



Multi-Location Visit Institutional Report

Instructions

Submit the completed report as a single PDF file to the peer reviewer assigned to conduct the visit and to HLC at hlccommission.org/upload. Select “Visit Materials” from the list of submission options to ensure the institution’s materials are sent to the correct HLC staff member. Brief evidentiary materials may be included if they are necessary to support information provided in the report. The report is due 30 days prior to the visit.

Overview Statement

1. Provide a brief overview statement about current additional locations, and about the institution’s general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered at the location.

Northland Pioneer College (NPC)’s mission is to provide educational excellence that is affordable and accessible for the enrichment of communities across northeastern Arizona. We serve in two counties, covering over 21,000 square miles, which encompass three large tribal reservations – the Navajo Nation, the Hopi Tribe, and the White Mountain Apache. Since its beginning, NPC has developed a wide array of instructional modalities as described in our college catalog (p.65, <https://www.npc.edu/file/download/40851>) to meet the educational needs of its diverse population. See Appendix A for Fall 2022 and Spring 2023 current enrollment numbers by location and by instructional modality.

NPC’s definition of a campus differs from that of the Higher Learning Commission (HLC). According to NPC District Governing Board Policy #1105, NPC delineates between campus, center, and associated location based on the functions provided:

- A *campus* provides access to a full complement of instructional programs culminating in the awarding of degrees/certificates and access to a full complement of student services.
- A *center* provides limited instructional programming and access to a full complement of student services, albeit on a limited basis. As an example, a center may not have a full-time advisor to provide advising services.
- An *associated location* provides specific programs but is administratively dependent on a campus or center.

NPC has drawn a distinction between campuses and centers for a number of administrative functions (e.g., planning, budgeting, hiring, and performance review). This distinction can be found in all college documents as these terms are locally recognized. Currently, NPC has four campuses, five centers, and six associated locations (see Table 1 below); they are all reported in the HLC’s Location and Campus Update system. Under HLC’s definition, NPC has one main campus (Painted Desert Campus) and the rest of our locations are considered additional locations. Unless noted otherwise, we will adhere to the use of HLC’s definition to describe our locations in this document to avoid confusion.

While courses are offered at our main campus and all of our additional locations, students may not be able to complete existing Certificate of Proficiency (CP), Certificate of Applied Science (CAS), and Associate programs by attending classes in some of the additional locations (see table 1 for details). Please also note that our ABUS and AAS in Business programs are only fully available online.

Table 1. NPC locations		
Location Name	Address	Students can complete the following programs in this location
Main Campus		
Painted Desert Campus	2251 E. Navajo Blvd., Holbrook, AZ, 86025	Associate of Arts, Associate of General Studies, Associate of Science, Associate of Applied Science in Film and Digital Video, Associate of Arts in Elementary Education, Associate of Arts in Early Childhood, Business, Computer Information Systems, Early Childhood Studies, Education, Energy and Industrial Technician, Technology, Construction Technology, Welding
Additional Locations		
White Mountain Campus	1001 W. Deuce of Clubs, Show Low, AZ, 85901	Associate of Arts, Associate of General Studies, Associate of Science, Associate of Applied Science in Film and Digital Video, Associate of Arts in Elementary Education, Associate of Arts in Early Childhood, Computer Information Systems, Cosmetology, Early Childhood Studies, Education, Health Sciences, Emergency Medical Technology, Nursing Program (LNA to RN, Paramedic to RN, LPN to RN), Nursing Assistant, Paramedicine, Surgical Technology
Silver Creek Campus	1611 S. Main St., Snowflake, AZ, 85937	Associate of Arts, Associate of General Studies, Associate of Science, Associate of Applied Science in Film and Digital Video, Associate of Arts in Elementary Education, Associate of Arts in Early Childhood, Early Childhood Studies, Education,
Little Colorado Campus	1400 E. Third St., Winslow, AZ, 86047	Associate of Arts, Associate of General Studies, Associate of Science, Associate of Applied Science in Film and Digital Video, Associate of Arts in Elementary Education, Associate of Arts in Early Childhood Cosmetology, Early Childhood Studies, Education, Health Sciences

		(Phlebotomy), Medical Assistant, Nursing Program (LNA to RN), Nursing Assistant, Therapeutic Massage
Springerville-Eager Center	940 E. Maricopa St., Springerville, AZ, 85938	Lab Sciences, Early Childhood Education
Hopi Center	First Mesa (adjacent to Hopi Jr./Sr. High School) Highway 264, Milepost 397, Keams Canyon, AZ, 86034	Lab Sciences, Early Childhood Education
St. Johns Center	65 South 3rd West, St. Johns, AZ, 85936	Early Childhood Education
Kayenta Center	Former Kayenta Township Office - 1/4 -mile north of Hwy 160 on Hwy 163 (approx. 0.1 - mile north of Canyon Dr. on west side of Hwy 163)	Early Childhood Education
Whiteriver Center	720 S. Chief Ave., Whiteriver, AZ, 85941	Lab Sciences, Early Childhood Education
Show Low Auto Technology ¹	1400 N. Lumbermens Loop, Show Low, AZ 85901	Automotive Technology
Show Low Welding ¹	1320 East Thornton Road, Show Low, AZ 85901	Welding
St. Johns Cosmetology Program ¹	955 13th West, St. Johns, AZ 85936	Cosmetology
St. Johns Industrial Technology and Maintenance ¹	Coronado Generating Station, 32060 US Highway 191, St. Johns, AZ 85936	Energy and Industrial Technician
St. Johns Welding ¹	955 W. 13th West, St. Johns, AZ 85936	Welding

Taylor Area Fire Science-Northeastern Arizona Training Center ¹	1840 W. Papermill Rd. Taylor, AZ 85939	Fire Science, Law Enforcement Academy
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¹ These are primarily instructional sites. Students go to these locations to attend specific classes only. Managerial and student support services are not generally available at these locations.

In addition to courses that are part of a program curriculum, NPC also offers certain non-credit bearing courses, workshops, and training sessions periodically at either our main campus or select additional locations on an “as needed” or “as requested” basis to meet community needs (e.g., music offerings that appeal to community interests and participation).

To encourage high school students to get a head-start in thinking about attending college, NPC offers classes, not programs, in high school classrooms through our dual enrollment programs as well as our Technology to Advance Learning Outcomes (TALON) distance learning program. The goal is for the high school students to take a few general education college classes before they graduate from high school. It is not the administration’s intention to offer the entire college educational credential program to high school students. In 2016, NPC was awarded a five-year federal Title III grant to purchase Cisco Systems Webex technology to implement a distance learning program where NPC faculty at any NPC location could teach high school students enrolling in TALON classes through a live, two-way communication video-conferencing system that is set up both at NPC locations and high school sites. Under this program, only high school students who registered for TALON classes are receiving instruction from TALON NPC faculty in the high school sites. High school students attending TALON classes are registered for these courses through an Early College Advisor. These students receive credit towards both high school graduation and college degree requirements. High school students who do not register for these classes are not receiving these instructions. The TALON program typically has delivered college-level courses to 6,000 students at 16-17 remote high schools in the region, with NPC faculty teaching from an NPC location using one of the Cisco technology classrooms. At the end of this five-year grant (2021), NPC was able to establish a consortium with various high schools to sustain this learning environment for the high school students in our service area.

According to the U.S. Census Bureau, nearly 25 percent of Navajo County residents (one of the two counties served by NPC) live in poverty in 2017-2021. Our students often face multiple barriers to accessing education in the traditional in-class mode of instruction. High gas prices, distance, childcare limitations, work schedules, and family responsibilities create impediments to traveling from home to an NPC location to attend classes. Consequently, due to these factors and COVID-19, NPC has worked to provide additional options for students. Strategically, the college’s emphasis has been increasingly placed on providing more flexible learning options to students, and less so on increasing the number of service locations. To date, NPC has successfully implemented Connected Classrooms, Online, Hybrid, and stand-alone classes. As addressed in Question 1 under Institutional Planning, we continue to explore new modalities such as HyFlex (called NPCFlex) to meet the diverse needs of our learners.

2. What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

Since our last review, NPC has not increased the number of additional locations where we offer instruction. Our 2021-24 strategic plan lays out three Strategic Goals, one of which is “Increase Enrollment.” The college sets a goal of a 4-percent increase in our enrollment, with several major strategic

initiatives at different stages of planning and implementation (e.g., Student Services Restructure, Target X [a student relationship management system], Strategic Enrollment Management Plan, Adding New Programs to meet student and regional economic development demand).

NPC is considering establishing educational services with a new partner, WayPoint, which serves individuals who are working to overcome substance abuse addictions. There is a men's facility located near Vernon, AZ, and a women's facility near White Mountain Lakes, AZ. Some of the discussions have centered on helping individuals earn their GED and/or learn trade skills such as construction. As this partnership comes to fruition, NPC will update HLC to identify these WayPoint instructional sites as new additional locations.

After the conclusion of the 2016 Title III grant (TALON program), NPC continues to offer college-level courses taught by NPC faculty at either our main campus or any additional locations to high school students who are attending these classes in their high school classrooms. The college is also looking to potentially expand concurrent enrollment opportunities by increasing the number of area high school partners to participate in the TALON consortium.

In response to changes in state legislation in 2021, NPC is currently applying to HLC to offer baccalaureate degrees with our first bachelor's degree implemented during the 2023-2024 academic year, pending HLC approval. Partnerships with local school districts may occur that create cohorts for site-based instruction at local area schools. As these partnerships grow, NPC will follow the process to identify site-based programs as additional locations with HLC as needed.

Institutional Planning

1. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

Upgrade in Distance Education Technology -- Since its last HLC site visit, NPC has continued to upgrade educational technology to support its course and program offerings at our main campus as well as all of our additional locations. All our educational sites have the capability to provide a more interactive learning environment for students. In order to enable our NPC faculty to be able to teach students attending classes in all our locations, CISCO-connected classroom technology is installed in all the locations. Our main campus and each of the additional locations have at least 3 multimedia classrooms, thereby increasing our course offerings in remote communities such as Kayenta, Hopi, Springerville, Whiteriver, and St. Johns from fall 2018 to spring 2020. When the pandemic hit, our offerings in these communities were reduced to 8 in the fall of 2021, mostly due to lockdown restrictions on the reservations where some of our additional locations are located. Offerings in these additional locations rebounded in spring 2022 with 33 classes and 39 classes in fall 2022. We remain cautious in scheduling connected classroom courses due to the uncertainty of the COVID environment in our area.

Provide More Flexible Learning Options to Students -- The college has also scheduled some classes that have been designed to provide additional flexibility for students. One approach, NPCSynch, allows students the option of attending a class live in a connected classroom or from home using WebEx. Another class modality option the college began using is NPCFlex (HyFlex course delivery format). With NPCFlex, students have the option to attend class synchronously from a classroom or home location or attend asynchronously by watching recorded class proceedings at a later time. In order to gain data on

student and faculty's experiences using the NPCFlex modality, and to ascertain what changes, if any, may be needed, a pilot program was established in the academic year 2021-2022 and continues through the fall of 2023. The NPCFlex modality is explained to students during meetings with academic advisors, featured on the NPC website, and explained as a note in the course schedule.

Capitalize Online Student Management System to Maximize Access to Instructional Materials – Moodle is the college's Learning Management System (LMS). In addition to using this system to offer asynchronous internet courses, the college also sets up accounts for all students to be able to access Moodle. All college courses have a course shell on Moodle, where students can find a course syllabus and related course materials and may complete class assignments and exams. Tutoring services are also available to students by clicking on the Tutor.com link listed in Moodle. In addition to the live, connected classroom experience, NPCFlex courses utilize Moodle to connect students to course content. In addition to connected classroom/flex models and asynchronous online instruction, NPC offers courses synchronously via web-based conferencing (e.g., Zoom or WebEx). Synchronous, online instruction has allowed NPC to capitalize on high-quality remote instructors as well as provide students with increased flexibility. With this model, NPC can expand course offerings, especially for high-demand classes such as ENL101-College Composition.

Unique course design to accommodate student learning needs -- Some courses are in a "multi-course lab" format which is one class session with one instructor teaching students in several different courses. This format is particularly common in the Career and Technical Education division. Full-time faculty members are assigned to teach multi-course labs at some additional locations that have CTE programs with an open-lab, hands-on learning environment.

Instructional modality training to ensure faculty is well-equipped in teaching at distance-learning classrooms - NPC provides mandatory training for all new faculty during the Fall New Faculty Orientations. New faculty are required to enroll in a year-long faculty mentoring program during their first year. The college's instructional designer also provides training opportunities for all instructors to learn skills on how to utilize Moodle to facilitate student learning. Some recent training offerings included *Quality Course Design*, *Improving your Online Course*, *Using Mobile Moodle at NPC*, and *Design Tips for Effective Presentations*.

The Process to Ensure Facility Needs are Received, Considered, and Addressed - While the pandemic disrupted existing college processes, NPC has worked at providing opportunities to learn from stakeholders to ensure quality assurance and address suggested changes and improvements. Instead of following a standard planning cycle, NPC maintains and periodically updates its Master Facilities Plan based on facility needs. When the administration considers facility expansion based on significant needs, an architect is contracted to collect input from the administration, faculty, students, and the community. These are typically done in an open forum soliciting feedback and at times responding to surveys. The most recent update to the Master Facilities Plan was completed in June 2020, and the one prior was completed in September 2012. The Master Facilities Plan covers the facilities at our main campus and most of the additional locations, where NPC owns the buildings. It specifically excludes Kayenta, where NPC leases the building and does not own the land. It includes Whiteriver and Hopi, where NPC owns the buildings but not the land.

The 2020 updated Master Facilities Plan addresses the needs and recommendations for our main campus (Painted Desert Campus) and five additional locations (Little Colorado Campus, Silver Creek Campus, White Mountain Campus, Whiteriver Center, and Hopi Center) where the college owns the property. The

recommendations included in the plan resulted in the college undertaking its first major expansion in more than five years. The college broke ground in August 2021 to build a 28,820-square-foot Skills Center at its White Mountain Campus. The building is expected to be ready in spring 2023. It will house programs in three CTE areas (Energy and Industrial Technology, Welding, and Automotive). The Welding and Automotive programs are currently offered at offsite locations, creating barriers for students to fully experience campus life. Transportation is a large obstacle for many students. Mass transit is limited and most students either do not have a vehicle or their vehicle is not reliable. For many students, taking classes in one location and trying to get to another location proves difficult and can prevent a student from taking more classes, in turn delaying their graduation. Attending all classes in one location greatly benefits students who face these challenges.

The next step in addressing facilities needs at the White Mountain Campus is to renovate and expand an existing building to house a “one-stop-shop.” This will allow students to address their needs with financial aid, advising, and registering for classes in one location. The one-stop-shop model is currently underway at the Silver Creek Campus, and a small renovation project at the Little Colorado Campus is nearly completed for the next stage of setting up a one-stop-shop.

Another expansion the college is undertaking is partnering with a local Head Start organization to offer childcare at the Little Colorado Campus starting in spring 2023. This project was begun in response to several years of planning and study related to challenges to student success. In those studies, NPC found that lack of childcare was a significant barrier to student completion and success. In addition to access to on-site care for the children of student parents, participants in NPC’s Education and Allied Health programs will have the ability to gain hands-on experience in the Head Start classrooms.

2. What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

NPC assesses its staff needs as part of the annual budget process. Each department may request additional full-time staff and resource needs. The college supplements its full-time staff with seasonal and temporary staffing to meet peak periods, like registration.

NPC has fixed staffing at our main campus and all our additional locations. NPC has identified key items (e.g., advising, library services, adult basic ed, registration, payments) that require onsite trained staff. Within the academic year(s), deans and directors have the discretion to adjust temporary staffing and faculty assignments to respond to emerging or immediate needs. If needs are discovered that cannot be covered by a dean or director’s existing budget, a proposal can be presented to President’s cabinet for consideration. If approved, the requested money is taken from the college’s contingency funds.

Through the budgeting process, the college maintains funding and staffing oversight of the main campus and most of the additional locations (Little Colorado Campus, Silver Creek Campus, White Mountain Campus, Hopi Center, Kayenta Center, Whiteriver Center, Springerville Center, and St. John Center). Managers at the main campus and these additional locations monitor their budgets to ensure that the needs of the sites are met. Deans and managers further communicate what is needed in relation to facilities and technologies during the process of course scheduling.

The Vice President for Learning and Student Services (VPLSS) meets bi-monthly with deans and student support directors in the VPLSS Council to proactively discuss any emerging issues that affect the instructional quality and student services. The VPLSS Council also works collaboratively to build the budgets for individual departments and areas within the VPLSS’s area. Budget requests are justified

through consideration of how the budgetary requests align with the college's strategic goals. The budget process considers existing budget lines, as well as requests for new personnel, and capital expenditures for adding, upgrading, or replacing equipment needed for instructional and student service purposes.

Facilities

1. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

NPC gathers input from all parts of the service communities, including students, businesses and industries, government entities, and community members. Staff at the main campus or most of the additional locations (Little Colorado Campus, Silver Creek Campus, White Mountain Campus, Hopi Center, Kayenta Center, Whiteriver Center, Springerville Center, and St. John Center) also use enrollment reports and class rosters to assure adequate space is provided for each class. A three-year rolling capital budget is developed each year and receives approval from the Board. This approval provides direction for facility development and improvement. The projects included in the budget address general maintenance, safety needs, and changes to meet instructional needs and are based on consultations among the Director of Facilities, staff, faculty, and the Vice President for Administrative Services. The Master Facilities Plan is routinely consulted, and major needs and improvements are addressed through a comprehensive professional planning and design process. Minor improvements are handled by facilities maintenance staff. In the spring of 2022, after the pandemic, the college also began a schedule for campus/center meetings to learn about the opportunities for offering additional classes and programs, as well as learning about the unique community needs. In spring 2022, outreach meetings occurred at three of our additional locations (Little Colorado Campus, Silver Creek Campus, and the Hopi Center).

Instructional Oversight

1. How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution's actual resources and technical capabilities?

Marketing and promotional activities occur district-wide and can be targeted to specific areas and locations based on availability of media platforms (newspapers, radio, digital, etc.) and programs in the region. Courses and programs are marketed and noted in college scheduling materials by locally recognized locations (i.e., campus, center, and associated location) to ensure students understand course availability and program options. Each location has the capability to admit and enroll students locally. With the exception of St. Johns and Springerville Centers, students attending classes at our main campus and other additional locations have access to an academic advisor to assist them with enrollment, course selection, and program determination. Instruction at our main campus and all of our additional locations is a mixture of live on-site courses and distance learning courses through NPC's connected classroom environments. Our additional locations in remote communities employ primarily distance learning technology to deliver classes, with some live on-site courses. The connected classroom environments create an economy of scale by allowing the college to aggregate small numbers of students from multiple areas within the college district. Coursework that would not be feasible to offer locally, either due to low student numbers or lack of instructor availability, is offered via the connected classroom environment or through synchronous and asynchronous online instruction.

Courses that can be supported locally by higher student demand and a full-time or adjunct faculty are taught on-site. Each year, academic deans work with managers from our main campus or most of the additional locations (Little Colorado Campus, Silver Creek Campus, White Mountain Campus, Hopi Center, Kayenta Center, Whiteriver Center, Springerville Center, and St. John Center) to determine course needs and predicted student demand for upcoming semesters. A distance education course schedule is developed that considers those identified needs and balances the delivery of a range of general education requirements and program-specific courses. The technical capabilities of distance learning technology and the requirements of individual courses are considered when determining the modality of course delivery. Since the fall of 2022, NPC contracted Ad Astra (course scheduling vendor) to help with this process of more easily identifying enrollment trends and scheduling courses through data-informed decisions based on historic enrollment analysis.

2. How does the institution effectively oversee instruction at an additional location?

NPC administers programs of instruction and instructional policy through the Office of the Vice President for Learning and Student Services and the Instructional Division Deans. Deans are primarily responsible for program offerings within their divisions. The deans coordinate programs and course offerings with center managers. Deans are responsible for ensuring faculty within their division meet the qualifications for teaching in their respective disciplines. The same qualification standards apply regardless of where the instructor is located. Course evaluation forms are made available to students in the Moodle Course shells to share their experiences about their respective courses and instructors. Deans and instructors review the course evaluations for insights into how the pedagogical experience can be improved for students.

The Division of Instructional Innovation implements a Faculty Mentoring program where new faculty are paired with a veteran faculty member as a resource. The college also has implemented a Dual Enrollment Liaison program, whereby the liaisons conduct quality instruction observations to ensure dual enrollment faculty are teaching the same content with the same level of quality. An additional quality assurance measure was taken by the Instructional Council to provide standardization of syllabus language.

NPC follows a multi-step course/program development process. Internally, all courses and programs undergo a comprehensive review process through the Academic Curriculum Review and Evaluation System (ACRES). Faculty work with department chairs and deans to develop courses/programs and their outcomes. The courses/programs are created in ACRES by the proposer (usually faculty), and then reviewed by the department chair and/or content expert and the appropriate dean before being sent to Instructional Council. The program/course and its outcomes are then reviewed by Instructional Council and subject to conversations about areas for clarity, revision, and improvement. Administrators, faculty, and staff have a chance to provide feedback on the development of courses/programs through IC. Each semester, deans collect and review syllabi that are turned into their respective offices to ensure quality and consistency are occurring. The Instructional Council also uses ACRES to house course outcomes, and all faculty regardless of position or location are expected to teach to the same outcomes.

As part of the 2021-24 strategic plan, NPC is implementing a form of Guided Pathways to improve student success and improve course availability for student completion. Program maps have been created for existing programs and areas of study that transfer to the universities as part of the AZTransfer system. With more robust program maps available for academic advisors and for students via the NPC website, students at all campuses and centers receive better guidance in completing their programs. Academic advisors will be able to use program maps to help students select their program from recently-created Areas of Interest. It is NPC's goal for every student desiring to pursue a program at NPC would have

his/her educational plan completed by the end of the first year. Academic advisors can also use educational plans to help track student progress. The educational plans can also allow the deans to anticipate course demand and create appropriate class schedules to keep students on a path to completion.

Institutional Staffing and Faculty Support

1. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

The Office of the Vice President for Learning and Student Services is responsible for administering programs of instruction and instructional policy in collaboration with the deans. Deans have the primary responsibility of overseeing the college's program offerings throughout the district. As part of the class scheduling effort, deans collaborate with managers at the main campus or most of the additional locations (Little Colorado Campus, Silver Creek Campus, White Mountain Campus, Hopi Center, Kayenta Center, Whiteriver Center, Springerville Center, and St. John Center) to ensure that the needs of the classes are aligned with the classroom size and needed technology for the course to be successfully taught. Deans are also responsible for reviewing the credentials of faculty and adjunct faculty to certify faculty members are qualified for the courses they teach.

Deans follow HLC guidelines to qualify faculty regardless of where they are teaching at the main campus or any of our additional locations. More specifically, deans review the faculty's qualifications using a Teacher Qualification form along with the faculty's resume and official transcripts. Faculty Qualification is typically determined by whether a faculty has a Master's degree in the discipline being taught. Deans may qualify faculty to teach within a particular discipline and/or only specific courses within a discipline. Every semester, student course evaluations are conducted to provide information to the deans to review the faculty's teaching effectiveness.

To encourage faculty's continuing education in teaching and learning and in their discipline, NPC has allocated annually \$25,000 for full-time NPC faculty Professional Development. Faculty can submit Professional Development applications to their Dean. If approved, it goes to a faculty-driven Professional Development Committee which considers the application, its benefit to the faculty member, and how it might be beneficial to students in the classroom. If approved by the committee, the Vice President for Learning and Student Services reviews it and issues final approval of the application.

Academic Year	Number of Faculty Approved of Professional Development Funds
AY 18-19	12
AY 19-20	1
AY 20-21	7
AY 21-22	6

In addition, the Innovative Instruction Division offers Instructional Skills Workshops (ISW) which faculty can take to improve their instructional approaches and receive suggestions from veteran faculty on areas for improvement. New faculty participate in the Faculty Mentoring program where they are paired with an experienced NPC faculty to answer questions and be available as a resource as new faculty transition into the college community.

2. What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

According to NPC procedures 2705 and 2970, all employees are evaluated on an ongoing basis. NPC applies the same evaluation criteria and processes to all employees regardless of where they work at the college. Non-faculty employees are evaluated on an annual basis. Faculty are evaluated each semester by student evaluations.

Per college procedure 2970, Faculty within their first four years of employment with the college are placed on probation. Each probationary faculty is placed with a probationary committee that oversees goal development and provides multiple, annual observations of instruction. The probationary committee provides ongoing feedback to the probationary faculty and makes recommendations to the overseeing dean. Faculty members outside of the probationary period have a continuing contract status maintained through an evaluation conducted with their respective deans. The college is working to re-establish this process for all divisions after the COVID disruption.

Training of NPC faculty and staff happens in numerous ways. NPC contracted with Safe Colleges for training that is mandated for all NPC employees. The college holds new employee orientation on an annual basis. Some training includes having experienced employees travel to the main campus or any of the additional locations to assist in the training. Additionally, faculty receives specialized training from the college's instructional designer to receive appropriate technical and pedagogical training. The college also instituted a more systematic approach to training new faculty as part of their onboarding training in 2017. A new series for ongoing Supervisor Training began in the spring of 2022.

Student Support

1. What evidence demonstrates that the institution effectively delivers, supports and manages necessary academic and student services at off-campus locations?

Students at our main campus or most of our additional locations (Little Colorado Campus, Silver Creek Campus, White Mountain Campus, Hopi Center, Kayenta Center, Whiteriver Center, Springerville Center, and St. John Center) can access many student support services in-person, by phone, or virtually, with a few exceptions. For example, requests for student's official transcripts and letters of admissions can only be made in-person from the Records and Registration office located in the Painted Desert Campus (main campus). Academic advising is available on-site from an academic advisor at the main campus or additional locations (Little Colorado Campus, Silver Creek Campus, White Mountain Campus, Hopi Center, Kayenta Center, Whiteriver Center, Springerville Center, and St. John Center). Students are also able to schedule appointments with advisors using Calendly (scheduling software).

NPC recently began implementing a program advising model, where advisors are assigned to specific

programs and individual students. Advisors meet with department chairs and faculty to learn more about the nuances of the programs in order to be a point of contact for students who have a particular interest in a program. Tutoring is offered via Tutor.com which students can access on Moodle. The Office of Accessibility and Inclusion, Career Services, and Financial Aid services are available by telephone or appointment since these offices are set up to serve student needs from the entire NPC service area.

2. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid and job placement services?

The NPC website provides many department-specific webpages where students can access information about admissions, registration/student records, financial aid, and job placement services, including who to contact if students have additional questions. In fall 2022, the college received a new federal Title III grant to implement “A Relational Model for Student Success.” One component of the project is to establish an Online Student Success Center to provide more centralized, user-friendly online resources to students.

Students who are on-site either at main campus or many of our additional locations (Little Colorado Campus, Silver Creek Campus, White Mountain Campus, Hopi Center, Kayenta Center, Whiteriver Center, Springerville Center, and St. John Center) can ask our front office staff any questions associated with their admissions and registration/student records. Our managers and advisors at Hopi Center, Kayenta Center, Whiteriver Center, Springerville Center, and St. John Center wear many hats. If they cannot answer a question raised by students, they generally call the appropriate central office. Center managers and advisors also use e-mail for advice and communication with various offices. Many departments such as Financial Aid, Career Services, and the Office of Accessibility and Inclusion travel to Hopi Center, Kayenta Center, Whiteriver Center, Springerville Center, and St. John Center to meet with students. Career Services also routinely attends events and sets up a booth as another point of contact for students and campus and center locations.

In fall 2022, the college has begun a One-Stop Shop pilot program to consolidate front office services like class registration, academic advising and financial aid advising at one of our additional locations (i.e., Silver Creek Campus). This pilot will provide insights on how a one-stop model can be implemented at the Painted Desert Campus, Little Colorado Campus, and White Mountain Campus. The Title III-funded “A Relational Model for Student Success” project will purchase Kiosk equipments to provide students at Hopi Center, Kayenta Center, Whiteriver Center, Springerville Center, and St. John Center to connect with the main campus, Little Colorado Campus, Silver Creek Campus, and White Mountain Campus. Students will have better access to appointments and consultation sessions with academic advisors and financial aid staff in any locations.

3. What evidence demonstrates that student concerns are addressed?

Students have multiple venues to express their concerns with the college. They can voice their concerns directly with their instructor, a department chair, through course surveys or in speaking with office staff or their advisors. Faculty work directly with students when brought to their attention. Deans review course surveys, and if a significant student concern is raised, deans may address the issues directly with the instructor. When an issue is brought to an advisor or office staff, students are encouraged to speak directly with the person involved in the issue. If a student concern cannot be addressed at this level, then it is referred to the appropriate dean or vice president. Students may also use the formal grievance process (NPC Procedure 2605).

NPC has a formal complaint and grievance process for students that is part of college procedure. The college hosts Eagle Fest once a semester, one event on the south end of the district and another at the north end, to promote programs and provide an opportunity for students and the community to enjoy an informational and social event. The above are opportunities where concerns, new programs, and service improvements can be addressed.

Evaluation and Assessment

1. How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

Since our programs are not uniquely offered at specific locations, most of our program reviews do not evaluate academic quality at the location level. The college has a 5-year program review schedule. The current program review process involves a program overview; curriculum mapping and analysis; course and program-specific learning outcomes; and program effectiveness. Program reviews must also contain an *Areas for Improvement* section that is tied to the program analysis and annual learning outcome assessment data. The program review process involves the relevant academic deans, department chairs and faculty, and the Office of Institutional Effectiveness. Department chairs collaborate with faculty to review course and program data provided by the Office of Institutional Effectiveness. Faculty would recommend course-level or program-level adjustments needed. When significant course-level or program-level changes are warranted, faculty will initiate proposed changes to the Instructional Council. These proposals undergo a comprehensive review process with the Instructional Council and are documented in ACRES. Proposed changes are reviewed by the Instructional Council, appropriate deans, and the Vice President for Learning and Student Services (VPLSS). Program changes will also be approved by the District Governing Board. At the end of each academic year, the VPLSS reviews all the program review reports scheduled to be completed according to the program review schedule.

Instructional quality is also evaluated at the course level at a much shorter time frame than the five-year program review schedule. Each semester, student course evaluations are disseminated to students using Moodle. Anonymity is part of the course evaluation survey to allow students confidence in expressing their opinions. Regardless of where the course is taught, there are no distinctions in the evaluation process, although department/program chairs may request course performance data at different sites from the Office of Institutional Effectiveness. Classroom observations by faculty and deans occur on a regular basis. The VPLSS, deans, and department chairs can review course completion data to identify courses and/or instructors that deviate significantly from expected levels. On an annual basis, the Office of Institutional Effectiveness provides enrollment, course success completion, and program award data to each department to conduct an annual evaluation. Program reviews incorporate the annual assessments and also study enrollment and performance over time. Programs with external certification of testing requirements also review student performance on those measures to evaluate program quality.

Faculty are expected to have clear grading practices outlined in their syllabi. Assessment processes are identified in the course forms in ACRES and all faculty teaching a course must abide by the format provided and teach the same learning outcomes regardless of the location of delivery. The college developed Institutional Learning Outcomes (ILOs), which were approved by the Instructional Council in 2019, and the Assessment of Student Knowledge (ASK) subcommittee under the Instructional Council encouraged the measurement of ILOs in 2020. The ASK subcommittee process addresses the evaluation of student outcomes by program or discipline. Faculty/departments make adjustments as needed.

Modalities are compared as necessary or relevant. DWF rates are reviewed as part of the program review process. The college's strategic plan also has included student success as an indicator. The college also assesses how well the institution is in aiding student success by examining IPEDS data and the statewide AZTransfer data.

2. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

Evaluation of courses and instruction is the same across all instructional sites at the institution. Each department is able to develop its own assessment tool to evaluate student learning outcomes or academic performance. Faculty usually administers the same tests to students receiving instructions regardless of where they attend classes. There are no variations in evaluation measures or techniques. In all cases, the College relies on a combination of initial syllabus review by deans and department chairs, peer discussion of curriculum and peer training of faculty, and student course evaluations.

Continuous Improvement

1. How does the institution encourage and ensure continuous improvement at a location?

Our 2021-24 strategic plan disseminates a new mission and vision for the college. Since July 2021 when President Hazelbaker joined NPC, he led the college to improve on institutional planning, focusing on three Strategic Goals ("Increase Enrollment", "Improve Student Outcomes", and "Improve College Sustainability"). College enrollment reports are regularly reviewed by the President and the Director of Enrollment Management. These reports provide student enrollment information by instructional sites and are regularly reviewed. The President's Cabinet schedules mid-year and annual retreats to discuss various institutional planning topics such as space allocation, technology use, and location-specific facility needs that are related to enrollment and student growth. The Director of Construction provides regular updates to the Cabinet as well as the District Governing Board on the progress associated with the college's Master Facilities Plan.

In spring 2022 and late fall 2022, the student center at one of our additional locations (i.e., Silver Creek Campus) was damaged due to weather conditions, requiring extensive restoration and renovation. The Director of Facilities engaged the Cabinet via the Vice President for Administrative Services not only to address and remedy the damages but also to anticipate future student and employee needs at that location.

Every semester, the Vice President for Learning and Student Services also reviews a weekly enrollment report and is collecting data aimed at consistently high retention rates with the goal of identifying their best practices to open a future dialogue among faculty about our collective efforts to retain students and help them successfully complete their programs of study. Deans and department chairs regularly review course enrollments to identify and address declines or the need for additional courses or support. Significant enrollment or student outcomes shifts may warrant specific recommendations to the President on staffing or instructional offerings at a given site.

Since fall 2021, the college has invested in AdAstra and TargetX as tools to better track the college's

course scheduling practices and to better communicate with students and different areas of the college, respectively. In the fall of 2022, NPC hired a new Director of Enrollment Management to oversee the college's strategic enrollment management. One of the responsibilities of this director is to create a strategic plan for enrollment that will consider how our recruitment, retention, and completion efforts are equitable across all our locations.

Our front office and advising staff at Little Colorado Campus, Silver Creek Campus, White Mountain Campus, Hopi Center, Kayenta Center, Whiteriver Center, Springerville Center, and St. John Center receive ongoing job function training to improve the student experience. Employee performance review processes are identical regardless of where they work.

Marketing and Recruiting Information

1. What controls are in place to ensure that the information presented to students in advertising, brochures and other communications is accurate?

NPC has a procedure in place to ensure the accuracy of the information presented to students in advertising, brochures, and other communications. Per college procedure 2410, the NPC Marketing & Public Relations Office (MPR) must review and approve all college marketing materials before publication. The Director of Communication has final approval over all forms of communication (print, web, social media) to ensure a cohesive marketing message. Content producers within the MPR department are required to obtain sign-off of all copies from the subject area being covered to ensure accuracy before publishing and that federally-mandated notices are included. Content producers outside of the MPR department are required to gain approval for their content from the MPR office before publication to ensure quality and accuracy. All information (brochures, catalogs, etc.) that contain student-specific information is reviewed for accuracy by the departments responsible for that content before publication. Any freelancers hired to produce content on behalf of NPC are managed through the MPR office and overseen by the director.

Appendix A

Fall 2022 and Spring 2023 current enrollment (as of Feb 9, 2023) by location

	Fall 2022			Spring 2023 (as of Feb 9, 2023)		
	Number of class sections	Number of Enrollments	Number of Unique Students	Number of class sections	Number of Enrollments	Number of Unique Students
Internet (asynchronous online) course	128	1800	1056	127	1594	928
Painted Desert Campus (main campus)	111	362	136	118	373	153
Little Colorado Campus	83	308	164	77	245	136
Silver Creek Campus	57	259	185	47	220	182
White Mountain Campus	167	1036	489	163	920	425
Kayenta	23	27	22	16	24	20
Hopi	18	29	23	20	33	24
Springerville	15	30	23	18	59	40
St. John	7	10	9	14	17	12
Whiteriver	34	85	62	32	64	51
St. John (COS)	15	57	16	20	55	15
St. John (WLD)	26	137	33	24	122	30
St. John (EIT)				2	6	3
SCC (FRS, AJS)	8	110	24	10	117	30
Show Low (ATO)	34	190	65	37	184	63
Show Low (WLD)	53	269	66	56	243	58
Early College programs	189	2045	1087	161	1593	864
Other (alternative learning)	6	10	8	2	4	4

Fall 2022 and Spring 2023 current enrollment (as of Feb 9, 2023) by instructional modality

	Fall 2022			Spring 2023 (as of Feb 9, 2023)		
	Number of class sections	Number of Enrollments	Number of Unique Students	Number of class sections	Number of Enrollments	Number of Unique Students
Alternative learning	2	3	3	1	2	2
Connected Classroom	262	1241	800	276	1075	786
Hybrid	2	14	14	12	103	82
Multi-lab course	359	2074	709	371	1709	584
NPCFlex (Hyflex)	106	239	215	49	134	133
Online	117	1674	996	119	1525	933
Stand-Alone (Traditional)	124	1513	1059	114	1317	860
Missing value	2	6	6			

Fall 2022 and Spring 2023 Enrolled Student Headcount by Location by Select Instructional Modalities
(Connected Classroom, Multi-Lab Course, NPCFlex, Stand Alone)

	Connected Classroom		Multi-Lab Course		NPCFlex		Stand Alone	
	FA22	SP23	FA22	SP23	FA22	SP23	FA22	SP23
Painted Desert Campus (main campus)	45	74	62	71	34	16	12	17
Little Colorado Campus	71	76	22	18	31	17	73	45
Silver Creek Campus	63	57	23	17	25	18	91	79
White Mountain Campus	140	161	126	117	49	32	240	168
Kayenta	11	18			13	15		
Hopi	11	22			13	7		
Springerville	13	9			12	11		23
St. John	5	8			4	4		
Whiteriver	36	45			34	9		
St. John (COS)			16	15				
St. John (WLD)			33	30				15
SCC (FRS, AJS)		11	15	1			23	27
Show Low (ATO)			65	63				
Show Low (WLD)			66	58				19
Early College programs	356	295	279	204			649	510