

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS  
Commission on Institutions of Higher Education  
159 North Dearborn Street, Chicago, Illinois 60601

AFFILIATION STATUS OF

NORTHLAND PIONEER COLLEGE  
1200 East Hermosa Drive/PO Box 610  
Holbrook, Arizona 86025

(Effective March 19, 1990)

- CONTROL: Northland Pioneer College is a public institution.
- STATUS: Northland Pioneer College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Accredited: 1980-.
- EDUCATIONAL PROGRAMS: The College offers programs leading to Diplomas, Certificates and the Associate's (arts and sciences and vocational-technical curricula) degree. It also offers credit and non-credit courses not part of these programs.
- LOCATIONS: The College offers courses and programs at campuses located at Winslow, Holbrook, Snowflake, and Showlow, Arizona; some courses are also offered at various satellite centers and extension units located throughout Navajo County and southern Apache County.
- STIPULATIONS: None.
- REPORTS REQUIRED: The College is to submit a report by September 1, 1992, focused on: (1) Graduation rates and retention; and (2) Basic student demographic information.
- FOCUSED EVALUATIONS: None.
- COMPREHENSIVE EVALUATIONS: Northland Pioneer College's most recent comprehensive evaluation was in 1989-90. Its next comprehensive evaluation is scheduled for 1999-2000.



DR. MARVIN L. VASHER, President

District Office  
1200 East Hermosa Drive  
Holbrook, Arizona 86025  
(602) 524-6111

Locations throughout  
Northeastern Arizona

February 5, 1990

Ms. Jean Mather, Assistant Director  
Commission on Institutions of Higher Education  
159 North Dearborn  
Chicago, Illinois 60601

Dear Jean:

We at Northland Pioneer College have received copies of "Report of A Visit to Northland Pioneer College." My staff and I agree with the team's report and recommendation, and choose the Readers' Panel be used by the Review Committee.

Jean, I want to personally thank the evaluation team and North Central for the thoroughness and professionalism connected with our November 6-8 visit. I have been involved in these activities since 1963 and do not remember a more positive or rewarding visit.

The recommendations and suggestions are gratefully received and accepted as "gifts" from colleagues who are far enough away from the trees to see the entire forest. As long as teams like this are being sent out our North Central Association will serve us all in an exemplary fashion.

Sincerely,

Marvin L. Vasher

MLV:11

cc: Dr. John N. Harms  
Dr. Donald G. Crist  
Dr. Christine Gram  
Ms. Vicky R. Smith  
Dr. Gary T. Taylor  
Dr. Arvin Palmer  
Dr. Shirley A. Reed  
(3) copies for readers



North Central Association  
of Colleges and Schools

Commission on Institutions  
of Higher Education

159 North Dearborn  
Chicago, Illinois 60601

312/263-0456, 800/621-7440  
FAX: 312/263-7462

January 24, 1990

President Marvin Vasher  
Northland Pioneer College  
1200 East Hermosa Dr./PO Box 610  
Holbrook, AZ 86025

Dear President Vasher:

Enclosed are four copies of the Report of a Visit to Northland Pioneer College.

You are asked to acknowledge receipt of the report and are requested to file on behalf of your institution a formal written response to the evaluation team's report and recommendation. This response becomes a part of the official record of the evaluation; it serves as an integral part of this current process, and it will be included in the materials sent to the next team to visit your institution. Please send the response to me, send copies to members of the visiting team, and set aside some additional copies for the Commission's review process. (See *A Handbook of Accreditation 1988-89*, p. 31 and *A Manual for the Evaluation Visit 1988-89*, p. 34-35 and Appendix C.)

You are also asked to let me know which review option you prefer: the Readers' Panel or the Review Committee. A description of these processes appears on pages 34-35 of the *Manual*. Please review these options and advise me by February 6, 1990, whether you agree essentially with the team's report and recommendation and therefore choose the Readers' Panel, or whether you wish to have the team's report and your materials examined by a Review Committee. The next Review Committee meeting is scheduled for May 11, 1990, at the O'Hare Hilton Hotel in Chicago.

If you have any questions concerning the evaluation team's report or the review option, please let me know.

Sincerely,

Jean Mather  
Assistant Director

JM:sf

Enclosures

cc: John N. Harms, Team Chairperson

- ① ~~WRITE~~ LETTER BEFORE FEB. 6
  - 1. ACKNOWLEDGING RECEIPT OF REPORT COPIES
  - 2. REQUESTING REVIEW OPTION "READERS' PANEL."
- ② WRITTEN RESPONSE TO REPORT
  - COPY TO JEAN MATHER
  - COPY TO EACH TEAM MEMBER
  - 3 COPIES FOR READERS

**REPORT OF A VISIT  
TO  
NORTHLAND PIONEER COLLEGE  
Holbrook, Arizona**

**November 6 - 8, 1989**

**for the  
Commission on Institutions of Higher Education  
of the  
North Central Association of Colleges and Schools**

**EVALUATION TEAM**

- Dr. Donald G. Crist, Dean of Instruction, Carl Sandburg College, Galesburg, IL  
61401**
- Dr. Christine Gram, President, Oakland Community College - Auburn Hills, Auburn  
Hills, MI 48057**
- Ms. Vicky R. Smith, Dean, Jefferson College - North, Arnold, MO 63010**
- Dr. Gary J. Taylor, Dean for Academic Affairs, Mississippi County Community  
College, Blytheville, AR 72315**
- Dr. John N. Harms, President, Western Technical Community College Area,  
Scottsbluff, NE 69361 (CHAIRPERSON)**

## INTRODUCTION

In April 1975, Northland Pioneer College was granted status of Candidate for Accreditation at the Associate Degree level by the North Central Association of Colleges and Schools. A biennial visit was made in the fall of 1976, when the visiting team recommended a continuation of the "Candidate for Accreditation Status", supported by the Commission's Executive Board in April 1977. A North Central evaluation team visited the institution in the fall of 1978-79. It recommended that the institution be granted continuation of "Candidate for Accreditation Status." A report was submitted to the North Central Association of Colleges and Schools, monitoring how the institution was progressing in coping with the concerns identified by the previous team.

In the fall of 1979, another self-study was completed, and a North Central team visited the campus in October 1979. This visit culminated in accreditation of the institution for three years. A self-study was completed in the summer of 1982, and a North Central evaluation team visited the campus in October 1982. The team recommended continual accreditation for the institution, with the next North Central visitation to be scheduled during the 1989-90 academic year.

In the spring of 1989, the Commission selected a five-member evaluation team for a scheduled visit on November 6 - 8, 1989. The visit was a comprehensive evaluation for continued accreditation at the Associate Degree-granting level. All pertinent information was supplied to each of the evaluators; the chairperson of the

team, working with the team members, made specific assignments to observe, discuss, and evaluate all areas of the College.

### SCOPE OF THE VISIT

The purpose of the 1989 team's visit was to evaluate the progress in development of the institution since the 1982 visit and to assess the outcome of the educational process being carried on in terms of the stated goals and objectives as set forth by the College district.

The five team members studied and evaluated specific areas and functions of the institution, including the following:

1. Philosophy and Purpose
2. Governance
3. Financial Resources and Management
4. Facilities
5. Administrative Organization and Functioning
6. Faculty as a Resource
7. Conditions of Professional Services
8. Curriculum
9. Student Services
10. Learning Media Resources (Library)
11. Community Services and Outreach
12. Existence of Conditions for Stability and Continuation.

Due to the vast geographic area and disbursement of instructional locations, the organization of the team responsibilities was very important to the accomplishment of a successful evaluation within the time allotment for the visit.

As considerable travel was involved, various members of the institution were asked to drive team members to the different locations. This allowed the team members the opportunity for productive dialogue with College personnel about the institution.

The team chairperson, upon invitation of the College President, visited the area on a separate occasion and spent time visiting the main centers and some of the more widely disbursed satellite operations.

Meetings were established for the team with the District Governing Board, the administration, the faculty, the students, advisory committee members, and community leaders.

This report contains the findings of all the activities of the team. Each section is written to include material which summarizes observations made and, when necessary, suggestions for improvement. The last three sections address: (1) how the institution meets the evaluative criteria; (2) the summarization of the strengths of the institution and the areas of concerns; and (3) the recommendations of the team.

## GENERAL INSTITUTIONAL REQUIREMENTS

In this section, the team will present its findings relating to its responsibility to validate the assertion of Northland Pioneer College that it meets the General Institutional Requirements.

### *Mission and authorization*

- 1.a. The institution has formally adopted and made public its statement of mission.

**The institution has formally adopted a statement of mission appropriate to a postsecondary institution. The mission is clearly stated in the College catalog and other publications. The District Governing Board formally adopted the College goals in 1977, and these can be found in the Policy and Procedures Manual. The College mission statement was adopted at the February 12, 1985, Board meeting as verified by the official District Governing Board minutes.**

- 1.b. The statement of mission is appropriate to an institution of higher education.

The statement of mission printed in the 1989-90/1990-91 catalog is appropriate to an institution of higher education. The mission statement does address the academic, occupational/vocational, avocational, developmental, and cultural needs of the district.

- 1.c. The institution confers certificates, diplomas or degrees.

The institution does confer certificates, diplomas or degrees to its students. The College does award each student who has successfully completed an educational program with a certificate, diploma or degree appropriately describing the demonstrated attainment of the graduate.

- 1.d. The institution has legal authority to confer its certificates, diplomas or degrees.

The community college district was formed in 1973 through official state and county legal processes. As a recognized part of the state community college system, the Navajo County District Governing Board is authorized to award degrees and certificates in the Arizona Revised Statutes: 15-1441; 1986-87 Pocket Part; Volume 6A. To quote: "Except as otherwise provided, the District Board shall: . . . (8) Award degrees, certificates and diplomas upon the completion of courses and curriculum as it deems appropriate."

- 1.e. The institution meets all legal requirements to operate wherever it conducts activities.

The institution has appropriate operating authorities in each jurisdiction in which it conducts its activities. The College district meets all legal requirements to operate under the authority of the State of Arizona.

- 2.a. The educational programs are compatible with the institution's mission.

The educational programs are compatible with the institution's mission, as stated in the 1989-90/1990-91 College catalog and self-study material.

- 2.b. The principal educational programs are based on recognized fields of study at the postsecondary level.

The institution offers educational programs based on recognized fields of study at the postsecondary level. The College offers a fairly traditional transfer-oriented program. The institution works closely with the other community colleges and three state universities through a variety of articulated activities to ensure that their credits transfer.



**The vocational programs are articulated to insure quality and to insure they meet competencies, as well as licensing requirements. The State of Arizona oversees the vocational program, which serves as a check for the general acceptability of this program.**

- 2.c. At least one of the undergraduate programs is two or more academic years in length (or the equivalent). If no undergraduate programs are offered, at least one of the graduate programs is one or more academic years in length (or the equivalent).

**The visiting team certifies that this requirement is being met. The College has been in existence since 1972 and has enrolled, as well as graduated, students in Associate Degree programs on a continuous basis.**

- 2.d. General education at the postsecondary level is an essential element of undergraduate degree programs and a prerequisite to graduate degree programs.

**General education at the College is a part of each degree-granting program. The policy appearing in the 1989-90/1990-91 College catalog fulfills this requirement.**

- 2.e. General education and/or a program of related instruction at the postsecondary level is an essential element of undergraduate certificate and diploma programs two or more academic years in length.

**General education requirements are an essential element of the undergraduate certificate, diploma and Associate Degree programs and are specified in documents, including the 1989-90/1990-91 College catalog.**

- 2.f. The certificate, diploma or degree awarded upon successful completion of an educational program is appropriate to the demonstrated attainment of the graduate.

**The Arizona State Board for Community Colleges, academic administration, and curriculum committee reviews the programs to ensure that the degrees, diplomas or certificates awarded are appropriate to the demonstrated attainment of the graduate.**

### *Institutional organization*

- 3.a. There is a governing board, legally responsible for the institution, which establishes and regularly reviews basic policies that govern the institution and protect its integrity.

**The legal basis for the District Governing Board is established in the Arizona Revised Statutes and in the Rules and Regulations of the State Board of Directors for Community Colleges (R7-1-19). The District Governing Board consists of five elected members, representing the College district. Arizona law dictates the regulations concerning board member elections, term of office, and creation of districts. These regulations can be found in the District Governing Board Handbook.**

- 3.b. The governing board includes individuals who represent the public interest.

**The five Board members are elected from the five county voting districts. Two of the Board members are Native Americans (one Hopi, one Navajo). The other Board members represent the larger communities, as well as some rural areas.**

- 3.c. An executive officer is designated by the governing board to administer the institution.

**The District Governing Board has designated a person with the title of President to administer the "College district."**

- 3.d. A faculty comprising persons qualified by education and experience is significantly involved in the development and review of the educational programs.

**The State Board for Community Colleges has mandated the certification of all community college instructors based on minimal requirements. All instructors are certified by the state, and the full-time faculty members have received lifetime certificates. The full-time faculty are regularly involved in program development. This occurs through various committees. Part-time faculty are included where possible.**

- 3.e. Admissions policies are consistent with the institution's mission and appropriate to the educational programs.

**The College is an open door, equal opportunity, comprehensive community college. The institution's admission policies are governed by federal and state laws, the ordinances of the Arizona Board of Directors for Community Colleges, and the policies of the Navajo County Community College District Governing Board. The admissions policies are consistent with the institution's mission and appropriate to the educational programs.**

- 3.f. Admissions practices conform to the admissions policies.

**The admissions practices conform to the admissions policies.**

*Financial resources*

- 4.a. The institution has financial resources sufficient to support its activities.

**The institutional financial statements and audit reports indicate resources sufficient to support its activities.**

- 4.b. The institution has its financial statements externally audited on a regular schedule by a certified public accountant or state audit agency.

**The Arizona State Auditor General's office has been given the responsibility to conduct a financial audit. The State Auditor General's office may contract out the audit to a qualified auditing firm.**

*Public Disclosure*

- 5.a. The institution publishes in its catalog or other appropriate places accurate information that fairly describes its educational programs, its policies and procedures directly affecting students, its charges and its refund policies, and the academic credentials of its faculty members and administrators.

**The 1989-90/1990-91 College catalog and the Policy and Procedures Manual meet this requirement.**

- 5.b. The institution makes available upon request accurate information that fairly describes its financial resources.

**The institution's budget, financial statements, reports, and official audits are available to the public. These documents are a fair representation of the College's financial resources.**

**It is the judgment of the team that Northland Pioneer College meets all of the General Institutional Requirements.**

## HISTORY

The community college educational program in Arizona was officially established with the passage of Title 13, Chapter 6 in 1960. (8.5) In 1961, a group of Navajo County citizens began meeting to explore the possibility of establishing a junior college for Navajo County. The Navajo County voters approved a community

college district in 1972. The College serves an area of approximately 21,000 square miles; the Hopi, Navajo, and White Mountain Indian Reservations occupy more than forty percent of the total land area. The residents of these reservations comprise 61.2% of the Navajo County population.

Navajo County is a rural county located in northeastern Arizona, bordered by the counties of Coconino to the west, Apache to the east, Gila and Graham counties adjacent to the south, and stretches north to the Utah border. The county varies in width from forty to fifty miles and is two hundred twenty-five miles long. Because of the primitive roads on the Indian reservations and the mountainous and desert terrain, it is necessary to travel over three hundred miles by road when traveling from one end of the county to the other.

Northland Pioneer College is a state and locally supported decentralized community college. The College has four main campuses located in Holbrook, Show Low, Snowflake and Winslow, a skill center in Lakeside, and satellite centers in Navajo County. Due to an intergovernmental agreement with Apache County, the College operates satellite centers in that county. Scattered throughout the counties are small satellite units where a limited class schedule is offered using community facilities.

## ROLE AND MISSION

A clear statement of the mission of Northland Pioneer College can be found in the College catalog and other printed documents. The District Governing Board formally adopted the College goals in 1977 and the mission on February 12, 1985. The mission, reflecting that of a comprehensive community college, dedicates the

College to serving the educational needs of its students through quality programs at a minimal cost.

The statement of mission is appropriate to an institution of higher education. The mission addresses the academic, occupational/vocational, avocational, developmental, and cultural needs of the district. In addition to a statement of mission, the institution has goals which, by their specific nature, will give the direction for fulfilling the College mission.

The mission statement and specific goals seem to be understood by the District Governing Board, administrators, faculty, support staff, and students.

## GOVERNANCE, ORGANIZATION AND ADMINISTRATION

### INSTITUTIONAL GOVERNANCE

Governance of the College is in the hands of the Navajo County Community College District Governing Board. The Board consists of five elected members who represent the five voting districts which make up the community college district. Arizona law dictates Board member elections, terms of office, and makeup of the districts. The team met alone with the Board and found the members to be interested in, as well as supportive of, the College and its goals. The Board and the president work well together, and each spoke highly of the other. Board membership includes a former Hopi tribal chief, an insurance agent, an executive of the telephone company, a retired accountant, and an economic development person. They understand the mission of the College and represent the district being served.

The Board has ten public meetings per year, and at least one is held at each of the four district campuses, Winslow, Holbrook, Snowflake, and Show Low. The majority of the meetings are held at the Holbrook Campus. With the encouragement of the president, the Board members serve on various College committees, including the Salary Committee and the Institutional Committee. This helps to keep the Board informed and gives the College staff input from the Board members.

The management component of the College is divided into the following functional areas: governing Board relations, instruction, student services/marketing, fiscal management and facilities, research and development, and public information. Because the district serves such a large area, over 21,000 square miles, the College has developed a decentralized management system, and it is apparently working well.

"Delivery of our produce is decentralized . . . management and quality control are not decentralized," stated the president to the North Central team during the visit. The College's decentralized system has delegated its management team over the four campuses. The Holbrook Campus houses the President, the Vice President of Administrative Services, the Associate Dean of Learning Resources, and the Associate Dean for Records and Personnel. The Vice President of Instruction Services and the Director of Extended Services are at the Snowflake Campus. The Student Services/Marketing Dean and two Assistant Deans for Instruction are at the Show Low Campus, and a third Assistant Dean is at the Winston Campus.

Each of these administrators has college-wide responsibilities for his area assignment. Program chairs are housed at the various campuses, but they all

have district-wide responsibility. All of these people, as well as faculty, travel back and forth across the district as the need arises. Enthusiasm for the system is at all levels. The expertise at the College is available at every campus, and cohesive leadership over a geographically large district has been provided. "Deans are able to look at the total picture," stated one dean, "and this is critical to success in this kind of operation."

Each of the campuses has a campus Manager, assigned full-time to that campus. His responsibility is at the operational level, not at the institutional decision-making level. His major task is to see that the campus meets its needs for delivery of the instructional programs, to provide publicity for the campus, and to field any complaints. The managers are doing an excellent job and have good working relationships with the rest of the staff.

#### COLLEGE TEAMS AND COMMITTEES

The President meets with his own immediate staff on a regular basis. (Once a month for ten months of the year.) The meetings are with the President's Cabinet. The President's Cabinet consists of the President, Vice President for Instructional Services, Dean of Student Services, Vice President for Administrative Services, Associate Dean for Records/Director of Personnel, Director of Research and Development, Director of Public Information/Campus Coordination, Executive Secretary to the President/Governing Board, Faculty Representative, and Classified Staff Representative. This is an information dissemination group, according to the President. It meets approximately once per month and is used to pass along Board

information. Individual administrator or small group meetings with the President invariably follow the President's Cabinet meeting.

While the President and Vice Presidents have no set weekly meetings individual meetings occur at least once a week and often more frequently. The President and both Vice Presidents meet on an average of once every two weeks. Set meeting schedules are difficult to arrange given the logistics of the district.

The Institutional Council is composed of a member from the District's Governing Board, the President, the Director of Public Information/Center Coordination, faculty representatives, a Student Services representative, a student, a classified representative, and an associate faculty representative. This group is a policy group, according to the President, and it meets once per year for budget purposes. After reviewing budget inputs from faculty, program chairs, and administrators, this group makes the determination as to budget priority items for the upcoming year. Its recommendations go directly to the governing Board and to the campus constituencies. This process has been used since 1978.

The Vice President for Instructional Services chairs a group called the "A Team," composed of the three assistant deans, Dean of Student Services, Director of Extended Services, LRC Director, the Registrar, one counselor, and the President of the Faculty Association. This team meets regularly, twice per month, and is responsible for instructional programs at the College. The dispersed delivery system and centralized management is exemplified by this group. Trying new concepts is encouraged, with a spirit of looking at what the College will be, rather than where



they have been. "The dream is still here," stated the President, which was confirmed in our meetings with the staff, District Governing Board and community leaders.

#### PERSONNEL EMPLOYEE SERVICES

The personnel office is currently under the supervision of the Associate Dean for Records and Admissions/Director of Personnel. The major responsibilities of the office are described on pages 81-82 of the Self-Study. Support staff in the office are responsible for seeing that all faculty are properly certified to teach, and that letters of agreement (contracts) are written for each person every semester. This busy office has well-documented files for former and present employees, over 125 permanent staff and over 300 associate faculty each semester. The program directors evaluate the associate faculty in their areas. Personnel serves as a repository of this information. The staff spend many hours gathering, recording, and disseminating the results of staff evaluations. If the College were to computerize and streamline the evaluation process, many hours of staff time could be saved.

Interviews with administrators at the College indicated a real concern for a full-time dedicated personnel director. There is need for a person with a background in the personnel field who will have the time to develop policies and procedures, as well as oversee these functions. The staff development plans and staff training responsibilities now receive only a task-oriented review from the Associate Dean. Greater efficiency may also be possible by having the personnel director work closely with the business services area, because some work is duplicated by the two offices.

The personnel director serves as affirmative action person for the College. Plans call for a booklet to be published this year to serve as an Affirmative Action handbook, according to the Director for Research and Development. The College is attempting informally to meet the Federal guidelines through advertising and awareness, and desires to hire the best qualified person. The North Central team suggests that consideration be given to hiring a full-time professional personnel director.

#### TRANSPORTATION

Because of the long distances between campuses, centers, and satellites, an effective shuttle system has been implemented allowing students, faculty, and staff to move from one site to another. Two shuttles travel daily between the four campuses. A separate vehicle travels to each of the other sites semi-weekly, assuring that deliveries between the sites never take more than two days. In addition, a fleet of cars is available when other transportation is not feasible. The College has approximately fifty vehicles, all which are well-maintained.

The transportation system is a key factor in enabling the College to deliver quality and diversified education programs to its community. A great deal of planning and care have made this a workable system.

#### PHYSICAL FACILITIES

The College has made maximum use of its available facilities in the afternoons and evenings; it is to be commended on the care and attractiveness of its present facilities. A master building plan was adopted by the Board in 1982 and has

essentially been completed. Currently, the four main campuses have similar facilities, which are modular units adapted for classrooms, laboratory, office, and special program use. Each of the four campuses also has a large multipurpose building used extensively by the community for many different programs, as well as by the campus for its classes.

In addition, each of the four campuses rents space extensively in nearby area high schools, or other available space, for the overflow of classes that cannot be accommodated on the campuses. For example, the Show Low campus has fifteen classrooms plus a community center, but the College finds it necessary to rent eight to fifteen classrooms each night of the week to meet its needs.

The present campus facilities are modular units. Although they appear attractive, they require constant maintenance and care to keep them operational. They are minimal in many areas, especially in the science laboratories. The layout of the buildings is restricted by the nature of the modular units.

## FACILITIES

A review of the self-study, tour of the four campuses, and discussions with faculty and administration reveal that some facilities provided for vocational programs are also cramped for space. This concern for crowded conditions is being addressed by the administration through the College plan to build additional facilities.

The College district has begun its planning for new facilities. The Board adopted a three-phase Facilities Master Plan in August 1989. This plan includes new permanent classrooms, a dormitory, a community/student center, a field house, and

an auditorium. This is a multi-year plan is comprised of three phases. The first phase is expected to begin next year. The scope and methods of financing have not been finalized; however, an election for partial financing is anticipated in the near future. Revenue bonds will be used to build the planned dormitory.

#### FINANCIAL RESOURCES

The financial resources of the College come from basically three sources: state funds, local funds, and student tuition. The state funds become available based on full-time equivalent student enrollment (FTSE), plus some special vocational/technical enrollment funding. State funding provides approximately 35% of the College's revenue. During the past year, the state has altered the courses it funds under the FTSE formula, resulting in lost funding for some courses at the College. This has not, however, caused any serious financial concern at the institution.

Local funding is based on assessed evaluation of the College district contributing approximately 60% of the annual revenues. The major industry of the district is tourism; other local industries include lumbering, a paper mill, farming and ranching. Revenue from this source has been increasing.

Tuition at \$2.00 per credit hour plus a \$6.00 fee constitutes a small part of the total budget. Sixty percent of the full-time students at the College receive some form of financial aid. In addition, the institution receives other monies from federal grants and interest money. Most recently, the College received a Title III grant for over \$1 million for a microwave educational delivery system. This system is being used extensively and is very popular with instructors and students.

Apache County, which adjoins Navajo County, contracts with the College for educational services in their county. The fees charged to them are approximately equal to the cost per student within the Navajo College District.

Last year, the total cost per student (FTSE) at the institution was the second lowest among the Arizona public community colleges at \$3,440. At this time, the College does not have a debt service, but the State of Arizona does give the district the right to levy debt service by a vote of the district. Presently, the Board is seriously considering asking the district for a levy to fund part of the Facilities Master Plan 1989.

For the past three years the Board has opted to use part of its fund balance for operation expenses at the College, which enabled the institution to keep the tax levy below the allowable rate. The College is in good financial condition and can raise additional revenue from levying additional taxes and/or a tuition increase. A \$1 tuition increase would bring in approximately \$50,000. Unless carefully monitored, however, budgeting expenditures in excess of revenues by using past accumulated fund balances can result in problems in the future. Budget commitments may be difficult to cut back when fund balances are no longer available.

#### BUDGET DEVELOPMENT PROCESS

Discussions with faculty and administration, and a review of support materials, revealed the budget development process flows from instructor to department chairperson, to Assistant Dean, to the Vice President, to the Institutional Council, and to the District Governing Board. Faculty and administration disclosed reservations

## Northland Pioneer College

regarding this process relative to the participation and responsibilities of Institutional Council.

The North Central team shares this concern and believes the budget development process needs to be reviewed, particularly the fact that the committee members making the final recommendations for the budget are not those who are accountable for the implementation of the budget.

## SUMMER SCHOOL

Prior to last summer, the State of Arizona did not support summer school classes with state aid; consequently, the College district did not offer classes during the summer. In 1989, the College had summer school for the first time and found the classes to be very popular. Plans are to increase summer class offerings next year as a result of student interest in these classes.

## DATA PROCESSING

The College belongs to a county consortium which delivers data processing for the institution. This has worked well for many functions, but the College needs someone to assist in getting information from the computer. As a result, a data processing position has recently been posted.

## STAFF DEVELOPMENT

The College has a \$12,000 budget for staff development -- \$5,000 has been designated for activities such as outside speakers, workshop, and tuition. Seven thousand dollars is for travel, primarily out-of-state, for administrators, faculty, and staff.

### PRINT SHOP

The College has a centralized print shop on the Holbrook Campus which provides services to all of the College. The staff provides quick turnaround services to all of the campuses and the centers. It prints brochures for the vocational programs, and syllabi, and other course materials for the campuses and centers. Using the College shuttle enables them to give two-day service to almost any center or campus.

### BOOKSTORE

The past problems of delivering books on time to the several campuses and centers have disappeared, with a great improvement in the management and logistics of delivering books throughout the College district. The main bookstore is located in Holbrook, where the bookstore manager processes all bookstore orders. During the first three weeks of school, nine bookstores are open throughout the College district. After that, orders are processed through the Holbrook store with one to three day service the norm.

The present manager appears to be willing to meet the needs of any center when necessary by personally delivering books to where they are needed. The team noted that although the shuttle bus carries books, the bookstore manager personally takes responsibility for delivering the books to their destination, thus reducing problems to a minimum.

## RESEARCH AND PLANNING

The Office of Research and Development operates as an adjunct to the President's Office. At present, a follow-up report on vocational students has been completed in order to meet state requirements for vocational completers. Additional reports were compiled for the North Central Self-Study. According to the Director of Research and Planning, plans are to track all graduates each year and to compile a five-year longitudinal study on one year's graduates. Presently, however, there is little data on graduates since their completion of educational programs at the College. The North Central team found little demographic data being collected on existing students at the institution.

This lack of information about present and past students deters the College in planning for its future. Success of its students, or the lack of it, should be a guide for the institution, but without this information the College is handicapped in its planning. It is important for the College to do this kind of research in regard to its students.

The College has a Long Range Plan for 1986-90. While some goals have not been met, several have served the College well. The President expects to update the plan next year. In its long-range planning, the College should coordinate its physical facilities, as well as planning for academic and vocational programs.

## INSTRUCTIONAL PROGRAMS

### VOCATIONAL-TECHNICAL CURRICULA

The College provides vocational programs leading to a certificate of completion and an Associate in Applied Science degree. Programs are offered in



Applied Journalism, Automotive, Administration of Criminal Justice, Business, Building Trades, Computer Science, Cosmetology, Education, Electronics, Fire Science, Home Economics, Human Services, Library Media Technology, Power Plant Operations, Photography Technician, Recreational Technician, and Welding. Each of the certificate and degree programs requires appropriate general education course work. Each of the certificate and degree programs is staffed with full-time and adjunct instructors, who are well prepared and certified in their vocational area of concentration. Course outlines are on file for each course in the appropriate department chairperson's office and in the office of the Vice President for Instruction.

Although some vocational programs are offered at all four campuses, all programs are offered in their entirety at one or two sites with orientation courses offered at all campuses. The desire to offer all vocational programs at all four campuses has resulted in duplication of equipment and facilities. However, with the college-wide mandate to decentralize instruction, it appears this is a logical and workable approach.

Vocational programming at the College is traditional. The administration is investigating new and emerging vocational programs, and existing vocational programs are being evaluated periodically.

#### ADVISORY COMMITTEES

All vocational programs have advisory committees representative of the College district. Advisory committees are involved in program development and have impact on the decision-making process at the College. Program advisory

committees meet at least one time per year. Minutes of advisory committee meetings are up-to-date and on file in the office of the Assistant Dean for Instruction.

### ARTICULATION

There is an ongoing effort in most vocational programs to articulate secondary vocational/technical courses with the community college program. Discussions with administration and faculty revealed the College has been successful in articulating programs when like programs exist in an area high school. In the automotive program, for instance, course objectives and required competencies are stored in a computer system located in the auto laboratory. This information can be accessed by area high school automotive instructors and used by them in counseling their students. Therefore, there is no duplication of effort in the program for the student coming to the College from a feeder school district.

### DELIVERY SYSTEMS

The College has made tremendous strides in the development of instructional delivery systems addressing the instructional needs of the rural community college. Vocational education at the College is offered through a variety of teaching methodologies that collectively enable the College to provide vocational education in a cost-effective manner, but do not jeopardize the quality control of individual courses and/or programs. These methodologies and delivery systems include the traditional lecture/lab, the learning laboratory, the individualized training contract, video and two-way audio/video microwave systems. The learning laboratory concept allows several courses to be offered at one time. The learning laboratory provides

greater flexibility in scheduling for the occupational student and has reduced to a minimum the cancellation of vocational courses because of low enrollments. Most learning laboratories have a maximum of sixteen students who may be enrolled into a variety of courses.

The individualized learning contract provides opportunities for students to receive vocational training outside the traditional classroom or learning laboratory. In situations where a required class was cancelled, a student may contract for that information with a learning contract. Discussions with administrators and faculty revealed that a systematic, formalized structure is in place for the implementation, administration, and evaluation of the learning contract program. There is no doubt the program is filling a void in the delivery of vocational education at the institution.

The individualized learning contract program involves college counselors, the Assistant Dean, the Coordinator, the instructor, and the student. After the initial referral is made by the counselor and approved by the program coordinator, the instructor is selected and the course design determined. At the completion of each learning contract, the process is evaluated by both the instructor and by the student. The program is competency-based and provides appropriate checks and balances to ensure the quality of the course work.

The two-way audio/video microwave system provides the opportunity for vocational instructors to teach in the traditional lecture mode. The instructional delivery system is accomplished by utilizing technology that allows for interaction with students at multiple sites. This system is not conducive to some vocational programs and/or courses due to the laboratory component. Discussion with faculty

in the Human Services Program revealed that the system was used to a great extent for all courses offered in this vocational area. Courses within the Human Services Program were not conducive to the learning laboratory; however, the microwave has salvaged numerous classes that would have been cancelled due to low enrollments at a given site/campus. Vocational faculty, in general, indicated interest in the microwave system, particularly if enrollments should become a problem.

#### COMPETENCY-BASED EDUCATION

Although competency-based education is common practice in vocational education at the postsecondary level, it is unusual for all vocational programs in a rural community college to have made this transition. Discussions with faculty and administration, and a review of course materials, revealed that all vocational programs at the institution are competency-based.

Competency-based education, coupled with the various delivery systems designed to meet the needs of the non-traditional student, provide an environment that is conducive to learning, to articulation with area public schools, and to changing technology. Competency-based education provides for an environment that is accountable to the various populations the College serves.

#### PLACEMENT

Discussions with faculty, counselors and administration revealed no structured placement service for vocational students at the College. Department chairpersons and counselors are involved indirectly in limited placement activities; however, there is no one with placement as his primary responsibility. The North Central team

suggests that a stronger placement program be implemented at the institution to enable students to receive the necessary assistance they need for job placement. The team also suggests that one person be given the responsibility for the development of the placement program.

#### CORRECTIONAL CENTER

The College is contracting with the Arizona Department of Corrections to provide postsecondary vocational programs and baccalaureate courses at the correctional center in Winslow. The College has employed a program coordinator and two full-time vocational instructors for this purpose. Vocational programs are offered in Drafting (CAD) and in Building Trades during the day, and baccalaureate courses are offered in the evening. The vocational classes meet half days. Twenty students are enrolled in each section, and thirty-five to forty students are enrolled in each vocational program.

An inmate at the correctional center provides some secretarial support to the College staff. However, as the program develops, consideration should be given to the employment of a full-time secretary.

#### FOLLOW UP

Discussion with the Assistant Dean revealed a state mandate for the follow up of vocational program completers and of employers. Although these requirements do exist at the present time, the process for their implementation is being worked out. In spite of this situation, the College proceeded with a six-month follow-up survey of the vocational degree and certificate completers, which will become the

## Northland Pioneer College

basis for a one-year employer follow-up. The results of these yearly follow-up surveys should provide valuable information relative to program review.

### CUSTOMIZED TRAINING PROGRAMS

A strength of the College is its willingness to develop customized training programs to business and industry in a timely fashion. Discussions with administration, the District Governing Board, and a review of materials, revealed the College has gone the "extra mile" in attempting to satisfy the training needs of the business community. The customized programs with area power plants, Peabody Coal, Stone Container, and Pine Top Logging are indicative of the College's success in this area.

### PROGRAM REVIEW

The College has an unstructured process for the review of vocational programs. The process is flexible, giving the program chairperson the latitude to design and implement program evaluation. The North Central team is concerned that no established program evaluation criteria exists, and no timetable has been established for program review.

### PROGRAM DEVELOPMENT

Discussions with faculty, administration and the District Governing Board revealed ongoing program development initiatives at the College. Strong consideration is being given to the implementation of a Nursing Program and an Electrical Technician Program in 1990-91; feasibility studies are being conducted in Truck Driving, Radio Broadcasting, Landscape and Turf Management, Hotel/Motel Management, and a cluster program in Retailing.

In addition, a proposal has been developed by the Vice President/Dean of Instruction for the creation of regional vocational skill units in conjunction with area high schools.

#### ACADEMIC PLANNING AND EVALUATION

Academic planning for the College involves the Dean of Instruction, who delegates responsibilities to the Assistant and Associate Deans, Directors, Program Chairmen, Coordinators, and faculty. To ensure communication, specific working committees have been established: Instructional Team, Scheduling Group, Petitions Committee, and various ad hoc committees. The Instructional Management Group is a coordinating and planning team that meets bi-weekly. The Instructional Team, which deals with program and course development as well as schedule review, meets at least four times a year. Other groups meet on a need basis.

Administrative and faculty evaluation procedures are in place and seem to be working appropriately. New full-time faculty serve a two-year probationary period. Evaluation during the period is conducted by supervisors, peers, and students. Tenured faculty are evaluated annually, using the same process as that used for associate faculty – a student form and a self-assessment form.

#### FACULTY

The instructional staff are well qualified and evidence an understanding of the mission and goals of the College. In 1988-89, 51 full-time faculty and 332 part-time faculty (spring) were employed, representing a ratio of full-time to part-time of 1:6. The large number of associate, or part-time, faculty represents a concern

regarding the monitoring of instructional quality throughout the large service area. Systematic staff development is essential on an on-going basis to assure quality of instruction.

It is suggested that the format of all first-day handouts be reviewed, and that the curriculum be monitored on an on-going basis to assure quality of instruction. A review of these handouts revealed some excellent examples, but also some very sketchy examples, as well as one case where no first-day handout was prepared for the students. The College has in place a standards committee consisting of an Assistant Dean and six program chairmen, who are committed to reviewing every program, focusing upon "student guides, outlines, behavioral objectives," and related matters leading to "modification of curriculum."

The shuttle service serves as a means of communication/delivery and transportation for faculty, staff and students. Of real importance is that the service builds camaraderie and professionalism. Faculty were positive about the benefits of sharing ideas with peers, getting to know students better, and having time for further study and preparation. In a real sense, the travel between the various sites represents valuable "office time."

Communication among faculty and staff could be improved through a weekly release highlighting committee summaries, special events, announcements, faculty and staff activities, contributions of faculty and staff to community activities. Such an informal weekly release could enhance the sense of community essential to the College. One faculty member expressed the idea that it is "time to shift from task orientation to people orientation."



Faculty development can be enhanced and strengthened through better funding for travel, allowing faculty to attend more conventions and make on-site visits to exemplary programs. One faculty member expressed the desire to "be in step with what other institutions are doing."

A review of the policies of the College revealed no staff and student sexual harassment policy statement. Such a statement is essential for the protection of individuals within the institution.

#### DISTANCE LEARNING PROGRAM

The Distance Learning Program is effective at the College and exemplifies a viable solution to taking education throughout the service area. It can be even more effective with continued emphasis upon quality production with attention to visual support and effective presentation techniques. While the pre-cursor to microwave transmission, the audio system has proven to be an effective delivery system. However, it also needs review and monitoring, including inventory of site equipment.

The decentralized delivery system represents a unique solution to the challenge of a large service district encompassing Navajo and Apache counties, approximately 21,000 square miles with approximately 100,000 residents. The instructional campuses of Holbrook, Show Low, Snowflake, and Winslow, and the satellite centers of Kykotsmovi (Hopi), Whiteriver (Apache), Kayenta (Navajo), Springerville/Eager, St. Johns, and Heber, as well as the extension units verify the mission statement of the College. Competency-based instruction underscores the delivery of the academic, occupational/vocational, and avocational programs. The

use of non-traditional, individualized, and creative technological approaches combined with the competency-based emphases, has established a model of instructional delivery.

In addition, the commitment of the faculty and staff to the model is exemplary. One faculty member in the sciences remarked, "Basically, I want to teach. I like to work with students . . . , and I strive to make learning in science fun and enjoyable again." He went on to state, "I'm getting them (Native Americans) to realize that they can succeed . . . I can take them as far as they want to go." These statements typify the care and concern of the faculty for developing the potential of each learner.

The review of the 1989-90/1990-91 catalog, schedule of classes, and program brochures reveals that programs of instruction at the College are consistent with the mission and goals of the institution. The programs break down into the following areas: credit instruction leading to approved degrees and certificates, remedial/adult education support courses, and non-credit community education courses.

Credit instruction is applicable to the Associate of Arts degree, Associate of General Studies degree, Associate of Applied Science degree, and Certificate of Applied Science.

Adult learners are given the opportunity to pursue study leading to certification for high-school equivalency. The College offers the General Education Development (GED) test for adult learners.

The Associate of Arts degree normally requires two years to complete; it is designed to give the transfer student the necessary background for entering a senior

institution at the junior level. The Associate of Arts degree requires 44 credit hours of general education courses; these have been articulated with senior institutions in the state. Baccalaureate program planning is provided for the following areas: architecture, allied health/medicine, business administration, criminal justice/law enforcement, early childhood education, education, engineering, forestry, and RN nursing. The College also offers 17 vocational programs for the Associate of Applied Science degree, a two-year program with a general education component of 28 credit hours.

The Associate of General Studies degree provides postsecondary education for those students not planning to transfer to a senior institution. General education requirements for the degree comprise 30 credit hours.

Special certificate programs provide for immediate employment. The certificate programs require completion of a major area of emphasis and related general education support courses.

The general education core at the College adequately develops students' knowledge, attitudes, and experiences. It provides a firm foundation for lifelong learning.

The low number of associate degrees and certificates granted by the College is a concern. The 1988-89 academic year evidences the following completions: 18 Associate of Arts degrees, 16 Associate of General Studies degrees, 31 Associate of Applied Science degrees, and 93 certificates. The College reported a full-time equivalency of 1868.5 for 1988-89.

## Northland Pioneer College

Possibly related to understanding the reason for the low number of degrees and certificates, as well as addressing this issue, is the need for a sufficient data base on students, including demographics, completion rates, follow-up, retention and other relevant information.

### DEVELOPMENTAL/REMEDIAL PROGRAMS

The basic skills division at the College provides the developmental/remedial activities for the curriculum. The basic skills area provides courses and tutoring for people who are illiterate, all the way through Adult Basic Education to GED classes. In addition, they provide pre-college remedial work in reading and writing.

With more than fifty-eight percent of the College district residents without a high school diploma, the necessity for a solid basic skills program is evident. The institution has taken this challenge and provided a variety of ways in which each individual can prepare themselves for college-level work.

The basic skills area is organized under a program chair who has a Master's degree. In addition, full-time instructors (now called subject specialists) are scattered throughout the district to assist campuses and satellite centers in maintaining their basic skills program. In addition to the program chair and full-time faculty, there are part-time individuals who serve as lab aides and tutors on a day-to-day basis.

The full-time faculty have Masters degrees in either English, reading, or mathematics. The part-time lab aides have Associates or Bachelors degrees. Many of them are retired persons committed to the institution's philosophy and are knowledgeable about basic skills areas. In addition, the College may need to train a cadre

volunteers in the LaBauch method to offer individualized literacy training throughout the district. At the present time, literacy training is handled at the satellite centers and the four main campuses. With trained volunteers in the communities, the College will reach more people who need their assistance.

The physical resources available to the basic skills program includes classrooms and materials. The basic skills laboratories at the four main campuses are equipped with computers interfaced with the PLATO system. The PLATO system is used in conjunction with printed materials already available to the students. With the hardware and printed materials, the laboratory aides and faculty are able to help a variety of students work at their own pace through the basic skills modules.

The basic skills program faculty have revamped their curriculum in the last year. Previously, many of their courses were three credit hours and self-paced. In reviewing the number of students who have completed such courses, the team discovered that many students became discouraged and dropped out before completing the courses. With this research in hand, the staff modularized the courses into one credit hour segments. With this approach, students are able to reach a goal and succeed, thereby contributing to their completion rates.

At the higher levels in the basic skills programs, which deal with GED and pre-college work, the three credit hour courses were also modularized. This makes it easier for the staff to help the students in specialized areas.

The pre-college reading course prepares students to handle college-level course work. The institution may want to look at individualizing and placing the pre-college introductory algebra math course into the Learning Assistance Centers.

## Northland Pioneer College

If an individualized introductory algebra math course, as well as the regular classroom course, were offered, then the College could serve a greater number of students, as well as maximize their staff.

The basic skills staff at the institution reviews its curriculum and programs on a periodical basis. As with other areas of the College, the basic skills area lacks data on student retention and follow-up. The basic skills program may wish to incorporate data analysis with their long-range planning process when they contemplate the direction they wish to go in the future.

## LEARNING RESOURCE CENTER

The Learning Resource Center program at the College has responded to the institution's mission to "take the education to the people." A Learning Resource Center is located at each of the four main campuses and the five satellite centers. In total, 59,000 volumes are located at the various centers. The Learning Resource program includes traditional library services that include print and non-print materials being made available to students. In addition, the Learning Resource program provides curriculum and instructional design services. Lastly, the program provides audio/visual services through distribution of typical AV hardware to various classrooms.

Northland Pioneer College also provides distance learning opportunities through their audio teleconferencing and video microwave system. The audio teleconferencing system uses the DAROME system to allow students from the various scattered sites to interact in an audio mode during the class session. The newly installed microwave system includes twenty-four bands, which at the present time :

being used to provide an interactive video classroom situation to the four main centers and most of the five satellite campuses. In addition, the institution is looking toward utilizing the microwave system to provide better services and data transmission between their centers. The Learning Resource Centers utilize the system to maximize its limited collection by faxing materials to its sites, as well as to other libraries in the state.

The Learning Resource Centers have a total of 19.5 F.T.E. personnel. In addition to the personnel assigned specifically to the Learning Resource Center activities, the College employs one full-time individual at each satellite center, who divides his time between the Learning Resource Centers, assists with student services, and serves as in a clerical capacity. In talking with staff at the St. John and Springerville-Eagar centers, the unit coordinators for the satellites are happy with the services provided by this multi-tasked individual. On the four main campus Learning Resource Centers, an assistant has been assigned to provide reference and informational assistance to students utilizing each campus. On the Holbrook campus, the Learning Resource Center maintains the staff for operation of the microwave, audio/visual, audio teleconferencing systems, and technical processing systems. In addition, the curriculum design specialist has his office on this campus.

Under the leadership of the Associate Dean for Learning Resources, the staff has become more up-to-date on the various materials and systems utilized by the Centers. Through an ongoing staff development program scheduled one Friday each month, individuals with no background in library work have been trained to undertake sophisticated reference interviews. In addition, the staff has learned to

## Northland Pioneer College

utilize the reference sources available at each of the centers. Continued on-going staff development activity to upgrade the skills of the Learning Resource Center assistants at the main campuses and satellite centers has resulted in a better prepared and more effective staff.

The College recently hired a curriculum design specialist to assist faculty in the development of their individualized, self-paced instructional materials. The institution should be commended on hiring a curriculum design specialist to evaluate the individualized materials in that the College utilizes a variety of non-traditional methods to reach its student population. Through the use of desktop publishing techniques, the individual has made definite improvements in the print materials provided to students during their individualized instructional activities. The College has a large number of associate faculty members that need a strong staff development program. The institution may want to use the curriculum design specialist to develop programs on "how to teach" for these faculty. In addition, the institution may wish to have such an individual travel to the various sites to meet with the associate faculty to review the materials the faculty have developed.

## MICROWAVE AND AUDIO TELECONFERENCE SYSTEM

The three-person staff, which operates the microwave and audio teleconferencing system, has been effective in implementing a complex system for the College district. The microwave system, although only two years old, is utilized from 8 a.m. to 10 p.m. by instructional and staff development programming. In addition, administrative staff utilizes the system to undertake "conference call" meetings to save on travel time. The interactive video instructional classes utilizing the microwave



system is an excellent solution to a logistical problem. Although the instructors utilizing the video microwave system are in their first years, the College may want to provide an in-service program to help these instructors maximize the potential of the video medium. The North Central team observed that too many classes offered over the video microwave system used the "talking head" lecture approach.

The College may want to consider offering a video class in combination with individualized instructional approaches. For instance, instead of showing a three-hour class live, they may want to show one-half hour of a lecture utilizing mediated materials over the video system. Then the students through study guides, lessons, learning labs, and phone contact with the instructor could complete other learning activities best handled through non-video presentation. Through this process, the institution would be able to offer more classes over the interactive video microwave system. (Due to time constraints, only eighteen classes are offered at this time.) The method they may wish to follow would be the "telecourse" model.

Northland Pioneer College has organized its human resources in its Learning Resource Centers to provide services and delivery methods that address the needs of the nontraditional students served by the institution.

The amount of financial resources dedicated to the Learning Resources program was 3.9% in the 1987-88 fiscal year. (Institutional Data Form D, pages 15 and 19, i.e., \$335,847.00 divided by \$8,530,298.00.) The 1988-89 budget year indicated an increase in their budget to \$468,878.00 (40%) for the Learning Resources program. Most of the increase was due to telecommunications costs and

## Northland Pioneer College

a slight increase in money spent for materials, as well as the addition of a curriculum design specialist.

In general, the financial commitment to the Learning Resources program would be considered adequate if the institution was a single campus. Recognizing the physical demands that a decentralized delivery system places on the College and the cost incurred in duplicating resources, there still needs to be an examination of the amount of budget dedicated to materials. When visiting the various campuses and satellite centers, the North Central team noticed that many basic reference sources available were not up-to-date. Since the institution utilizes interlibrary loans to a significant degree among the various libraries in the state, the need for esoteric materials is not relevant.

The use of the facsimile machine to provide articles from their journals has been one way to meet this need. Still, with only 250 journals to choose from, the institution frequently has to go outside its boundaries to find materials that students need.

The Learning Resource Center may wish to consider purchasing basic reference sources, such as encyclopedias on microfiche and/or CD-ROM, so that resources at each site could be kept more up-to-date. The microfiche/CD-ROM materials would supplement the interlibrary loans they receive through the Washington Library network and the county consortium of libraries.

The physical resources include Learning Resource Centers at each of the main campuses and satellite centers. The Centers are attractive, but small.

referring to the Basic Institutional Data Form E, only 85 spaces are available, district-wide, for student study in the Centers.

As the district builds permanent facilities, they should take under advisement placing the Learning Resource Center in a physical area that could be expanded easily. Since materials will always accumulate, the institution will still need to buy print and non-print materials that need to be shelved. In addition, as new technologies are utilized by the staff, the machinery and the space for the students to utilize the hardware will need to be made available in the Centers.

The microwave system is a dynamic solution to the challenge of serving a large area. Manpower of only three persons to maintain and expand the system is asking a lot of this human resource. The College should evaluate whether there is a need to increase the staff as they continue to expand the system. Efforts should continue to ensure that all satellite campuses are connected by the microwave system. The use of the microwave system to provide instructional, telephone linkages, and data connections is to be commended. However, good planning is needed to ensure that the microwave system is utilized to its fullest.

The audio/teleconferencing activity of the College should continue to be utilized for those courses that can best be taught in that manner. The College may want to review the equipment in each of the audio classrooms to ensure that the proper equipment is available. Students indicated difficulty in having enough microphones in the classroom to serve the number of students at each site.

The Learning Resource Center has expanded its responsibilities since the last North Central team visitation. Growth has been in the expanded telecommunications

## Northland Pioneer College

services, orientations to students on use of the Learning Resource Center curriculum design assistance, and increased access to information available throughout the state and the western part of the United States. As a support service, surveys denote that the LRC is regarded as being responsive to the needs of faculty. In addition, interviews with faculty and staff connoted that most individuals speak highly of the Learning Resource Centers.

The areas in which people expressed a need for changes were in the availability of up-to-date materials and the quantity of materials available at each of the sites.

Evidence of usage by students is provided in the Basic Institutional Forms, which indicated that 2.45 pieces of material were circulated per FTE student. During the 1988-89 year, 17,750 items were circulated to students representing 30% of the total volumes held. 11,000 items were obtained through interlibrary loans. Usage of the Learning Resource Centers by the College's students is high.

The microwave system was installed to bring courses to students who may otherwise have had them available. The College is presently offering eight courses, with an enrollment of 264 students. (Self-Study, page 94.) This indicates a willingness by the institution to bring education to the people.

In 1984, a consultant recommended that the College needed to employ a curriculum design specialist. The individual who has been hired is well qualified. Since coming to Northland Pioneer College, the curriculum design specialist worked closely with faculty, program chairs, and administrators to evaluate programs.

learning materials provided to students in the Learning Resource Centers and learning labs. Through his efforts, there has been a recognition of the need to revise materials to make them more educationally sound. The College should be commended for its recognition of the fact that with a large number of individualized learning approaches, the use of a design specialist is pertinent.

The North Central team would suggest that the College give consideration to increasing the Learning Resource Centers' budget in the future (outside the telecommunications section of the budget). Students have denoted the College is unable to respond to some of their requests in the Centers and have commented that the Centers have an inadequate magazine collection, books which are outdated, and reference materials that are old. This should serve as an impetus to the institution to plan and find solutions to providing materials at nine different sites.

The newness of the curriculum design specialist work may lead to more expansive use of the talents of the individual. Particularly needed are staff development activities for the associate faculty at the site at which they teach. This could be undertaken through video teleconferencing and/or audio teleconferencing with accompanying handout materials.

### **EXTENDED SERVICES/COMMUNITY SERVICES/ OFF-CAMPUS SERVICES**

#### **COMMUNITY SERVICES**

The College has four major campuses and five satellite centers, plus courses offered in local communities. The Director of Extended Services coordinates the

activities of the satellite and community centers, while the Director of the Public Information Office oversees the four campus managers.

Community services is a relatively new activity at the College. Within the last year, the institution has begun to offer non-credit/community services courses and workshops to meet the avocational and other needs of the district residents.

#### SATELLITE AND OFF-CAMPUS PROGRAMS

The satellite and off-campus programs are well organized with either full-time or part-time coordinators overseeing the schedule development and logistical concerns of the service area. Due to the widespread sites, the Director of Extended Services utilizes a well-prepared handbook, personal contact and use of the Eagle Network (both audio and video) to keep her staff aware of changes.

The facilities at the satellite centers are similar to the campuses. In addition, they are physically placed close to the local high schools within their service area. The single modular building has offices, a modest Learning Resource Center, classrooms with labs. Computers and individual study material are available and accessible to students.

Community services/non-credit is overseen by a newly designated Director of Community Services. In addition to non-credit and summer school responsibilities, the individual is also responsible for the Small Business Development Centers. The director works closely with the community agencies in Navajo and Apache counties to determine their needs. In addition, the unit coordinators at the satellite and off-campus centers also assess needs and determine courses and workshops which serve their residents.

### COURSE OFFERINGS AND OFF-CAMPUS PROGRAMS

The offerings at the off-campus and satellite centers are extensive considering the circumstances under which they work. The courses are consistent with those offered at the main campuses. The satellite centers provide several credit and non-credit courses, either on-site or on the Eagle Network.

Surveys show that students are pleased with services at the satellite centers, although they do mention significant time lags in receiving materials at distant satellite centers. Through the agreement with the Heber School District and the partnership established for sharing facilities, the "taking education to the people" philosophy is continuing to be pursued.

Community services are well received. Agencies within the county contact the office to provide workshops and seminars. The recognition by the College that meeting the avocational needs of the district are better served through a community service/non-credit definition is to be applauded. With this recognition, the institution will be able to provide greater opportunities to meet the transitional learning needs of their district residents who do not require credit courses.

### PERMANENT CAMPUS

With the building of a permanent campus at the four major centers, and the repositioning of the modular units presently located there to the satellite centers, the College will be able to expand its services. If a database on student demographics is developed, the College will be able to utilize such a database to assist the various satellite units in determining who their clientele is, both present and potential thereby assisting scheduling and program development.

Northland Pioneer College

## STUDENT SERVICES

### SUPPORT SERVICES

The College provides students with a wide array of support services including guidance and counseling, club and general activities, intramurals and athletics, financial aid, veterans programs, placement, marketing, special needs, and alternative learning. The Student Services program is under the direction of the Director of Student Services.

Counseling and advisement are effected by counselors and associate advisors. Counseling services are available to assist all students in their educational planning needs. The advising program provides a personalized goal-oriented service. With the beginning of pre-registration this year, these services will be further enhanced.

The counseling position vacated in the spring of 1989 has not been filled. Filling the position would assure a counselor for each of the four campuses.

Proper placement of students to assure academic success is provided through placement testing. The individual profiles students' abilities and aid in their placement in appropriate English, mathematics, and basic skills courses. New students enrolling for nine credits or more, and students planning to take English, mathematics, or basic skills courses, are required to take the test. Students accumulating twelve credit hours are required to be assessed.

The Human Development courses provide another retention and success service through the counseling staff. Students over the lifespan can benefit by courses involving decision-making, study skills, career exploration, and



areas. Career exploration, however, should extend beyond the HDE course. The counseling staff is involved in about 40% teaching in these areas.

The College is a member of the Arizona Community College Athletic Conference. Teams are fielded in cross country, men's and women's basketball and golf. The programs are attractive to younger students and can be used as an effective recruiting tool. Extending the concept of physical fitness to all age groups is consistent with the mission of the College to serve the people of the service district.

Alternative Learning provides an essential service to students. It encompasses evaluation of prior experiential learning, evaluation of certificates, CLEP, AP, learning contracts, cooperative/work education, high school articulated credit, transfer course credit, and correspondence courses.

Special Needs provides essential services to the physically handicapped and the academically and financially disadvantaged. During 1989, the office identified twenty-two physically handicapped individuals. Services range from providing a voice synthesizer, which enables a blind student to use the computer, to placing calculators and VTEK machines in the LRC units.

The College has an outstanding program of student financial aid and veterans' assistance, participating in PELL, SEOG, CWSP, and the state incentive grants program. In addition, the College offers a variety of scholarships, including the Housing Scholarship and the Child Care Scholarship, the latter providing unique assistance for parents or the single parent.

## Northland Pioneer College

Publications of the College are attractive and functional. The two-year catalog is logically arranged, with "Mission and Goals" heading the sections. The "Admissions and Student Services" section has been formatted with effective subheadings, such as, "How Do I Get Into College?" and "How Will I Be Graded?" Part II, "Instructional Programs," clearly sets forth degrees, certificates, and programs. Part III, "Course Descriptions," has clear course descriptions. The photographs from the color reproductions of the cover to the internal black and white photography, adds greatly to the quality and interest of the catalog. The catalog represents a strong public relations tool which effectively reflects the opportunity for quality postsecondary higher education.

Student publications, including Student Spirit, Northern Flight, and the yearbook calendar are of a high quality.

Other publications, including both general college and specific program brochures, are attractive and readable. The "You Can Access" series projects are well formatted and content.

## STUDENT ACTIVITIES/STUDENTS

In spite of the mitigating circumstance of distance, student activities continue to grow and develop through the strong commitment of the staff. However, it is important to assess constantly this area for relevance and need. Students express a concern for a more involved student government and additional activity clubs, as well as better food service. The Student Government Association is currently reviewing additional club activities. Field trips and student retreats in fall and spring are expanding the horizon of student activities at the College.

The student newspaper, Student Spirit, is a quality publication, as are the College calendar, featuring student and faculty art and photography, and the literary/art publication, Northern Flight.

The developing music, art, and drama programs, as well as the concert series, provide not only a needed cultural emphasis, but also a growing sense of collegiality. The show choir, community choir, ensembles, show band, and jazz band provide effective community linkage and build collegiality. One program chairman stated, "We have this collegiality that we haven't had in the past." Groups are going on regular tours and giving special presentations, such as the Christmas Dinner Show, scheduled for December in Snowflake/Taylor. Participation in the Arts in Arizona Towns Project is providing three or four cultural presentations each year.

Students interviewed were positive regarding the institution. One young woman, a single mother who attended the College ten years earlier and dropped out, stated, "Now I'm learning and feel good about it. I'll be transferring to Northern Arizona University. I'm well prepared academically to attend NAU." She went on to say, "When I walked in this second time, I couldn't write, type, or work on a computer. Now I have those skills." Another student stated that he had been to Rio Salado, Scottsdale, ASU, but "this is the first time I've completed courses. I'm able to voice my opinion. I like the small classes."

Students in general expressed a desire for more computers and laboratory equipment. In regards to the faculty, one student said, "There is always someone here to help you." Another said, "There is no favoritism shown." And another

Northland Pioneer College

student said, "Faculty take a lot of personal time and will call you if you n class."

## CRITERIA FOR ACCREDITATION

The evaluation team visiting the College on November 6 - 8, 1989 attempted to become involved in the total operation of the institution. As a result of this involvement, we have found that:

1. **Northland Pioneer College has clearly stated and publicly stated purposes with its mission and appropriate to a postsecondary educational institution.**

The mission of the College and the people it serves are clearly defined by board policy. The mission statement, as well as its purpose, are consistent, clearly and adequately stated, clearly communicated, and appropriate to a certificate and degree-granting institution. In the team's judgment, the College has demonstrated that it fulfills Evaluative Criterion One.

2. **Northland Pioneer College has effectively organized adequate human, financial, and physical resources into educational and other programs to accomplish its purpose.**

The District Governing Board is extremely knowledgeable and dedicated to the institution and respects the policy-making function of the President. It appears intent upon providing the leadership and support necessary to the institution's future. The board members understand their role in relation to the Arizona State Board for

Community Colleges, to the Executive Director of the State Board, and to its College President. The Board is a positive advocate of the institution and its continued progress, as well as being supporting of the administration in bringing the benefits of a degree-granting college to the people in northeastern Arizona. The diversity of the District's Governing Board provides invaluable stability to Northland Pioneer College and is representative of the college district.

It is evident that the College President is providing strong and creative leadership and the administrative team is in place and functional. There is a need for a trained person with relevant background in personnel to develop policies and procedures, plan staff development, provide staff training, and collect relevant personnel data. The budget development process needs to be reviewed because the people that make up the committee who make the final recommendation for the budget are not those held accountable for the implementation. The present facilities will not be adequate for the future growth of the institution.

The faculty are well-qualified, professional, and dedicated to the students. A random sampling of the faculty records indicates that the faculty meet the state laws of Arizona and are qualified in their respective teaching areas. With the large number of associate faculty, a systematic staff development program should be developed to assure quality control. They are enthusiastic regarding their roles in the

## Northland Pioneer College

mission of the College. The faculty are vitally concerned with developing the potential of each learner and evidence a genuine concern for his/her welfare and human growth. They evidence a thorough knowledge of institutional policies and procedures. The students are highly appreciative of the quality of the education they are receiving and the accessibility and willingness of the faculty to help them with their problems. The faculty, instructional services staff, and student services staff continue to respond in innovative ways to meet the challenges of the large service district and its several campuses and satellites.

There is a concern about the low number of students that graduate with an Associate of Arts degree, Associate of General Studies degree, Associate of Applied Science degree, and certificates. The College should review past graduation data, student admissions, student contract completion, student follow-up, entry advisement, academic advisement, counseling, testing, student academic placement, and student retention. The College should also review the external environmental factors that may be effecting this concern.

The College should develop and implement a program that will create the appropriate data base on current and potential students including demographics, completion rates, follow-up, retention, and the number of students who will be in the market place in the next five years. This data base would give the College district a

information for administrative and academic decision-making for the future success of the institution.

**In the team's judgment, the College has demonstrated that it fulfills Evaluative Criterion Two.**

**3. The institution is accomplishing its purpose.**

The certificate and degree-granting programs are viable to meet the needs of the communities served by the four campuses in Winslow, Holbrook, Snowflake/Taylor and Show Low (the Show Low campus includes the Lakeside/Pinetop skills center). The College district has satellite centers located in Navajo and Apache counties, as well as extension units located in various small communities which provide critical educational services to the rural areas that have a low population density. The College district should be commended for the outstanding programs they have developed at the three Indian reservations. The institution provides educational services at the Hopi Center, Apache Center (Whiteriver), and Kayenta Center. The shuttle service provides communication among and between the various College sites and is a mode of transportation for both the College employees and students. The shuttle service is well maintained; the institution has four full-time shuttle drivers who make four round trips daily.

There is a Learning Resource Center at each of the four main campuses and the satellite centers. The College district has 59,000

These committees advise the faculty with respect to what kind of training the students receive.

The placement service for the vocational students is limited and unstructured. Department chairpersons and counselors are involved indirectly in limited activities. The institution does not have a staff member primarily responsible for the placement service.

There is no established time frame and/or established criteria for program evaluation. The College has an unstructured process for the review of its vocational programs.

Overall, the instructional programs are of good quality and are served by qualified faculty. Documentation and interviews with the community leaders show evidence that people in the service area have strong ties with the College.

In addition to the comments on the effectiveness of the institution in accomplishing its stated purpose, the team was impressed with the general effectiveness of the institution in a number of areas.

**It is the judgment of the team that Northland Pioneer College fulfills Evaluative Criterion Three.**

4. Northland Pioneer College is on the threshold of expanding its services and continuing quality instruction because of these factors:
  - a. An outstanding District Governing Board, who are knowledgeable, dedicated and concerned.



- b. An administrative team which is creative, innovative, and work together.
- c. A faculty which is dedicated, hardworking, and student-oriented.
- d. There is a low number of degrees and certificates granted by the institution. In visiting with members of the student body, it was evident that many of the students were seeking career goals with the possibility of growth through expanded services for retraining and upgrading.
- e. The characteristics of the budget have changed over the past few years, but the College is working with a sufficient cash flow and a balanced budget for the 1989-90 fiscal year.
- f. A commitment to serve students and the community.
- g. The growth of cultural activities through art, music, and drama is commendable and provides a vital service to the rural communities of the service area. Reflections of the cross-section of students, ranging from the young to middle-aged and senior citizens, in most of the cultural activities directly reflects the lifelong learning concept of the community college movement.

**It is the judgment of the team that Northland Pioneer College fulfills Evaluative Criterion Four.**

## SUMMARY OF STRENGTHS AND CONCERNS

### Strengths:

1. Members of the District Governing Board, students, and community leaders have expressed a positive attitude toward the College and are supporting of its current program and mission.
2. The mission is clearly understood and supported by the District Governing Board, administration, faculty, and community leaders.
3. The diversity of the District Governing Board's control provides invaluable stability to Northland Pioneer College and is representative of the College district.
4. Northland Pioneer College has been instrumental in the development of delivery systems that address the needs of the non-traditional student.
5. Most programs at Northland Pioneer College are competency based.
6. Northland Pioneer College has been successful in articulating vocational courses and programs with area public school districts.
7. The shuttle service provides communication among and between the various college sites and is a mode of transportation for both Northland Pioneer College employees and students. The shuttle service is well maintained.
8. Customized vocational training programs have addressed the immediate training needs of area businesses and industries.

Northland Pioneer College

9. The individualized learning contract provides alternative opportunities for vocational students outside the traditional classroom.
10. Advisory committees for vocational programs are actively involved and utilized in program review and development.
11. Print shop availability provides quick service for both teaching and other tasks.
12. The Board works effectively with the President.
13. The College facilities are well cared for.
14. All administrators and program chairs serve the entire district, providing cohesive leadership, even though housed on a particular campus.
15. Use of non-traditional, individualized and technological approaches to overcome distance constraints in providing degree programs is to be commended.
16. The continued and ongoing staff development activities utilized by Learning Resource Centers assistants at the four main campuses and five satellite centers have resulted in better prepared, more effective service providers.
17. The recognition by the College that meeting the avocational needs of the districts is better served through a community service/non-credit definition is to be applauded.
18. The unerring internalization by all levels of the College community from students to classified staff to faculty to administrators and

Board, of the "taking the education to the people" vision has served the College well.

19. The Learning Resource Center provides a broad range of solid support with limited budget resources to the faculty, students, and community through telecommunications, curriculum design, traditional library services, and the customer service oriented staff.
20. The faculty are well-qualified and enthusiastic regarding their roles in the mission of the College.
21. The faculty evidence a good knowledge of institutional policies and procedures.
22. The faculty are vitally concerned with developing the potential of each learner and evidence a genuine caring attitude for his/her welfare and human growth.
23. The faculty, instructional support staff, and student services staff continue to respond in innovative ways to meet the challenges of the large service district and its several campuses and satellites.
24. Student activities continue to grow and develop through the strong commitment of a professional and committed staff.
25. The Office of Special Needs efficiently identifies the needs of handicapped and disadvantaged students, providing essential services.
26. The growth of cultural activities through art, music and drama is commendable and provides a vital service to the rural communities of the service area. Reflection of the cross-section of students, ranging

## Northland Pioneer College

from the young to middle-aged and senior citizens, in most of cultural activities directly reflects the life-long learning concept of community college movement.

### Concerns:

1. There is a concern about the low number of associate degrees certificates granted by the institution.
2. There is not a sufficient data base on students, including demographic completion rates, follow-up, retention, and other relevant information for administrative and academic decision making.
3. There is a need for a trained person with relevant background personnel to develop policies and procedures, plan staff development, provide staff training, and collect relevant personnel data.
4. The budget development process needs to be reviewed because people that make up the committee who make the final recommendation for the budget are not those held accountable for the implementation of the budget.
5. Present facilities are inadequate on the four campuses.
6. With the large number of associate faculty, a systematic staff development program should be developed to assure quality control.
7. There is a need for a staff and student sexual harassment statement.
8. Placement services for vocational students are limited and unstructured.

9. There is no established time frame and/or established criteria for program evaluation.

### ADVICE AND SUGGESTIONS TO THE INSTITUTION WHICH ARE FREE TO ACCEPT OR TO REJECT

As consultants, visiting teams are asked to offer advice and suggestions to institutions, as well as to evaluate them in relation to the criteria. The second essential element of the team's report is a section devoted to their suggestions and advice.

This section is clearly separate from the team's evaluation of the institution in relation to the criteria. It is explicitly stated that this section is advisory, and that making any changes or improvements mentioned in it is not a requirement for the institution's accreditation.

These suggestions are made solely by each team member in their roles as consultant to assist the institution in improving its activities

### SUGGESTIONS

1. Continue efforts to expand and promote its institutional image and performance as a career college serving a rural region.
2. All areas of the institution need to become more aware of, and participate in, marketing the institution. As financial constraints tighten and the College seeks to maintain or increase enrollment, all areas will need to concentrate on playing a role in the marketing effort.
3. Quality control could be enhanced by using a specific format for all first-day handouts—citing course title and number, instructor's name,

course description, objectives, requirements, attendance policy, grading policy, and course units. While some faculty/academic staff have followed the above format by processing material through the curriculum design/delivery specialist service, it would be advantageous for all first-day handouts/outlines to reflect the above-stated definitive features. A well-formatted first-day handout/outline clearly communicates expectations and outcomes, both in regards to course content and procedures. While the course outline of Form 3035 is a precise statement for file regarding title, number, description, credit, prerequisite, reading grade level, instructional hours, behavioral objectives, topics, text(s), date, and instructor—the same consistency is needed for the first-day handout/outline.

4. Continued attention should be given to upgrading the curriculum assure quality control and student outcomes.
5. While distance learning through microwave transmission has provided a dynamic solution to the challenge of a large service area, attention should now be directed to quality production which provides necessary visual data and illustrations normally found in the classroom. Instructors need to be able to utilize this media to greater effect knowing how to give effective presentations.
6. As a precursor to microwave transmission, the audio systems need review to assure that the proper equipment is available at each site.

7. While great strides have been made in student activities and publications, this area should be constantly assessed for relevance and need. Some students were not aware that a student newspaper and literary/art publication are regularly produced. Some students also expressed a desire for new club activities, such as for chess, writing, and computer enthusiasts. In addition, other means of profiling student success should be reviewed, such as national groups in business or "Who's Who Among Students in American Junior Colleges." This would enhance collegiality.
8. Since students have become more careerist in their concerns, according to the Carnegie Foundation Study The Condition of the Professorate: Attitudes and Trends, 1989, an emphasis should be placed upon career exploration that extends beyond the required course "Career Awareness."
9. Additional funding for travel should be allocated for both in-state and out-of-state travel for conventions and on-site visits to exemplary programs.
10. Communication can be improved through a weekly President's newsletter: one for students, one for faculty and staff. Such newsletters may contain brief reviews of committee decisions, immediate upcoming events, recognitions, notes of thanks, club meetings.



Northland Pioneer College

11. Student Lounge areas at the four campuses need study regarding vending services and student publication display stands. Students referred to many vending items as "junk that no one buys" and the need for publication stands/racks.
12. Consideration should be given to on-line computer linkage between College Office of Admissions and Records and the prison.
13. Consideration should be given to the establishment of a standard program review process for vocational programs.
14. Consideration should be given to the establishment of a child care school to provide child care for college students, which would supplement the Child Development Program.
15. The video classroom concept is an excellent solution to a learning problem. Although the instructors are in their first use, they may wish to provide in-service/orientation program to help instructors maximize the media.
16. The College may want to consider using the microwave video in conjunction with individualized instruction, i.e., 1/2 hour video lessons with instructor/facilitators. Through this process, more classes can be offered. (Follow a *telecourse* type model.)
17. The institution may wish to train a cadre of volunteers in the Learning method to offer literacy one-on-one help in every community service area.

18. The College may want to look at individualizing and placing in the Learning Resource Centers the pre-college introductory algebra math course being taught in traditional methods. The College could maximize staff and expand service to students.
19. With the large number of associate faculty, the College may wish to develop a "traveling" curriculum specialist to provide how-to teach staff development opportunities for these faculty.
20. The College may also want to use the data/market analysis undertaken in determining new programs to develop targeted marketing approaches to reach these groups once the programs are in place.
21. The College should proceed cautiously with expenditures of reserve for current operating budgets. Although this is a planned decision, by the Board, the continued expenditures for current budget that exceed current revenue may entrap the institution in the future when the reserves have fallen.
22. The College should schedule regular staff meetings with the President and his immediate staff to better coordinate the many different directions and efforts at the institution.
23. The College should computerize and streamline the evaluations of staff. The many hours spent on gathering, recording, and disseminating the results of staff evaluations consumes time and energy of the staff that could be better spent on other projects.

## Northland Pioneer College

24. The College should encourage continuing and expanding its school program to fulfill community needs and to publicize availability of these classes to local four-year college students.
25. The Learning Resource Center may wish to consider purchasing basic reference source, i.e., encyclopedias, on microfiche and/ROM, so the resources at each site will be up-to-date.
26. When the College builds permanent facilities, it may wish to ensure that the physical space allocated to the Learning Resource Center is flexible and expandable to allow for future growth materials as well as shifts in services.
27. Replacement of the vacated position in counseling, bringing it to four, would better serve each of the four campuses.
28. Better lines of communication could be effected through systematic committee involvement, with results of all reports published.
29. An assessment of instructional and program needs should be included in the facilities plan.

## RECOMMENDATIONS

Northland Pioneer College is now in the position of being on the threshold of improved and expanded services to the communities it serves. It has made improvements in most of the areas of concern expressed by the previous

The team unanimously recognizes the College as an institution in change with evidence of a dedicated, knowledgeable Board, competent and c

administration, faculty, staff, and improved facility availability. With this recognition, it is recommended.

1. That the Commission request a report be submitted on or before September 1, 1992.
  - a. A study should be conducted to determine why there is such a low number of students that graduate with an Associates of Arts degree, Associates of General Studies degree, Associates of Applied Sciences degree, and certificates. This study should include, but not be limited to, seven years of graduation data, a review of student admission, student contract completion, student follow-up, entry advisement, academic advisement, counseling, testing, student academic placement, and student retention, both within each course and between semesters. This study should also include an examination of any external environmental factors that may be affecting degree attainment, as well as the appropriate strategies that must be implemented to improve the graduation rate.
  - b. A program should be implemented to provide a sufficient data base on current and potential students, including demographics, completion rates, follow-up, retention, available high school seniors who will be in the market place over the next ten years, and other relevant information for administrative and academic decision making.

**Northland Pioneer College**

2. That Northland Pioneer College be continued as an accredited associate degree granting institution with the next evaluation to be scheduled 1999-2000.

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: NORTHLAND PIONEER COLLEGE  
1200 East Hermosa Drive/PO Box 610  
Holbrook, Arizona 86025

TYPE OF REVIEW: A comprehensive evaluation for continued accreditation at the Associate's (arts and sciences and vocational-technical curricula) degree-granting level

DATE OF THIS REVIEW: November 6-8, 1989

DATE OF SAS: April 29, 1983

COMMISSION ACTION:

---

CONTROL: Northland Pioneer College is a public institution.

Institution Recommended Wording: NO CHANGE

Team Recommended Wording: NO CHANGE

---

STATUS: Northland Pioneer College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Accredited: 1980-.

Institution Recommended Wording: NO CHANGE

Team Recommended Wording: NO CHANGE

---

EDUCATIONAL PROGRAMS:

The College offers programs leading to Diplomas, Certificates and the Associate's (arts and sciences and vocational-technical curricula) degree. It also offers credit and non-credit courses not part of these programs.

Institution Recommended Wording: NO CHANGE

Team Recommended Wording: NO CHANGE

---

LOCATIONS: The College offers courses and programs at campuses located at Winslow, Holbrook, Snowflake, and Showlow, Arizona; some courses are also offered at various satellite centers and extension units located throughout Navajo County and southern Apache County.

Institution Recommended Wording: NO CHANGE

Team Recommended Wording: NO CHANGE

---

STIPULATIONS: None.

Institution Recommended Wording: NO CHANGE

Team Recommended Wording: NO CHANGE

---

REPORTS  
REQUIRED: None.

Team Recommended Wording: The College is to submit a report by September 1, 1992, focused on: (1) Graduation rates and retention; and (2) Basic student demographic information.

---

FOCUSED  
EVALUATIONS: None.

Team Recommended Wording: NO CHANGE

---

COMPREHENSIVE  
EVALUATIONS:

Northland Pioneer College's most recent comprehensive evaluation was in 1982-83. Its next comprehensive evaluation is scheduled for 1989-90.

Team Recommended Wording: Northland Pioneer College's most recent comprehensive evaluation was in 1989-90. Its next comprehensive evaluation is scheduled for 1999-2000.