [three-year planning cycles](#). Among the community college districts in the state of Arizona, NPC maintains the [lowest in-state tuition cost](#). NPC also seeks [grant funding](#) for sustainable projects and programs from local, state, and federal sources that are compatible with current programs and initiatives.

NPC's commitment to quality, in education and in institutional planning, is evident in the financial area with the benchmark success of an exceptionally high Composite Financial Index (CFI) demonstrating the ample financial health of the institution. NPC has maintained [an index above 7.0 for the last ten years](#), with 1.0 being the threshold for the lowest acceptable and no ceiling on the rating scale.

Human Resources

NPC takes pride in the expertise of its faculty, staff, and administrators who collectively stand behind the success of the College and its students. The low [faculty-to-student](#) ratio allows for timely and personalized responsiveness to students and their needs. The [current workforce](#) included 140 administrators and staff, 74 full-time faculty, 73 adjunct faculty, and 146 temporary staff.

[Hiring](#) at NPC focuses on identifying the most qualified candidate for the advertised position. On occasion, vacancies are posted internally prior to being posted externally to give priority consideration to qualified internal candidates. Advertisements are placed in *The Chronicle of Higher Education* and *Inside Higher Education*. Highly specific positions are frequently advertised in trade journals. Staff positions are generally placed in [local papers](#).

The majority of NPC classes are facilitated by [full-time faculty](#). Full-time faculty have [a teaching load of 30 credits](#) per academic year. The 2019-20 [minimum pay for faculty](#) is \$43,576 for a nine-month contract. Salary schedules for faculty are being updated to focus on ranges instead of using a step and grade approach to eliminate salary compression. The [minimum qualification standard for faculty is a master's degree](#), including 18 graduate semester credit hours in the discipline taught, or [tested experience](#) for Career and Technical Education faculty. Faculty members are on probation for four years before they are eligible for continuing contract status. The [Faculty Handbook](#) and [Employee Handbook](#) provide overall guidance on employment policies, procedures, and practice.

Facilities

NPC operates nine campuses/centers plus a maintenance location, [totaling 361,515 square feet on 105.16 acres](#), and maintains sufficient facilities to meet its current and future educational programs. These facilities were [built](#) between 1974 and 2013. A new [Skills Center](#) facility was built in 2013 at the Painted Desert Campus in Holbrook. The Skills Center is a 26,600 square foot building built to meet the needs of students in the career and technical trades, such as welding and construction.

Facilities undergo renovation as [needed to meet the needs of students and staff](#). NPC increasingly uses distance learning technology, in addition to the traditional classroom format, allowing renovations to facilities to accommodate more technology-based classrooms. [Information Services \(IS\) and Facilities collaborated with faculty](#) to develop a classroom layout that accommodates more technology-based teaching and learning modalities. NPC allocates a [minimum of \\$2 million](#) per year in its capital budget for facility needs, including renovation and maintenance for projects that support student learning.

Facility renovation and maintenance costs [greater than \\$5,000, and a useful life greater than one year](#), are included in the capital budget. NPC has a [rolling three-year capital budget](#) to manage these needs. The capital budget is funded from general operations and receives a [small amount in state appropriations related to STEM programs](#).

NPC solicits input from its communities to address facility needs. These needs are incorporated into the [Facility Maintenance](#) Plan and the [Master Facility Plan](#) created in 2012 to develop annual budgets and establish priorities on a three-year rolling basis.

Technology

The [IS Department](#) provides 24 staff maintaining over 1,200 desktop computers, two data centers, a call/support center, and an infrastructure with a complex and redundant [WAN with microwave and extensive ISP service](#) to support delivery of services across two counties, covering over 21,000 square miles at 25 multi-site locations. Sites are equipped with [classroom technology](#) to support collaborative instruction. Virtualized environment server infrastructure is used, with 141 virtual servers and 37 physical servers. As outlined in [Policy 1138](#), NPC [Procedure 2208](#) directs the College's Disaster Recovery and Business Continuity Plan to address any disaster that impacts the ability to offer information technology services and data recovery necessary for NPC operations. The College's enterprise resource planning (ERP) solution, Jenzarbar, provides the foundational structure as both a student information system and business operational backbone.

NPC developed a 3-year technology forecast [budget](#) dedicated to improving its existing technology infrastructure. In collaboration with faculty and staff, the IS department updates and maintains the comprehensive college [technology plan](#), particularly in the areas of microwave tower infrastructure design, and emerging instructional delivery technology. The technology plan supports the NPC mission and vision statement through [Strategic Planning and Accreditation Steering Committee \(SPASC\) priorities](#).

5.A.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.

NPC's Business Office has extensive policies and [procedures](#), which monitor financial processes in accordance with federal and state laws and best practices. The Arizona Office of the Auditor General audits the institution annually, and [presents the audit results](#) to the DGB each January. NPC has a long-standing [Intergovernmental Agreement with Apache County](#), the neighboring eastern county, to provide education services on a reimbursement-for-service basis. The College also has a [long-standing partnership](#) with the Career and Technical Education District (CTED) and the Northern Arizona Vocational Institute of Technology (NAVIT), which provides [Career and Technical Education \(CTE\)](#) opportunities to juniors and seniors in high school at no cost to the student.

A significant percentage of the IS department spending supports direct instructional activities, as a result of [the multitude of distance learning modalities](#), with the balance supporting overall technology for the operations of the college. The budgeted expenditures dedicated to the instructional function ([39%](#) in fiscal year 2018-19) is understated due to this allocation.

The DGB provides policy-level oversight of the institution. As board members are all elected representatives of their district, this governance structure and process allows NPC to focus on students and public good. Under this shared governance structure, NPC is prevented from being adversely affected by elective resource allocations.

5.A.3 The goals incorporated into mission statements or elaboration of mission statements are realistic in light of the institution's organization, resources, and opportunities.

NPC's mission is to provide, support, and promote lifelong learning. The DGB has a history of fiscal conservation. Due to the DGB's cautious use of public resources, the College has prepared for Arizona state budget cuts to community colleges. NPC carefully prepared for the recession of 2008 and was able to weather [diminishing state resources](#) while maintaining commitment to its mission.

As the state rebounded from the recession, community college enrollment across the state increased in general, except in Navajo County where NPC is located. Navajo County [has not followed the enrollment rebound trajectory](#) with the rest of the state. The enrollment trend followed the economic trend quite closely, with more students enrolled at NPC [younger than age 18](#). These trends urge NPC to revisit its [enrollment management approach](#).

NPC has the resources to meet its current and future goals. With a budget of \$46.6 million and a fund balance of \$59.5 million for [fiscal year 2018-2019](#), NPC can meet its current and future education demands. In order to provide a sustainable and predictive revenue stream, NPC has

taken a systematic approach to resource allocation and [revised its program review process](#). The College has also led the [state-wide effort](#) to revise the [Expenditure Limit](#) formula for all districts through legislative action. Changes in the formula will reduce the pressure imposed on all community college districts to rely heavily on property tax revenues for its expenditures.

5.A.4 The institution's staff in all areas are appropriately qualified and trained.

NPC searches for and hires the most qualified candidates, recognizing that many [positions](#) are difficult to fill due to the vast, remote geography and rural economic factors. The entire hiring process is summarized in [Procedure 2701](#). Once hired, employees participate in [new employee orientation](#). New faculty members participate in [new faculty orientation](#), collaborate with [experienced faculty mentors](#), and receive technology mentoring and [training through a designated faculty and educational technology instructor](#). New employees receive the Employee Handbook; faculty receive the Faculty Handbook.

Both faculty and staff are encouraged to apply for funds set aside for professional development. [Professional Development procedures](#) are clearly articulated and publicly available. Since a sizable portion of NPC students are [high school students](#) taking college-level classes, the College encourages faculty to attend training to increase their effectiveness in using a variety of pedagogical techniques. NPC has been an [active member](#) of the National Alliance of Concurrent Enrollment Partnerships (NACEP) and has presented at the 2017 and 2018 NACEP [conferences](#). When NPC was awarded a Title III grant for TALON, a group of faculty and staff [attended the Telepresence Teachers Training Teachers Program](#) (T4) to maximize the use of enhanced interactive distance-learning environment for our students' educational benefits.

The College has consistently maintained credential requirements appropriate to the new HLC standards for full-time, adjunct, and dual-enrollment faculty. The Instructional Council recently requested a revision of procedure to concisely and clearly define qualification expectations for all faculty regardless of discipline, modality of delivery, or teaching location. The [faculty qualifications procedure](#) requires that all NPC faculty members meet at least the minimum requirements of HLC.

Online training modules are available for all employees to complete through SafeColleges. These are primarily [compliance training modules](#), such as: the Violence Against Women Act (VAWA); Clery; CampusSafe; Ethics and the Health Information Portability and Affordability Act (HIPAA). In addition, faculty members, both new and long-serving, are provided multiple opportunities to participate in training in [all distance modalities](#), including technology use and pedagogy. While NPC also requires new faculty members to participate in [Instructional Skills Workshops \(ISW\)](#), long-serving faculty are encouraged to participate in ISW as well. Employees whose job responsibilities are in the finance area attend Community College Business Officers (CCBO) and other [continuing professional educational activities](#) and events to keep up with knowledge associated with financial controls and to obtain critical industry updates, such as Governmental Accounting Standards Board (GASB) pronouncements. Employees with job assignments in Financial Aid attend all required [financial aid training](#). The IS Department

maintains [individual training schedules](#) for its employees in order to maintain and gain technical relevance. The all-college convocation in fall of 2017 included a presentation by an FBI investigator, who conducted a session on [cybersecurity](#) in the workplace and at home.

While NPC puts considerable effort in hiring and training the best employees possible, there are ongoing challenges in locating qualified individuals in several key administrative positions, particularly in IS and Human Resources.

5.A.5 The institution has a well-developed process in place for budgeting and for monitoring expense.

NPC initiates an [annual financial planning cycle](#) that begins in September with review and approval of the Strategic Plan, and ends in May with an approved budget. A budget calendar and planning assumptions are also approved by the DGB.

In October of each year, the ten Arizona community college districts submit a summary budget [request](#), computed by formula, to the Arizona Office of the Governor and the Joint Legislative Budget Committee. Appropriations to the districts may follow a [formula](#); however, the legislature or governor may choose a different funding method. NPC also develops tuition, property tax, and other revenue projections, and provides these estimates to the DGB at the February and March meetings. If NPC plans to increase its primary property taxes over the prior year's level, it must also provide notices in the local newspaper in accordance with [Arizona Revised Statutes §15-1461.01](#).

The budget development includes extensive shared governance involvement, including meetings at the department level and review and recommendations at the executive level. At the beginning of a budget planning cycle, budget managers develop their line item department requests, which are reviewed at the executive level during the [budget hearing](#) held in the spring. Budget increases are usually tied to the College's strategic priorities. The proposed budget is then presented to the DGB for review and discussion, and the budget is eventually adopted by the DGB in May. The approved budget is then published on the NPC website.

NPC maintains budgetary controls in the form of detailed balanced budgets and budget transfer restrictions by [fund, department, and account](#). On a monthly basis, NPC presents a [financial report](#) to the DGB that includes monthly and year-to-date expenditures by funds. Expenditures are [reviewed](#) for significant variances at the division, department, and line item level and are addressed with the budget manager for corrective action. The objective of these budgetary controls is to ensure the annual budget is properly managed with sufficient oversight from the DGB according to the [Uniform Expenditure Reporting System \(UERS\)](#) for community colleges.

All budget managers have [access to financial reports](#) in Jenzabar for real-time financial data. When a budget manager questions an expenditure, he/she contacts the Business Office for further information, and, if necessary, adjustments are made. Operating and capital budgets are also

reviewed and adjusted semi-annually; this allows NPC to redeploy resources to other divisions or departments as needed.

NPC also demonstrates fiscal compliance by compiling the annual budgeted [expenditure limitation report](#), which is audited by the [Office of the Auditor General](#). The [expenditure limitation calculation](#) determines the maximum allowable expenditure supported by local revenues.

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- Procedure 2925 Faculty Qualification
- Procedure 2966 Adjustments in Salary for Professional Development
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- Renaming JTED to CTED
- SafeColleges and HIPAA Training
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- Student Demographics Overall and by Location
- TALON Presentation at 2018 NACEP Conference
- Technology Plan

- Technology Priority and Operational Plan
- Updates in Facilities Plan Presentation to DGB

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.

Argument

5.B.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.

The DGB holds regular board meetings throughout the year that are open to the public. These include [regularly scheduled monthly meetings](#) as well as board retreats. Agendas and minutes from these meetings are available to the public in accordance with [Arizona Revised Statutes §38-431.02](#). The DGB holds [executive sessions](#) as needed to discuss legal issues and sensitive personnel topics.

The DGB acquires and maintains its knowledge about the fiscal, instructional, and facilities/business areas of NPC in a variety of ways. For fiscal oversight, the Board receives a [monthly update](#) on NPC's financial conditions at each month's board meeting. The board also receives [annual summaries](#) of financial information. In addition, the board reviews the annual audit reports conducted by the Arizona Office of the Auditor General (AG). The AG provides its assigned auditors at the [first board meeting of each calendar year to summarize audit results](#), including findings. The presence of these auditors at this meeting also allows opportunities to address any questions from the DGB regarding the audit results. These reports assist the DGB with meeting and assessing their fiduciary responsibilities. The board also conducts retreats biannually to gain information regarding [specific topics](#) and to become more familiar with specific areas of NPC as they look to the future.

The DGB has an established process to review and adopt the College's budget. It [adopts](#) the budget each fiscal year following a first and second reading for review and clarification. College [Procedure 2335](#) stipulates that expenses of \$50,000 or more require DGB approval. This ensures the Board approves all large payments made by NPC. The DGB also maintains its fiduciary oversight in relationship to its [partnerships with NAVIT and Apache County](#) through

intergovernmental agreements. Through [component unit audits](#), the board also oversees its fiduciary responsibilities with the Northeast Arizona Training Center, Inc. (NATC) and with the NPC foundation, NPC Friends and Family (NPCFF).

The DGB receives monthly verbal or [written reports](#) from NPCFF, the Faculty Association (NPCFA), Classified and Administrative Staff Organization (CASO), and Student Government Association (SGA). The DGB provides oversight for, and approval of, academic policies and procedures, often through the VPLSS, with [recommendations](#) provided by the IC and its sub-group, Academic Standards subcommittee. The college president also gives the DGB a [monthly report](#) on a wide variety of topics including summaries of state-wide activities.

The DGB receives periodic training, primarily conducted by NPC's attorney. These [trainings](#) focus on Arizona Open Meeting Law ([Arizona Revised Statutes §38-431](#)) and [board best practices and behavior](#). The board is very cognizant of the Open Meeting Law and holds executive sessions only by statutory definition. The Assistant to the Board maintains all records for executive sessions.

5.B.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.

NPC supports the philosophy of shared governance ([Procedure 2125](#)) and relies heavily on shared responsibility to make the decisions influencing the College's mission and budget priorities. By using shared governance, NPC strives to promote and preserve a culture of collaboration and trust for the benefit of all its constituencies.

At NPC, shared governance includes the following bodies: the president (and executive designees); Strategic Planning and Accreditation Steering Committee (SPASC); Instructional Council (IC); Northland Pioneer College Faculty Association (NPCFA); Classified & Administrative Staff Organization (CASO); Student Government Association (SGA); Leadership Council, and their respective standing committees. These shared governance groups collectively exchange viewpoints on matters that impact the College as a whole, as well as the individual constituencies (see Examples [1](#) and [2](#)).

SPASC, which is responsible for the College's accreditation and planning processes, is the central shared governance committee for the College. To encourage open meeting attendance, [SPASC emails its agenda items](#) to NPC faculty and staff prior to meeting. SPASC may accept items referred by college employees and other committees of shared governance. SPASC may also refer items to other committees, subcommittees, or task forces as necessary. SPASC deliberates and makes recommendations to the president regarding broad strategic direction and initiatives, and SPASC also reviews operational plans from those larger goals.

[CASO](#) addresses staff concerns, [NPCFA](#) addresses the concerns of faculty, and [SGA](#) addresses student concerns. Each of these committees reports regularly to the District Governing Board regarding recent actions and areas of importance. IC handles matters of curriculum, academic standards, and instruction for NPC. NPC's [Enrollment Management Committee](#) reviews and improves institutional practices related to student recruitment, admissions, and degree pathways.

Additional opportunities for college employees to be involved in the decision making process include: All NPC emails that are sent out on major issues or concerns; [All College monthly meetings](#) where the President updates the entire college on significant events via Web-ex; DGB activity postings that notify employees of future Board meetings; [semiannual convocations](#) where the whole college gathers to give feedback and to receive training; and [updates from NPC's president](#) that relate upcoming events, major changes, or accomplishments. As college procedures change over time, [Procedure 2100](#) allows all employees impacted by a change in procedure the opportunity to comment and give their input prior to finalization.

NPC's [administrative structures](#) enable effective leadership and collaborative processes. The President is the Chief Executive Officer (CEO) and is charged with overseeing the day-to-day operations of the institution. The President is also responsible for the organization and activities of the administrative staff, oversight of the activities of the faculty, staff, and students, and represents NPC to the external stakeholders of the college. The Vice President for Administrative Services/Chief Finance Officer works under the President's supervision with the responsibility of the financial resources and planning for NPC. The Vice President for Learning and Student Services/Chief Academic and Student Affairs Officer works under the direction of the President and is responsible for the development and administration of teaching, scholarship, creative activities, and the supervision and coordination of student service programs. The Director of Information Services/Chief Information Officer also reports directly to the President and is responsible for the entire institution's technology needs.

In keeping with the tenets of shared governance, NPC makes a conscious effort to include all internal stakeholders in decision-making processes. To that end, NPC annually [reviews the shared governance policies and procedures](#).

5.B.3 Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

NPC's IC and its established subcommittees are the primary college groups that address academic requirements, policies, and processes ([Procedure 2125](#)). IC is composed of faculty and administrators; advisory (non-voting) members include administration, staff members, and other individuals invited to participate. IC has a number of [standing committees](#), which include Dual Enrollment, Academic Standards, Learning Technologies, Professional Development, and Assessment of Student Knowledge (ASK).

NPC division meetings, held twice a year, address areas of academic programs, policies, and procedures central to the interests of the faculty, students, and staff. The [minutes of these academic subcommittees](#) serve as evidence of the involvement of administration, faculty, staff, and students in setting academic requirements, policies, and procedures.

Staff members add to the discussion of academic policy through monthly meetings of the Student Services Coordinator. [Academic Advisors](#), Campus and Center Managers, and the CASO also meet monthly to discuss various topics, including academic policy. These groups provide recommendations to SPASC and/or IC.

The Executive Team holds weekly meetings to communicate urgent and important matters to other college administrators, and then make decisions as appropriate. Since July 2018 under the direction of President Vest, the Executive Team meeting has been [attended by the Deans and Directors of NPC](#) on a monthly basis. Beginning August 2019, the Executive Team, Deans, and Directors meeting has been replaced by the [Leadership Council meeting](#). The Leadership Council is established according to Procedure 2125. This allows for a broader range of perspective and solicits feedback from all departments impacted by the academic policy.

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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.

Argument

5.C.1 The institution allocates its resources in alignment with its mission and priorities.

NPC fulfills its mission by strategically planning for the future and managing its resources responsibly. Resource allocation planning is a part of the budget development cycle and occurs at [functional, departmental, and institutional levels](#). NPC allocates its budget resources in alignment with its mission and its [Strategic Plan](#).

NPC develops an operating and capital budget on a [three-year cycle](#). The operating and capital budgets allocate limited resources; as well, they establish a framework for controlling expenses and a mechanism for [tracking and implementing NPC's strategic plan](#). The process for developing the operating and capital budgets prioritizes initiatives that support the Strategic Plan, then academic programs and student services. The rest of the operating budget is allocated to support services. Also see Criterion 5.A.5 on the budgeting process.

The Strategic Plan is a three-year plan that focuses on two priorities at a time, making it realistic and achievable (see [an example from the TALON Consortium](#), which was a plan developed under the 2018-19 Strategic Priorities). NPC evaluates and reports on the strategic plan [annually](#). In support of the mission, priority is placed primarily on academic programs. NPC's [strategic priorities for 2016-2017](#) focus on community, training, and recruitment.

The Proactive Advising for Student Success (PASS) project was developed as the Quality Initiative for NPC in May 2014 and was implemented in the 2016-2017 Strategic Plan as the first priority. Under this initiative, NPC purchased Starfish, an early alert system, to provide active support, [delivered via phone, text, and email outreach](#) to students who experience attendance, grade or resource barriers, and other challenges. Starfish users include advisors, faculty, and other key NPC staff who can offer assistance and/or encouragement to students. [College Success Strategies Classes](#), another component under NPC's Quality Initiative, were developed based on

the College's Student Orientation Advising and Registration (SOAR) process to provide additional and timely support to students.

Other strategic priorities included transportation alternatives for students and enhancing the experience of NPC website users. NPC is currently funding a [transportation scholarship](#) as a pilot project to meet the transportation need. The NPC website has been [re-designed](#) to better meet the needs of all users, including students, vendors, and the public.

Technology continues to be a high priority with significant investment. Several distance education options are available to students, including connected classrooms at all college sites. NPC utilizes its [technology plan](#) to identify and prioritize technology needs and proactively budget for those expenditures.

5.C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

During the annual planning and budgeting process, the College follows a model that links departmental assessments, for both instructional and support departments, to the broader institutional direction. Each fall semester, departments evaluate their existing and future needs based on departmental and institutional goals. The Business Office provides departments and division leaders with longitudinal spending data and the current multi-year capital budget as [working tools](#). Departments then work with their division heads to develop prioritized budget requests, supporting any requests for new positions, additional funding, or new resources with information that demonstrates the value of this resource allocation to the goals of the department, the division, and the College. Before the beginning of the spring semester, college leadership then meets to [prioritize resource allocation](#) based on predicted available funds. During the spring semester, the DGB [reviews for approval the annual operational budget and a three-year rolling capital budget](#) based on this interactive process. This planning and budgeting process is evolving, with the ongoing goal being to provide as much process access and input across the College as possible, to achieve the best possible planning outcomes.

This process reflects NPC's in-depth assessment and evaluation of operations and planning from within and results in continuous improvement. The primary vehicles of assessment of student learning, the General Education Outcomes, Program Outcomes, and Course-Level Outcomes (see Criterion 4.B), are linked to the systematic and integrated assessment, planning, and budgeting process of the institution. Ongoing improvements in measurability and data collection ensure that the College's planning and budgeting processes are linked to assessments in ways that have operational meaning.

Instructional divisions, as well as Student Services departments, collect relevant [assessment](#) and [evaluation data](#) to inform their planning and budget requests. These requests progress to an annual budget hearing where administrators and budget managers evaluate institutional priorities. Support departments also evaluate their performance and their role in meeting

institutional goals annually, and they make appropriate recommendations for any needed budget requests to accomplish those goals.

Institutional changes resulting from the efforts to combine assessment and program review in the budget process have resulted in the following institutional improvements:

- As mentioned in Criterion 4.C.3, based on its [evaluation data](#), CCP redesigned its curriculum in academic year 2015-16 based on local data and national research to improve student performance and expedite student movement to college-level coursework.
- NPC's Quality Initiative, PASS, resulted from shared governance and supportive budgeting. Centered around improving student persistence and completion, the PASS project resulted from reviewing [student outcomes data](#) and current operations ([Non-returner Surveys](#), [Student Advisors meeting agendas](#)). The PASS team, in collaboration with other NPC shared governance groups, developed a [priority worksheet and operational plan](#). This plan includes timelines, responsible parties, and budget requests necessary for implementation as well as persistence, retention, and completion targets and measurable outcomes.
- NPC's [Enrollment Management Plan](#) and Committee resulted from shared governance and budgeting processes. This committee began its work by [reviewing operational data \(college admissions and registration policies/practices, student demographics\) and enrollment trends \(high school yield rates and FTSE reports\)](#) with the goal of making recommendations that would help drive the planning and budgeting process.

Although NPC has completed assessment and evaluation work to help determine planning and budget priorities, NPC has identified assessment as an area to improve. With the help of a consultant, NPC has reviewed and enhanced its assessment practices and analysis tools (data dashboard). NPC has made changes and improvements to its [course evaluation tool](#), [program reviews](#), and [co-curricular assessment](#).

5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Various perspectives are considered during the planning process at NPC. Internally, academic and institutional standing committees operate and plan according to their charges. All committee recommendations go through a shared governance process by being presented to a clearing house committee, such as the IC, before forwarding recommendations to SPASC or directly to the executive team.

NPC has adopted an annual strategic planning process. This process starts with the members of SPASC, who [represent a broad range of institutional areas](#). When needed, forums, task groups, and work groups are called to discuss matters of institutional importance. [Existing priorities are](#)

[reviewed annually, and new priorities are identified](#) as the institution moves forward (see [examples](#) in SPASC meeting minutes, as well as the [TALON Consortium](#) as evidence of a newly identified strategic plan).

NPC's strategic planning process integrates feedback from its internal and external constituencies. Internal involvement is outlined in NPC's policy on Shared Governance, while the solicitation of external input is acquired through a number of different methods. [Community outreach meetings](#) were held at different campus and center locations until July 2018 when a new community outreach approach was adopted. Instead of inviting community members to NPC campuses to provide feedback and input, now NPC staff participates in local events and meetings organized by community groups. Public comments are encouraged at monthly DGB meetings, especially during any public hearings such as [property tax hearings](#). NPC maintains a strong partnership with Navajo and Apache Counties, participates with the local Chambers of Commerce, the Real Arizona Corridor, industry advisory boards (see Criterion 4.A.), and other external entities in support of the institution's mission.

NPC also places a high value on its relationships with area high schools. NPC conducts dual enrollment, TALON, and NAVIT meetings to gain insight from these K-12 institutions on current and future enrollment needs and trends. To this same end, NPC is also a member of the [Navapache Administrator's Association](#). Academic programs are guided by Program [Advisory Boards](#) comprised of local members of business and industry who have expertise in a particular field. These groups meet regularly and provide input regarding the direction of curriculum matters to ensure that academic expectations and business, industry, and real-world standards are complementary.

The strategic plan drives NPC's budget, and NPC seeks input in its budget planning as well. The [Strategic Planning and Budget Development Calendar](#) outlines the necessary activities, participation, recommendations, and approvals required in the process. The [SPASC employee page](#) on MyNPC.edu is open to all NPC employees. Internal groups involved in these crucial steps include the NPCFA, CASO, Employee Relations Committee, Department Managers, SPASC, the Executive Team, and the DGB. A significant group that impacts the planning process is the [Change Advisory Board](#). This group meets to review proposed changes related to technology systems and infrastructure. Technology requests have a substantial effect on operations, planning, and budget expenditures; therefore, the recommendations made by this group are critical. The feedback collected from each of these constituencies impacts the decisions made in the approval process.

5.C.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.

NPC plans on the basis of a sound understanding of its current capacity. NPC anticipates the impact of fluctuations in its [sources of revenue](#), including local property taxes, state appropriations, tuition, and grants. Each year, the DGB approves budget assumptions; one

assumption is that [property taxes](#) will be levied at the maximum amount, limited by Arizona Statute not to exceed 2% plus new construction additions. Fiscal year 18-19 was an exception to this rule as the DGB approved the assumption, but they [did not approve the tax levy at the maximum](#). As property valuations decline, the tax levy increases to generate the same level of revenues for the current level of services the College provides.

State appropriations are allocated based on statutory formulas ([Arizona Revised Statutes §15-1464, 1466, and 1468](#)), which can be adjusted downwards based on state needs. After five years in 2013, [rural Arizonans were still struggling with rebounding from the recession of 2008](#) and a sluggish economy, requiring NPC to be proactive and conservative in developing fiscal policies. NPC's [fund balance and cash balance](#) are both healthy. The DGB recently modified its [Cash Reserve Policy](#) to increase the amount from six months of operating funds to 12 months in an effort to be fiscally responsible (see also Criterion 5.A.1.).

NPC develops tuition increases with the students in mind, while also addressing the Arizona Constitution requiring tuition be set at the [lowest possible level](#). Tuition increases are deliberately low and steady. NPC consistently has the [lowest tuition rates](#) per credit hour in the state. NPC is required to track enrollment on a semester basis, which is audited annually in accordance with the [Arizona Revised Statutes §15-1466.02](#).

The overall population in the county has [declined](#) since the last census; this is reflected in the decrease in student enrollment. Due in part to the [enrollment decline trend](#), NPC commissioned an Enrollment Management Committee with a charge to develop processes and activities to increase engagement with communities and future student enrollments of all age groups. The Enrollment Management Committee submitted [recommendations](#) to SPASC for adoption as [Strategic Priorities](#) for Fiscal Years 2019-2021.

NPC relies on information from external sources, such as the Emergency Management Services (EMS) study, Navajo County data, and Bureau of Labor, but also on individual departments and leaders for insight into shifts in revenue or enrollment. As a result, NPC often discovers alternative means to maintain stability offsetting stagnant state aide and local property tax. These include the following:

- Deliberate cost containment measures
- Cautious use of contingency funds
- Marketing and branding strategies
- A working relationship with the office of Workforce Innovation and Opportunity Act (WIOA)
- Input from the partnership with the Small Business Development Center (SBDC)
- Participation in the Navapache Administrators organization
- Community outreach and communication efforts aimed at identifying potential partnerships to leverage resources

5.C.5 Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

An integral part of the strategic planning process at NPC is the review of emerging factors that may impact the college. Factors vary from changes in federal or state legislative requirements to fluctuations in the local economy and population. NPC does several things to stay informed of local, regional, and national trends. College staff participate in [regional and national professional associations](#) to keep abreast of trends. These groups provide insight into national shifts in technology, demographics, and globalization through trainings, newsletters, webinars, and conferences. Information acquired through these resources is considered during the planning process.

At a local level, NPC tracks county population and student demographics. As the economy has improved and as NPC has strengthened its Dual Enrollment program, more [high school students](#) have enrolled at NPC over the past five years. The increase in high school student enrollment at NPC classes counteracts the slight decline in overall enrollment. This change has prompted discussions at NPC regarding recruitment strategies and services.

Based on these demographic shifts, available technology, and feedback from local industry partners reflected also in Criterion 4.A., NPC has made changes to the programs that it offers, as well as to the course content and learning modalities. Increased competition with other institutions in online instruction and ever-changing developments in technology have increased pressure on NPC's technology and communications infrastructure.

The impact of emerging technology within NPC can be found throughout the service area. NPC is committed to the development and advancement of technology to support demographic shifts and globalization. Through a federal Title III grant, NPC was able to implement a [pilot program](#) that promotes higher education in the high school environment. As the College invests in enhanced interactive distance-learning technology and its faculty receiving training in the use of these technologies (as stated in Criterion 5.A.4), NPC is redefining the methods and tools for distance delivery systems that promote engagement, interactivity, and distance/online opportunities.

NPC continues to improve transactional integration among various application technologies. As an element of academic support, the development and adoption of a single learning management system (LMS), Moodle, has improved learning and instruction options. The LMS has additionally been interfaced with the NPC enterprise resource planning (ERP) platform, [Jenzabar](#), to improve data transaction processes. Additional efforts to build retention rates, improve student outreach, and promote student success have developed with the inclusion of Hobson's [Starfish Early Alert System](#).

Another example of how NPC planning anticipates changes in technology is the current development of an educational consortium. The development of a partnership between area high school districts, NPC, and possible county/governmental agreements presents potential for sustainable service and educational opportunities.

Given its distributed model and the service area's dispersed population, NPC must constantly research emerging technologies that allow it to serve its constituents more effectively and efficiently. The College continues to invest significant resources in its technology infrastructure, though more is still needed. Over the past two years, for example, the College has moved to a new [CISCO video conferencing system](#) to connect many of its classrooms. This system provides a higher quality connection, reduces bandwidth usage, and simplifies the technical work required by faculty and students in the connected classrooms. It also has the potential to take advantage of the rapidly-emerging mobile device environment, by allowing future students to remotely connect to classes via smartphones and other devices. The College also has [enhanced the stability](#) of its information distribution network, by [creating redundant tower connections](#) to as many sites as possible, reducing chances of network outages causing lost instructional time. This work demonstrates how the College adapts emerging technologies to the needs and realities of its service area.

The College has adopted an evolving [technology plan](#) that outlines specific goals for the institution while also exploring the resources required to support technology at the institution. The technology plan addresses a wide range of issues facing the college, from completing the update of instructional environments, to improving the online support and registration experience for students, to streamlining and improving internal processes for the College.

NPC is committed to ensure a safe environment for all its employees and students. In light of the increase in campus violence at the national level, the College has strengthened its campus safety measures via [policy and procedures, guidelines, and trainings](#). NPC also continues to address the changing cybersecurity environment. The College has developed its own [cybersecurity instructional program](#), which it hopes in part will serve as a producer of trained cybersecurity staff not just to the college, but to local businesses and public entities as well. In response to emerging recommendations from groups such as National Institute of Standards in Technology (NIST), NPC has also adopted a broad range of NIST standards that inform its cyber risk management. In the past year, for example, the College developed and implemented [a new set of procedures](#) related to data and network security.

NPC factors changing local and regional demographics and economic conditions into its operational and strategic planning. An enrollment management committee reviewed [extensive research](#) about the College's existing and potential local student population to develop a set of adopted recommendations that would allow NPC to meet current and future enrollment challenges. In short, the population of the service area is aging and become more multiethnic. At the same time, shrinking job opportunities and reduced funding support from local third parties has caused [the College's student population to trend younger](#). NPC has undertaken and plans to undertake a number of initiatives driven in part by these changing demographic realities. The College implemented the [TALON](#) program to expand college course access to area high school students. This was a decision driven by research on the college success rates of students who participate in dual or concurrent enrollment. NPC is currently [evaluating](#) implementation of Guided Pathways elements that fit the institution, again recognizing the changing needs of new generations of students. The College's [Quality Initiative project, PASS](#), was driven in large part by the guidance of the student services/advising portion of the Pathways literature. NPC also continues to develop new methods for attracting adult students. One specific example that

demonstrates how the College applies educational best practices to meet local needs is the adoption of an Integrated Education and Training (IET) program, as exemplified by the [I-BEST model in Construction \(2015\)](#), which has evolved into [a single instructor model of IET 2017](#). This program is particularly relevant at the Whiteriver Center on the White Mountain Apache Reservation.

Located in a remote, rural area of northeastern Arizona, NPC may at first glance appear to be little affected by a changing global socioeconomic environment. In fact, however, the College has made significant changes over the last decade due to changing global factors. The decline of coal-fired power generation will soon cause the closure of one of the largest property taxpayers in Navajo County, the Cholla power plant. This staged closure has already affected the College's budget and will have a more significant impact as the plant moves to full closure by the next three years. The board and the administration have begun [discussions](#) about what the financial impact of this closure will mean to the institution. NPC has already redesigned its [power plant operations curriculum](#) to prepare students more broadly for work in the energy industry in response to Cholla's imminent closure.

Navajo and Apache Counties continue to fall behind the more populous, prosperous areas of the state in recovering from the 2008 recession. NPC has responded to this financial reality by maintaining a [very low tuition rate](#), developing and offering new scholarship opportunities for local students, and maintaining a tax rate significantly lower than other counties with low tax valuations. The College also partners extensively with [local industry](#) and [K-12 entities](#) to maximize the use of budget dollars. NPC houses and supports the local [Small Business Development Center](#) to help foster a climate of local economic development and serves on local economic development groups such as the [Real Arizona Corridor project](#). In doing so, NPC works to keep abreast of local, regional, national, and global economic trends that could impact the institution.

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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.

Argument

5.D.1 The institution develops and documents evidence of performance in its operations.

NPC utilizes strategic planning to demonstrate institutional effectiveness. The strategic planning process builds on a three-year planning cycle, and uses one-to-three year operational plans. Criterion 1 discusses the development of the strategic priorities and their operational plans. When the priorities and the corresponding operational plans are reviewed and approved, NPC's Strategic Planning and Accreditation Steering Committee (SPASC) determines a regular schedule throughout the year to review progress for each plan. The individual with overall responsibility for a particular operational plan attends the SPASC meeting and provides operational and/or performance updates to SPASC members. Then, discussion usually follows about whether the execution of the operational plans is [on track](#).

Aside from evaluating performance via Strategic Priority groups, NPC also develops and documents evidence of performance in its operations through its various committees, teams, and functional units under five areas: learning services, student services, business services, operations, and information services. The types of documentation used vary and are suited to the needs of individual teams/units, with meeting minutes serving primarily as important operational documentations. Examples of how operational performance is developed and documented are as follows:

Learning Services

- IC oversees several instructional subcommittees (e.g., Academic Standards, Assessment of Student Knowledge, Dual Enrollment, Learning Technologies, and Professional Development) that meet regularly throughout the academic year. IC receives [meeting minutes](#) and/or reports from each sub-committee to review events/tasks performed in meeting each committee's charges. All the minutes and reports are stored in the internal MyNPC.edu website.
- The Office of Institutional Effectiveness (OIE) publishes student demographic and performance data on a designated MyNPC.edu [webpage](#). These reports included data that is compared to IPEDS and Arizona Strategic Vision benchmarks. The OIE also publishes a list of data dashboards as well as [retention, persistence, and completion reports](#) for

internal users to use. Frequently, the OIE receives [data requests](#) from divisions and departments during a semester.

- All departments conduct program reviews on a five-year cycle (see Criterion 4.A. for a more extensive discussion of the process). Although comprehensive program reviews occur once every five years, all departments receive standard program review data from the OIE every year. [Standard program review data](#) include enrollment trends, student demographics, cost per full-term equivalency, and program-level outcomes, such as certificates/degrees awarded. The increased frequency of access to these data allow department chairs and faculty members to engage in the program review process.
- As described in detail in Criterion 4, with the support and coordination of the faculty-driven Assessment of Student Knowledge (ASK) subcommittee, all departments annually assess student learning outcomes. While [individual departments](#) conduct their own learning outcome assessment, faculty have opportunities to discuss assessment-related topics multiple times during an academic year. The ASK subcommittee summarizes all individual assessment reports in an [annual report](#) and submits it to IC. Individual departments also incorporate [analyses of assessment results](#) in their program review process.
- NPC also administers student course evaluations every semester and uses the data to evaluate instructional effectiveness. Prior to fall 2018, courses selected by each division dean (about one-fourth of all courses offered in a semester) received course evaluation surveys by the thirteenth week of the fall or spring semester. Division deans received the [survey results](#) and forwarded them to the faculty. Beginning in fall 2018, students enrolled in all regular classes receive [course improvement surveys](#) to provide their perceptions on class-specific learning environments.

Business Services & Operations

- NPC's Business Office (BO) oversees all college-wide business services and operations. The Purchasing Department, a sub-unit under the BO, maintains documentation to support its performance. One example is its use of e-Cashier, a third party vendor, to handle student payment. The BO reviews [reports](#) every semester to monitor the number of students who are delinquent in payment. Business Services also routinely reviews data associated with students' drop date payments to adjust the drop process. Another example involves NPC contracting a vendor (eCampus) to operate a virtual bookstore for its students. Every semester, the BO reviews the book sale orders and payment forms from [reports](#) submitted by this vendor and evaluates the viability of the current service model. The BO also gathers stakeholders' input to address book purchasing concerns. The BO utilizes external reports to supplement the review of its operational performance. Annually, NPC undergoes a financial audit by the Arizona Auditor General and receives a CAFR (see Criterion 5.A. for select results highlighting NPC's excellence in its financial performance).
- The Facilities Department is another sub-unit under the BO. It utilizes different kinds of reports to monitor its operational performance. Although the department has a system to track requests, many requests are obtained through verbal communication from

campus/center managers, faculty, staff, and students. Every three or five years, this department undergoes a comprehensive review of all the facilities in each campus/center location. It utilizes the [review/inspection reports](#) to evaluate how well the department is meeting NPC's needs (e.g., timeliness and comprehensiveness of renovation and/or repairs).

- In Spring/Summer 2018, the Purchasing Department developed its first formal [survey](#) to collect customers' perceptions of service quality.

Student Services

- Student Services staff discusses operational performance during monthly meetings. All advising staff members meet regularly to provide updates and discuss topics that affect student success. All the [minutes](#) and reports are stored in the internal MyNPC website.
- Staff in the [DRA office](#) and [Career Services](#) also, respectively, develop student utilization and attendance reports. [Student Government Association](#) uses meeting minutes to communicate status and progress in serving our students.
- The Records and Registration (R&R) Office, as well as the Financial Aid Office, rely on regular reports to evaluate performance associated with their enrollment and financial aid processes. For example, R&R regularly reviews reports to monitor the [data entry accuracy of enrollment-related data](#). The Financial Aid Office hired a [consultant](#) during the summer of 2018 to identify weaknesses in NPC's financial aid process. To address and strengthen functional aid processing timing and accessibility for students, [one of the 2018-2019 Strategic Initiatives](#) included changes in the Financial Aid Department staffing and operations.

Information Services

- Since 2017, the Information Services (IS) department has been implementing a new ticketing system to create, track, and monitor tickets submitted by users (administrative staff, faculty, and students) with IS-related questions and issues. IS also generates [regular reports](#) from the ticketing system and reviews trends to identify opportunities for improvement. The ultimate goal is to develop training materials to assist users in solving simple computer-related problems.
- IS outsourced data security and quality for NPC's institutional data to Sentinel Technologies. The vendor routinely provides [reports](#) to IS for performance monitoring purposes.

5.D.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.

NPC strives to use data to improve its instructional and service delivery to its students and other stakeholders. For example, NPC's curricula and programs change over time to respond to the changing local and global environment. Through its scheduled program reviews, NPC has a detailed process to evaluate whether its instructional programs are current and relevant (see Criterion 4.A. for details). Over the past five years, no less than 40 [changes](#) have been requested to ensure that the education provided remains closely aligned with NPC's mission.

Another example of this commitment is NPC's Quality Initiative Proactive Advising for Student Success (PASS). This initiative began in 2014 when a dedicated group of faculty and staff [reviewed](#) NPC student's retention, persistence, and completion data and determined a college-wide effort was necessary to improve these statistics. Consequently, NPC [participated](#) in the HLC Persistence and Completion Academy and developed the [Quality Initiative](#), which became a strategic priority. The PASS team [met](#) twice monthly to go over faculty participation and Early Alert usage data, and to discuss advising challenges in order to improve the execution of this initiative (see Criterion 4 for details on NPC's efforts to improve student success).

Another example of NPC applying lessons from its operational experiences to improve institutional effectiveness lies in its re-designing the program review report. Although NPC has been conducting program reviews on a predetermined 5-year cycle, the reporting format, as well as those core components that went into these program review [reports](#), varied by department and program. Faculty who were responsible for drafting these reports wanted to have a more standardized reporting approach that would also guide their program review process. A more concise reporting format would also facilitate summarizing the contents for NPC's DGB. In 2017, NPC contracted a consultant to provide assistance in re-designing the program review report. The consultant also held a number of [workshops](#) to help faculty and staff understand and utilize the new program review report format and learn how to use the program review process to improve operational performance. Starting in spring 2018, all the departments/programs whose program reviews were due by May 2018 followed the same program review [format](#).

Student course evaluation is another area where NPC has made progress. As described in Criterion 5.D.1, prior to fall 2018, due to resource limitations, NPC administered student course evaluation to a limited number of classes; not all faculty received course evaluation results for all their courses. Division deans would select the classes for which they wanted to collect student evaluations, and the OIE would distribute the surveys to students via Qualtrics (an online survey application). In early 2017, NPC contracted with a consultant to examine the existing survey instrument and provide [recommendations](#) on how to improve the process. In spring and summer 2018, NPC pilot-tested the [new survey instruments](#) within [Moodle](#) (the College's online learning management system). Starting in [fall 2018](#), students enrolling in regular classes could complete their course evaluation surveys in Moodle. OIE also developed [a more efficient way](#) to mass-produce survey result reports to faculty. This change in the survey administration process allows faculty to have wider and more frequent access to this student data to improve teaching and student learning.

NPC's commitment to improve its institutional effectiveness is also evident through its continual strategic planning in enrollment management. Starting in 2005, NPC created three workgroups to identify issues affecting student enrollment. In 2006, an [Enrollment Management Report](#) was

produced describing fundamental enrollment issues and listing several proposals to improve enrollment. Actions implemented at that time continue to impact student enrollment, including increased student enrollment via partnerships with NAVIT and partnerships with high school districts offering dual enrollment courses. Additionally, to encourage students to complete their studies earlier, beginning summer 2015, students who enroll in summer classes [pay half-price tuition](#).

NPC expanded this enrollment management effort in fall 2017 to further support existing initiatives to improve student success. The Enrollment Management Committee was formed to develop a comprehensive approach, including a menu of recommendations, to guide NPC's strategic planning. By spring 2018, the committee submitted [five vision statements](#) with proposed, targeted interventions to the SPASC. Many of the proposed interventions call for a re-design or a re-structuring of the current service delivery process. One such example is the financial aid process. The R&R Office and Financial Aid Office have been evaluating how NPC's financial aid process might delay, or even prevent, students from registering for their classes. The Enrollment Management Committee unanimously affirmed the need to improve students' experiences in applying for and securing financial aid. In conjunction with this process, NPC hired a financial aid consultant, in summer 2018 to analyze its financial aid process. This consultant provided [detailed recommendations](#) on steps to take to improve students' financial aid experiences. The Financial Aid Office adopted many of these recommendations into its process improvement plan, which is one of the [2018-19 Strategic Priorities](#) approved by the DGB.

Sources

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- Historical Document Discussion Student Outcomes
- HLC Persistence and Completion Academy - NPC Participation Materials
- Information Services Support Ticketing Reports
- Institutional Effectiveness - Reports Page with List of Reports on MyNPC
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- Moodle Course Improvement Survey Pilot Testing - Spring and Summer 2018
- Moodle Fall 2018 Implementation Email

- NPC Financial Aid Recommendations
- PASS Online Orientation Faculty and Staff Participation
- PASS Team Meeting Agenda With Data Reports - Examples
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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.

Summary

NPC strategically plans and allocates its resources in support of its mission. Through strategic planning and saving, the College is capable of generating sufficient financial resources to meet current requirements, upcoming challenges, and opportunities for growth. Purposeful planning in all areas, including finances, facilities, personnel, and technology, supports the diverse educational offerings NPC delivers, and will continue to deliver in the future.

NPC's resource base and careful allocations of public funds allow expansion in response to student enrollment and future projections. The quality of NPC's educational offerings is a consistent focus and is directly tied to NPC's strategic priorities throughout the budgeting and planning processes. NPC also invests heavily in the technological resources that support and maintain an ever-changing landscape of communication, connectivity, and access for students and staff.

NPC is preparing for upcoming challenges, such as a decrease in county property tax base, by making meaningful re-allocations of funds that directly support the learning environment and by prioritizing expenditures for student-centric success initiatives.

NPC successfully plans for its future by assessing its program and operational efficacy and areas needing improvement. Utilizing applicable data from assessments is an area that can be improved upon. Another consistent goal in the planning process is repurposing funds for use in more efficient ways that better support student success.

Sources

There are no sources.