

# **District Governing Board Work Session Agenda**

Painted Desert Campus, Tiponi Community Center  
2251 East Navajo Boulevard, Holbrook, Arizona  
Tuesday, March 19<sup>th</sup>, 2019 at 9:30 a.m.

- 1. Construction at the White Mountain Campus**
- 2. Accreditation**

## **OUR MISSION**

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

# Accreditation Training

# Recap: How Accreditation Works

- Assess how well the college is doing based on **standards** HLC develops for **major areas of college operations**
  - Development of standards (criteria)
    - Criterion 1: Mission
    - Criterion 2: Ethics and Integrity
    - Criterion 3: Teaching and Learning I
    - Criterion 4: Teaching and Learning II
    - Criterion 5: Resource Planning and Institutional Effectiveness
  - Federal Compliance Review

# Recap: How Accreditation Works

- NPC is on the HLC's Open Pathway Option (10-Year Cycle)
  - Regular Monitoring via annual Institutional Update
  - Year 4: Assurance Review (usually Online)
  - Years 5-9: Quality Initiative (**Proactive Advising to Student Success [PASS]**)
  - Year 10: Comprehensive Evaluation

# Recap: How Accreditation Works

Stage	NPC's schedule	DGB's role
1. Self Study	Since 2013/2014	Participate in and review NPC's Assurance Arguments
2. Peer Review	<ul style="list-style-type: none"><li>• Sept – Nov 2019 (Review of Arguments)</li><li>• Comprehensive Onsite Visit (Nov 18-19, 2019)</li></ul>	Participate in site visit
3. Decision-Making (Accreditation Status)		Meet with HLC at the time of decision
4. Follow-Up with Recommendation		Post-review monitoring of recommendations from HLC

# Participate in and review college self-study

- Review how the whole self-study activity is organized
- Assure full participation from all parties
- Assure full range of accreditation standards will be addressed

# Assurance Argument Preparation

Criterion Team	Names
1: Mission	Lead: Mark Vest PJ Way Peggy Belknap
2: Integrity	Lead: Mark Vest Peggy Belknap Amber Hill Stan Pirog
3: Teaching and Learning I	Lead: Jennifer Bishop Dr. Mike Solomonson Rickey Jackson Dr. Allison Landy
4: Teaching and Learning II	Lead: Dr. Mike Solomonson Rickey Jackson Jennifer Bishop Dr. Allison Landy
5: Institutional Effectiveness	Lead: Amber Hill Maderia Ellison PJ Way
Federal Compliance	Jeremy Raisor

Editing Team	Ryan Jones Dr. Kevin Jones Melody Niesen
<p><b>Group(s) performing reviews at different stages:</b></p> <ul style="list-style-type: none"> <li>• District Governing Board</li> <li>• Strategic Planning and Accreditation Steering Committee</li> <li>• Executive Team, Deans, and Directors</li> <li>• Entire college (Faculty and Staff)</li> </ul>	

# HLC: Criterion Statements = Accreditation Standards

- Are used as yardsticks to ensure that NPC is:
  - Realizing its mission (Criterion 1)
  - Acting with integrity (Criterion 2)
  - Providing high equality teaching and learning (Criterion 3)
  - Continually assessing and improving all student-related functions and intended outcomes (Criterion 4)
  - Planning and allocating resources that reflect good practices and institutional priorities (Criterion 5)
- **For a complete list of criterion statements:**  
**<https://www.hlcommission.org/Policies/criteria-and-core-components.html>**



# Board activities are explicitly described in many criterion statements.

Criterion 1: The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A.1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Criterion 2: The institution acts with integrity; its conduct is ethical and responsible.

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

Criterion 2: The institution acts with integrity; its conduct is ethical and responsible.

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

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

2.C.2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

2.C.3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

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

Criterion 5: The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

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

5.B.1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

5.B.2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

# Sample Questions

- How does the board participate in strategic planning?
- How does the board manage fiscal oversight?
- How does the board have assurance that they understand and are knowledgeable about the whole institution, not just finance?
- How often does the board review/revise its board policies?
- Does the board thoroughly understand its role and assure that it is operating at the appropriate level?
- Explain the process for board self-evaluation? What has it changed resulting from insights gained in the process?
- How does the board evaluate the president and how frequently? Does the board participate in annual goal setting for the president?
- What kinds and how often does the board receive training?