

**Northland Pioneer College Multiple Off-Campus Sites Report  
To The Higher Learning Commission  
Visit Date: April 6 through April 9, 2008  
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## Center Report for the Higher Learning Commission Visits

**INSTRUCTIONAL OVERSIGHT: Explain the institution’s systems for assuring appropriate oversight of instruction at its off-campus sites generally and at the sites to be evaluated specifically. The institution’s explanation should include, but need not be limited to, answers to the following questions.**

Northland Pioneer College creates, supports and promotes lifelong learning in two counties, covering over 21,000 square miles. Its service area also encompasses three large American Indian nations – the Navajo, Hopi, and White Mountain Apache. During its history the college has developed a wide array of means to serve the educational needs of its diverse population. Courses are offered at four campuses and six centers. Additionally, certain courses, workshops, and training sessions are periodically delivered at a number of other locations on an “as needed” or “as requested” basis. NPC has drawn a distinction between campuses and centers for a number of administrative functions; the distinction is not sharply drawn by faculty, staff, and administrators focused on the quality of student learning. Constantly recognizing the need to provide the same quality of education at all locations, college personnel apply the same standards to providing educational opportunities and services at both campuses and centers.

- **How does the institution oversee and administer the instruction of educational programs and institutional policy at the sites?**

NPC administers programs of instruction and instructional policy through the Office of the Vice President of Learning and the Instructional Division Deans. Deans are primarily responsible for program offerings throughout the service area. The Deans coordinate programs and course offerings with center managers. Deans are responsible for certifying the credentials of all faculty members teaching throughout the institution. The standards for certification do not vary by location.

- **What personnel and structure at the main campus or system office provide overall institutional oversight of such instruction and assurance of consistency of similar programs offered at multiple sites?**

Deans, program chairs, and most department chairs visit sites with specific programs in their area and work with faculty and campus managers to ensure consistency in program quality and course offerings. Other department chairs, overseeing specific course level offerings, communicate via phone and e-mail with campus managers and faculty at the sites. Deans visit sites which offer complete programs, and monitor quality of these programs. Full-time and adjunct faculty members teaching at centers participate in the same semester review process as all other faculty. Deans select courses for student evaluations and classroom observations. Adjunct faculty members who have taught for more than one year periodically submit a self-evaluation that is reviewed by the Dean.

- **How does the institution assure timely availability of coursework required for the particular degree programs offered at each degree site?**

Deans are primarily responsible for course scheduling for all campuses and centers. Center managers and advisors are frequently consulted during the schedule building process and review all schedules before they are finalized. Because staff members at specific locations are generally more familiar with the needs of specific students, they may recommend a specific class be offered. Deans work with local staff to try to provide a specific course in a live format, if possible, or via a distance learning modality. In rare cases, a specific class cannot be offered because of lack of qualified faculty. In such a case and if a student is within a semester of graduation, an independent learning contract can usually be arranged between the student and a faculty member. Successful completion of the course via this faculty supervised “independent study” arrangement will allow the student to graduate in a timely manner.

- **How does the institution ensure that faculty hired to work at its off-campus sites are appropriately qualified and performing in accordance with institutional expectations?**

Deans certify faculty without regard to site. Student evaluations of faculty teaching effectiveness and adjunct faculty self-evaluations are reviewed by Deans. The Deans provide feedback to all adjunct faculty.

The same course outlines (locally referred to as 3035 forms) are used by all faculty teaching a particular course. Syllabi are collected and reviewed by Deans and Department Chairs to ensure that all syllabi are congruent with the topics and learning outcomes articulated in the 3035 forms.

- **How does the institution assure that faculty across sites have a consistent understanding of their role and are similarly oriented to it?**

Each year an adjunct faculty forum is sponsored by the Vice President for Learning and conducted by the Deans and several full-time faculty members. In addition, adjunct faculty members are encouraged to attend division and departmental meetings. Deans distribute the Faculty Handbook to all adjunct faculty members each year. Program Chairs and Department Chairs are also expected to communicate directly with adjunct faculty about courses, teaching techniques, grading practices, and other matters within the Handbook. Most chairs do so but in some departments this task is delegated to faculty teaching at a particular location.

The college also offers a faculty led orientation to technology and pedagogy of the audio-video system each year (and sometimes each semester, depending upon need and interest).

Deans and Program Chairs also regularly visit centers with specific programs to discuss programs with faculty and students and to inspect facilities.

**ACADEMIC SERVICES: Explain the services provided to support the academic program generally across the institution’s multiple off-campus sites and at the specific sites being evaluated. The institution’s explanation should include, but need not be limited to, answers to the following questions.**

- **How are the services delivered, managed, and quality assurance maintained at the sites?**

Throughout the college, courses are offered in various formats. Both campuses and centers are served by the NPC audio-video system. In the 2006-2007 academic year, the audio system was enhanced by the installation of computers and interactive whiteboard technology, which added a collaborative graphic component to these courses. All centers receive approximately 25 class offerings each semester via the audio system and 25 classes via the interactive video system on “Video I.” In addition, the four campuses and the Whiteriver Center receive an additional 25 classes via “Video II.” Centers can receive a Video II offering by “bumping” the Video I class. Occasionally this will occur if there is no local enrollment in the Video I offering. Most of the courses on the audio-video system are general education courses offered by the Arts and Sciences Division. About 70% to 80% (depending on the semester) of these are taught by full-time faculty. Faculty can teach from any of the sites linked into the system. Table 1 summarizes modes of delivery and course frequency at NPC centers.

Table 1

**Spring 2008 class offerings -- Multi-course labs counted only as one class**

	Modality	Faculty Status	Arts& Sciences	TLC	CTE/ (a few WFD)	Health Related HES/ EMT/CNA	Total
Hopi	Live	FT	3	1	1		5
		PT	1	5	4		10
		Dual	2		1		2
	A/V	FT	29			2	31
		PT	7				7
WRV	Live	FT		3	4	1	8
		PT	6	4	3	4	17
		Dual	3		2		5
	A/V	FT	54			1	55
		PT	3			1	4
Kayenta	Live	FT					0
		PT	3	6	3		12
		Dual	1				1
	A/V	FT	32				32
		PT	5				5
St Johns	Live	FT	2	1	6		9
		PT	5	1	9		15
		Dual	1		3		4
	A/V	FT	30				30
		PT	6			1	7
SPE	Live	FT	3		2		5
		PT	12	4	6	4	26
		Dual	1		7		8
	A/V	FT	35			1	36
		PT	5				5
Heber	Live	FT	2	1			3
		PT	1	1	2		4
		Dual	2				2
	A/V	FT	33			1	34
		PT	3			1	4

Live “stand-alone” courses are offered at all centers. During most semesters some full-time faculty teach such courses at all centers except Kayenta. At the centers, the majority of live stand-alone classes are generally taught by adjunct faculty.

Some courses are also available as internet offerings.

Finally, some courses are taught at both campuses and centers in a “multi-course lab” environment. This format is particularly common in the Career and Technical Education and the Developmental Education Divisions. Full-time faculty members are assigned to teach multi-course labs at all centers except Kayenta. Full-time faculty in departments offering multi-course lab formats can, and do, meet with adjunct faculty teaching in the same area. For the Audio, Video and Lab classes, instructors send class material to the sites via inter-campus mail. The envelopes are color-coded for the Video and the Audio classrooms. Instructors send materials for video courses in red envelopes and materials for audio courses in blue envelopes. In each audio and video classroom there is a folder for each specific course using the audio-video system. On receipt of class materials at each location, the information is logged and immediately delivered to the audio or video classroom. Students also return exams and tests via inter-campus mail. Instructors prepare a testing envelope. On receipt at each location, the envelope is logged and stored in the library’s test files. The test files are managed daily and when the final test date expires, the test envelopes are returned to the originating instructor. When a location does not receive materials in a timely manner, instructors e-mail or fax material to the site and the material is printed for students. Instructors use a variety of communication methods to ensure students are receiving services. Annual Community Outreach meetings at each location include discussions of quality assurance and address suggested changes and improvements.

- **Describe the reporting and feedback mechanisms that address concerns or problems by students and faculty at the sites.**

Many students feel comfortable enough to address concerns to the center manager or the center advisor. 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). If a faculty member has a problem, the issue is usually addressed through the center manager. Problems that cannot be resolved through the center manager are referred to the Dean or department chair. NPC has a formal complaint and grievance process, but center managers and advisors also feel comfortable to refer students to the president and to make the vice presidents aware of student concerns on an informal basis as well. Feedback is received through surveys and discussion about courses students need and courses students think should be offered. Each NPC center hosts an annual Community Outreach event, open to the public and stakeholders. In addition, each center hosts a Student Focus group annually. These are events where concerns, new programs and service improvements are addressed.

- **How do students at the sites connect with advisors, placement coordinators, and tutors?**

A full-time advisor is available for students at each site. If a student needs a tutor, it is also handled through the center advisor. Advisors see who is available to tutor the subject area requested and match the student accordingly. If a tutor is not available in a subject area, the advisor attempts to recruit a local tutor to help the student. A Career Services Advisor with college-wide responsibilities regularly visits all sites and takes appointments to work with students. NPC also offers web-based tutoring via email.

- **How are library and computer services made available to students at the site?**

NPC centers have library facilities available for students. If students find that they need a book from another location, they place a hold on the book and make a request to have the book sent via inter-campus mail.

Library procedures are available in print and online. These procedures explain how to deliver and manage materials across all campuses and centers. Advisors/Library Media Technicians at the Centers are expected to complete all the library training modules and submit quizzes to the Head Librarian for grading. Campus library staff assists Center staff in preparing for each semester. All staff who interact with students at the Centers are expected to be trained in delivery of video and audio class materials, return of materials to instructors, testing, and other tasks that relate to facilitating student learning in specific courses offered through distance media. Campus library staff also assist with face-to-face training of center library staff on audio-video system class materials management, testing, use of circulation system, reference services, etc.

An integrated library catalog system allows students and faculty to view items owned by any of the NPC libraries and to place an online request for an item. A daily courier service delivers materials to eight (8) locations daily. The remaining two (2) locations receive materials by U.S. mail. The library web page provides access to subscription databases for all NPC students at all campuses and centers. In addition, students may access these resources from home and other locations with online access. Other services such as links to writing assistance, research guides, and online resources are provided on the library web page. Online reference service is provided with response within 2 working days. Some faculty request a library orientation for students in a particular class. In the case of Audio and Video courses, the orientations are conducted over the distance delivery system. Campus and center library media technicians generally assist in the orientation at each site linked through audio-video system.

The Head Librarian maintains documentation through the use of a reviewer form that includes the following information:

- 1) checkout statistics per NPC location for last 8 years
- 2) online database usage statistics for last 8 years but system-wide only – cannot be separated by NPC location
- 3) computer usage statistics per NPC location for last 8 years

As far as computer services, the library reserves several computers for student and community use, with priority given to students. The centers also have computer labs available providing 14-20 additional computers. Computer labs are available only to registered students.

- **According to what schedule are these services available (e.g. twenty-four hours a day, weekdays only, etc.) and by what mode (e.g., phone, e-mail, in person, another location or campus, etc.)?**

Library and computer services are available to students and the public during all hours that centers are open. Center hours vary slightly from location to location, based on unique service needs in each area.

**ASSESSMENT OF STUDENT PERFORMANCE: Explain the institution's systems for assessing student performance across its multiple off-campus sites and at the sites being evaluated specifically. The institution's explanation should include, but need not be limited to, answers to the following questions.**

- **How does the institution assure that students attending these sites, in particular, the site being visited, are learning and meeting the educational objectives of their programs?**

Students have access to an academic advisor at each center. Students can meet with the advisor at any time to review the most recent degree audit and to assure that students are aware of the required courses to successfully obtain their degree. Students are asked about their educational objectives through a variety of survey instruments, including student satisfaction surveys, graduating student surveys, and non-returning student surveys.

- **How does the institution feed back what is learned from assessment at a particular site into strategies to improve teaching and learning at that site? How does it ensure that students attending sites have similar learning to that of students on the main Campus?**

Students at the centers have access to stand-alone classes taught by instructors who have been approved by the division dean. The students also have access to audio-video system classes lined to other sites. Consequently, through audio-video system courses students at centers receive the same instruction as students at one of the four main campuses. Faculty members note that many students in audio-video system classes, regardless of location, remain in contact via e-mail or phone about questions that may arise during classes.

**NOTE:** NPC does not generally separately assess student learning by location although some departments (notably English) have compared student learning outcomes in audio and video classes with students in live stand-alone classes. Part of the NPC's Assessment Academy proposal is to extend comparisons of student learning outcomes by varying modalities of instruction.

**STUDENT SERVICES: Explain the institution's systems for providing student services at its multiple off-campus sites. The institution's explanation should include, but need not be limited to, answers to the following questions.**

- **How is the service delivered, managed, and quality assurance maintained at the sites?**

Most student services are offered at NPC centers, with a few exceptions. For example, official transcripts and letters of admissions originate from an individual office in a specific location. Academic advising is available on-site from the center advisor at each center. Tutoring is offered based on the number and type of tutors available at a given site in a given semester. Disability Resources, Career Services, and Financial Aid services are available by telephone or appointment, since these offices serve multiple sites from one central location. Financial Aid staff visit each center on at least a monthly basis.

- **Describe the reporting and feedback mechanisms that address concerns or problems by students and faculty at the sites.**

Issues and concerns are dealt with in the same way academic issues are addressed.

- **How do students at the sites connect with admissions, registration, business office, student records and financial aid?**

NPC center managers and advisors wear many hats. If they cannot answer a question, they generally call the appropriate central office. Students can also get answers to their questions through the NPC website. Center managers and advisors also use e-mail for advice and communication with various offices. As noted above, many departments such as Financial Aid and Disability Resources make regular visits and take appointments at all campuses and centers.

**FACILITIES: Describe the facilities generally available at the institution's multiple off-campus sites and at the specific sites being visited. Include classroom and laboratory space as well as space for faculty and administrative needs. The institution's description should include, but need not be limited to, answers to the following questions.**

NPC maintains college-owned facilities in two center locations and leases facilities in four center locations. NPC rents instructional space as needed to provide for specific instructional requirements in all communities where campuses and centers are located. Facilities are also occasionally rented in other communities throughout the District to support and promote lifelong learning. All college-owned facilities focus on classroom and lab space and include space to support learning, such as libraries, computer access, student services and faculty and staff offices. All center locations have one audio classroom equipped with interactive whiteboard technology and at least one interactive video classroom.

Hopi Center: The 9,500 square foot college-owned facility built in 2000 provides two general classrooms, an allied health classroom/lab, a science classroom/lab, a computer classroom/lab, an audio classroom and a video classroom. The Center also provides a library, a testing room, an open computer lab and a student lounge. A Center office/reception area is near the entrance of the building, with office space provided for the center manager and advisor and another office space for visiting faculty. A work room for staff is also available. One women's restroom and one men's restroom are available for students and the public, another unisex restroom is located off the allied health classroom; all restrooms are ADA compliant.

Whiteriver Center: The main 8,500 square foot college-owned facility in Whiteriver was built in 2001, with three modular buildings, totaling another 3,600 square feet of space, added in 2004. The Center has a total of eleven classrooms, three are general use classrooms and the remaining specialty use classrooms include an allied health classroom, a science classroom/lab, a computer classroom/lab, a TLC classroom/lab, a building and construction classroom/lab, an audio classroom and two video classrooms. The Center also has a library, an open computer lab and a student lounge, along with a Center office/reception area in the main building. Offices in the main facility are provided for the center manager, the advisor and visiting faculty. The modular buildings include another student lounge area, office space for TLC faculty and visiting faculty, along with storage space. The center has a total of six ADA compliant restrooms, two are designated for men, two for women and two are unisex.

Saint Johns Center: NPC leases 7,500 square feet of space from Apache County in Saint Johns. Two general classrooms, along with a computer classroom/lab and a cosmetology classroom/lab, one audio classroom and one video classroom are supported by a library with bookstore services and a student lounge area. The facility also provides office spaces for the center manager, advisor and visiting faculty adjacent to the center office space; there is also a staff break room in this office suite area. The Center also houses the office for the Apache County Coordinator. The Center has one ADA compliant restroom.

Springerville/Eagar Center: The College leases 6,880 facilities totaling 6,880 square feet in Eagar from the Towns of Springerville and Eagar. The facilities provide three general classrooms, a biology classroom/lab, and a computer classroom/lab, one audio and one video classroom. In addition there is a library, a student lounge and a common area available to students and the public. The TLC aide office area also includes space for students to work and test. Offices for the center manager, advisor and a full-time faculty are included in the facilities, as is an additional office for visiting faculty and staff. There is a reception/center office at the entrance of the central building, along with a bookstore and storage area. Three ADA-compliant restrooms are in convenient locations throughout the facility.

Kayenta Center: The College leases space in Kayenta from the Kayenta Unified School District. The arrangement with the school provides one general use classroom, an audio classroom, a video classroom and a general purpose space housing a computer lab, library, testing area and work space for an aide. The center manager and advisor share an office space. A women's restroom and men's restroom are also provided. Additional classroom needs are met through individual rental agreements with the school district and the community.

Heber Center: NPC leases facilities from the Heber-Overgaard Unified School District in Heber. The agreement with the school district provides NPC students with two general use classrooms that are regularly shared with the high school use and college-dedicated specialty classrooms, including a TLC classroom/lab, an audio classroom and a video classroom. An office is provided for the center manager. Additional shared space is also provided for classrooms, labs and restrooms.

- **How does the institution determine what the needs of students, faculty and administration are at a particular site being planned and how does it go about identifying and improving space to meet those needs?**

NPC gathers input from all parts of the service communities, including students, business and industry, government entities and community members. Center staff also uses enrollment reports and class rosters to assure adequate space is provided for each class. A capital project development plan is currently providing Board approved direction for facility development and improvement. The plan originates from consultations among the Director of Facilities, maintenance staff, center staff and the Vice President for Administrative Services. NPC has recently approved development of a Facilities Master Plan to address college-wide facility needs. Major facility needs and improvements are addressed through a comprehensive professional planning and design process. Minor improvements are handled by facilities maintenance staff.

- **How does the institution continue to assess whether existing space at the sites is adequate for its educational and other needs or whether space may need to be improved or upgraded?**

Suggestions and concerns are received from faculty, staff and students, which are incorporated into the facility improvement planning processes. Facility assessment is part of the planning process each semester to determine the need for and extent of additional space. The forthcoming facilities master plan will specifically assess adequacy of existing space, providing both a forum for assessment and a plan for improvement.

- **How does the institution assure it has dealt with appropriate transportation and parking issues at the sites?**

Fleet vehicle transportation is made available to faculty who teach at centers and maintain offices at campuses. Transportation is available to students for clinical assignments and field trip events. NPC centers have adequate parking that provides safety lighting at night. Disability parking is available at all centers. Parking improvements are currently in the planning stages for several centers. Parking will also be addressed in the facilities master planning process.

- **How do students at the sites acquire appropriate textbooks and other materials in a timely fashion either at the site or elsewhere?**

NPC centers receive books from the NPC central bookstore. Text books are allocated to each center based on an estimate of anticipated location enrollment. Students needing textbooks not available at the center request textbooks from the center staff, who submit an order to the central bookstore. Requested textbooks generally arrive within two or three days. A textbook order folder containing the name of each student requesting textbooks is maintained by each center office. Center office staff contact each student when the requested textbooks arrive. Center office staff also request additional textbook stock as supplies diminish by contacting the central bookstore. Textbooks are shipped to the ordering center through mail or inter-office courier system and may be sent directly from the central bookstore or from the stock of another campus or center. s and central bookstore staff are currently working on an online tracking system to improve textbook delivery to center students.

- **How does the institution address ADA and other related issues at the sites?**

Self-identifying students are referred to the NPC Disabilities Resources & Access Coordinator. When students are in need of specific help, such as training on the DRA designated computer with special software, center staff or the student contacts the DRA Coordinator. Facility development and improvement plans address ADA and related issues as part of the planning process.

- **How does the institution receive and address comments or suggestions from faculty and students about individual facilities?**

Comments and suggestions are generally fielded through the advisor and center manager, who forward to the Facilities Director or Vice President for Administrative Services. Each NPC center hosts an annual Community Outreach event, open to the public and stakeholders. In addition, each center hosts a Student Focus group annually. These events provide a forum where comments and suggestions are received. NPC encourages comments and suggestions. A foundational aspect of the development of the upcoming Facility Master Plan will be open participation in the process. Input will be sought from students, faculty, staff and community members through forums and other interactive methods.

**MARKETING AND RECRUITMENT: Explain the institution's strategies for marketing and recruitment of students to its multiple off-campus sites and to the particular sites being evaluated. Provide samples of marketing and recruitment literature for the evaluator to review while at the sites. The institution's description should include, but need not be limited to, answers to the following questions.**

- **How does the institution confirm that marketing and recruitment information accurately provides sufficient information about individual sites?**

NPC center managers compare the location schedule to the printed schedule delivered to the community. All changes are listed on a flyer and posted at the center. We also use the NPC website to compare and ensure accuracy. The NPC website also lists address, contact phone and hours of operations for each center and campus. Center managers and advisors are routinely given the opportunity to review all recruitment and marketing material, including the schedule, viewbook and student guide. This review seeks input from the centers and also serves to verify information about the centers presented to the public.

- **How does the institution ensure that students have the appropriately applicable information for the site they are attending?**

NPC center staff prepares and posts flyers that show only what is offered at each specific center. Flyers are distributed throughout the community. Copies are also posted at the center. Any course updates or changes are posted on a white board to keep students informed. NPC distributes a college-wide schedule to all communities. The college-wide schedule lists courses by location which allows students to identify and select courses taught at each campus and center. The center manager also creates specific flyers to promote enrichment classes unique to each community. Frequently, center staff does promotional radio spots to notify the public of classes and services. Center staff also attends various club and organization meetings to provide information and obtain feedback.

- **How does the institution answer questions or address comments from individuals about the information related to the site?**

Comments and questions are generally answered by the advisor and the center manager, with the assistance of center office staff. Every effort is made to ensure questions and comments are addressed accurately and appropriately. Timely and accurate information can also be obtained from the NPC website.