

Team Report

WASC Senior College and University Commission

SEEKING ACCREDITATION VISIT 1

Northwestern Polytechnic University

November 14-16, 2018

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The team evaluated the institution under the 2013 Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the WASC Senior College and University Commission (WSCUC). The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WSCUC website.

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SECTION I. OVERVIEW AND CONTEXT

A. Description of Institution and Accreditation History

Founded in 1984, Northwestern Polytechnic University (NPU) is a non-profit 501(c)(3) institution that prepares students in professional fields of business and information science, computer science, and electrical engineering. Located near the heart of Silicon Valley, NPU has benefited from an early awareness of industry trends and has used this knowledge to explore curricular offerings to meet them. The institution is located approximately 20 miles north of San Jose in Fremont, California. It is home to a four-campus site, including a main campus and three satellite buildings, all of which are located within one mile of each other. The University offers five academic degree programs at both the undergraduate (Computer Science and Business Administration and Information Science) and graduate (Business Administration, Computer Science, and Electrical Engineering) levels. The disciplinary offerings appear to reflect the expertise and professional workforce needs of the Bay Area.

Seemingly, the prospect of working within elite technology industries was an attraction for students abroad seeking to gain a competitive edge. Ultimately, the allure of Silicon Valley, among other things, allowed NPU to become widely known for its extraordinarily high matriculation of international students. In fall 2016, NPU enrolled 6,111 students, during which time it was accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) and thus able to provide its graduates with the opportunity for post-graduation practical training. When the U.S. Department of Education ceased to recognize ACICS as being in compliance with federal standards, this practical training opportunity was lost. This loss ultimately resulted in cataclysmic enrollment declines. Enrollment in Fall 2018 dropped to 58

undergraduate and graduate students. The unprecedented declines in student enrollment, as well as other impetuses, gave cause for reconsideration of NPU's future mission. In 2017, under the direction and leadership of President Peter Hsieh, Northwestern Polytechnic University revised its mission. As now stated, it is "to provide quality higher education to help individuals of diverse backgrounds, interests, and skills to achieve their full academic and career potential." To fulfill the new mission and approach the challenges associated with enrollment declines, the institution is now focusing on establishing a stronger academic and student support infrastructure, revising its enrollment plans and marketing endeavors, and enhancing institutional credibility by pursuing regional accreditation.

In its institutional report, NPU indicated that it had seven site visits from licensing and accrediting bodies over the past 2 ½ years. Although founded in 1984, it was not until 1998 that NPU was granted its first recognition for meeting educational standards set forth by the Accrediting Council for Independent Colleges and Schools (ACICS). In December 2016, the U.S. Department of Education ceased to recognize ACICS as being in compliance with federal standards. In April 2018, the Department of Education reversed its decision and re-instated ACICS' standing retroactively to December 2016. Throughout this period of time, NPU maintained its accreditation with ACICS; and NPU's regularly scheduled renewal of accreditation was approved through 2022. In addition, NPU submitted a "Notification of Intent to Apply" for accreditation to the WASC Senior College and University Commission (WSCUC) in 2017 and was granted "Eligibility" status until October 2022.

B. Description of Team's Review Process

The Seeking Accreditation Visit 1 (SAV1) team received a link to review NPU's Institutional Report and supporting documents via a secured online Box managed by WSCUC. Upon review of the Report, team members completed associated worksheets to chart their initial assessment of how well NPU has met WSCUC Standards and criteria. The institution's strengths and weaknesses and areas of needed inquiry were discussed during a two-hour conference call meeting. A list of approximately ten questions was constructed for each standard. In addition, the team requested NPU to make available 14 additional evidentiary items.

The SAV1 visit was designed to evaluate whether NPU has sufficiently demonstrated that it is foundationally prepared for comprehensive review and ultimate accreditation under the WSCUC Standards. The SAV1 team also sought to obtain depth and clarity regarding NPU's response to the WSCUC Eligibility Review Committee (ERC) recommendations as articulated in the October 2017 letter to NPU President Hsieh.

The SAV1 visit occurred between November 14-16, 2018. A two-hour pre-visit meeting was held in the host hotel on November 13, 2018 with all five members (including the WSCUC staff liaison) of the SAV1 team. The purpose of the pre-visit meeting was to review the two-day itinerary, confirm the division of labor, and ensure that requested documents were available for review.

During the visit, the team spent time reviewing documents and interacting with all campus constituencies, including the executive leadership, Board of Directors, deans, faculty, students, alumni, and staff. Meetings were scheduled between 8:00 a.m. and 6:00 p.m. and ranged from 45 minutes to 60 minutes in duration. Meetings were kept on schedule and guided by a list of

questions determined in advance by the SAV1 team. The team also met at the end of each day to reflect upon meeting findings, discuss completion of the WSCUC “Compliance with the Standards Checklist,” and determine whether additional query or evidence was required to complete the evaluations.

C. Response to Issues Raised in the Eligibility Review Committee Letter

1. Criterion 7: Governance and Administration

Since the Commission’s eligibility letter, NPU has addressed the issue of governance and administration satisfactorily. A full-time CFO was hired in April, 2018. The Board has expanded to ten members and is meeting on a quarterly basis as evidenced by meeting minutes. New Board committees had been created during summer 2018 including Audit, Finance, and Nominations. The institution has adopted a Presidential Evaluation Manual to formally evaluate the president and has begun the evaluation process.

2. Criterion 8: Financial Resources and Accountability

The Commission was concerned about the dramatic decline in enrollment from 2015 to 2017 and recommended development of an enrollment management plan. The institution has responded with the creation of an enrollment management plan, a marketing plan, and an enrollment budget. The new plan is less focused on the international market in order to concentrate on the local market. Hence, the enrollment plan calls for more outreach to potential students in local high school and community colleges. The enrollment plan projects an increase of enrollment to 750 students by 2023. A review of the enrollment budget shows very little increase over the next few

years to support this growth; however, the enrollment management staff stated the budget was adequate.

3. Criterion 9: Institutional Planning

The institution is constantly working on and revising its strategic planning goals as evidenced by its “Strategic Plan Details and Timelines.” The administration stated that the plans were dynamic, as adjustments were necessary due to the changing operating environment and enrollment patterns experienced recently. Budgets will need to be more closely aligned with the strategic and subsidiary plans in the future.

4. Criterion 11: Educational Objectives and Assessment of Student Learning

The institution has created a program review manual and a schedule of program reviews. To date, two reviews have been completed for the BBAIS and MSCS programs. The program review process is thorough and inclusive of all faculty associated with the program in question and external reviewers as well. Findings of the two completed reviews have resulted in action items to address improvements.

5. Criterion 13: Faculty

While the size of the faculty is small, it is appropriate for the present enrollment levels. There are presently four full-time faculty and a number of part-timers. The institution does have a number of faculty with terminal degrees from NPU and recognizes that, as enrollments increase and more faculty are hired, it will be essential to diversify the faculty hired in terms of their qualifications, degree levels, and the institutions where degrees were received.

6. Criterion 14: Student Success

With the hiring of an individual to oversee and implement the institutional research function, NPU is making progress to disaggregate student data, especially for graduates. This is a work in progress due to the various ways to present the data in a meaningful way. The institution has identified the categories to disaggregate the data and will attempt to be consistent in capturing and presenting the data.

SECTION II. COMPLIANCE WITH STANDARDS AND FEDERAL REQUIREMENTS

A. Standard 1 - Defining Institutional Purposes and Ensuring Educational Objectives

CFRs 1.1, 1.7

Upon initial review of the NPU Institutional Report, and through validation from campus meetings, the SAV1 visiting team found the University's mission somewhat generic and lacking in specificity regarding its targeted audience and disciplinary purpose. Current data show that international students represent more than 95% of those enrolled at NPU. During the onsite visit, President Hsieh spoke candidly and tenderly about his father's (former President George Hsieh) vision and conviction to open the doors of educational opportunity to diverse students, particularly those from abroad. A newly revised mission--"...to provide quality higher education to help individuals of diverse backgrounds, interests, and skills to achieve their full academic and career potential"--was adopted to guide the institution's approach to expanding diversity.

The WSCUC International Student Policy requires institutions with significant international enrollment to recognize such students in their statement of purpose. While the current Enrollment Plan indicates a desire to matriculate an equal percentage (50%) of international

and local students, the team would have liked NPU to have taken greater ownership of its interest in targeting students abroad and include appropriate language within the newly revised mission. The team also noted that the mission was void of language acknowledging its specialty focus in the business and polytechnic disciplines and would have liked to see some attention to this area as well.

The University has organizational structures and processes in place. There is a newly expanded Board of Directors that functions in accordance with Bylaws to oversee the University. There is no formal structure for faculty governance; however, there is a Faculty Governance Policy and a Faculty Responsibility Chart which outline their responsibilities. Internal policies that govern academic review, complaints, and student completion have been made public and are articulated throughout the University Catalog (CFR 1.7).

Transparency in budgetary planning, allocation, and management seems to occur both informally and formally. Conversations with faculty and staff suggest that President Hsieh has an open-door policy and is easily accessible to discuss any matter (including financial resources) with faculty and students. Resources are allocated based upon departmental requests and in accord with strategic priorities. NPU is a financially sound institution, operating without any long-term debt. However, there has been a 99% decline in student enrollment over the past two years, which caused the team to question the soundness of NPU's business practices. Although rapid enrollment declines were strongly influenced by forces independent of NPU (e.g., ACICS/Department of Education issues), the strategies employed to regain students, retain faculty and staff, and generate revenue appear to lack clarity, specificity, and a sense of urgency.

The team would like to have seen more detailed processes for addressing enrollment-related challenges in the strategic, enrollment, and marketing plans. It would also have been helpful to have obtained a short-term business strategy for addressing immediate enrollment issues. Articulating a clear and complete mission is critical to molding an educational infrastructure and guiding strategic plans to promote and support movement to their attainment. In addition, it is essential for NPU to re-examine its business practices with the specificity and pace that would serve to prevent further enrollment losses. Given all the above, the team finds NPU in compliance with CFRs 1.1 and 1.7 at levels sufficient for candidacy.

CFRs 1.2, 1.3, 1.4, 1.5, 1.6, 1.8

NPU adeptly formalized its academic processes. There is a conflict of interest policy in place, and policies have been formalized to guide students through their academic tenure at the institution. Guidelines regarding admissions requirements for domestic and international students, transfer credit processes, and academic program requirements are all clearly articulated in the University Catalog.

A clearly stated diversity policy is published in the Catalog as well as in student and faculty handbooks. Although NPU's diversity categories include those representing different countries, recent enrollment plans call for an increased number of domestic students matriculating to NPU. Numerous reasonable accommodations are made available to students, and policies to promote timely completion and grade appeals are posted. Educational objectives are clearly defined and data on student achievement are accessible on the University's website. Finally, NPU was very forthcoming in responding to the SAV1 team's questions regarding its business and enrollment history and its approach to implementing WSCUC standards. In review of all

the evidence, the SAV1 team finds NPU in compliance with CFRs 1.2, 1.3, 1.4, 1.5, 1.6, and 1.8 at levels sufficient for initial accreditation.

Standard 1 Summary

NPU has formalized academic policies and processes. It has refined its infrastructure in a manner that provides its constituencies with a clear understanding of educational objectives. The institution has worked diligently to reframe its image by refining its mission, seeking accreditation from multiple bodies, and being forthright regarding its enrollment challenges and vision for the future. The SAV1 team finds that NPU meets Standard 1 at a level sufficient for initial accreditation.

B. Standard 2 – Achieving Educational Objectives Through Core Functions

CFRs 2.1, 2.2, 2.2a, 2.3, 2.4, 2.5, 2.6, 2.7, 2.10, 2.11, 2.12, 2.13, 2.14

A review of degree requirements and course descriptions indicates that undergraduate and graduate degrees at NPU have been designed for student success in technical fields that are in demand in the local area, as well as in most developing and developed countries. The requirements for the programs align with academic standards. The team reviewed faculty resumes and met with full- and part-time faculty members in a number of contexts. Many adjunct and full-time faculty members have taught at NPU for many years and bring valuable real-world experience to the classroom and curriculum.

Meetings with faculty members revealed that expectations for student learning are clearly and intentionally differentiated between undergraduate and graduate levels. Faculty members

are responsible for the curriculum and make improvements to programs based on assessment results and on their experiences as working professionals in their fields.

Using the five core competencies as foundational material, the faculty developed student learning outcomes at the institution, program, and course levels. An analysis of the outcomes, as well as retention and graduation data, were included in the context of program reviews. LiveText is used to input and analyze assessment data and calibrate the rubrics designed to assess signature assignments and capstone projects. Aggregated and disaggregated results of direct and indirect assessments of student learning, achievement, satisfaction, and campus climate are readily available to all faculty through an impressive dashboard built and maintained by the institutional research and information technology offices. Team members were given a demonstration of the inhouse dashboard.

Evidence in the form of assessment reports and program reviews substantiate faculty use of data to make improvements in academic programs, learning outcomes, assessment practices, and curriculum. For instance, program deans shared with the SAV1 team a number of steps taken to improve student writing and faculty instructional approaches based on assessments of student writing and classroom observations.

NPU has written and implemented a comprehensive assessment plan for student services. Although it does not offer financial aid, it does provide library, advising, counseling, housing, and tutoring services. During the visit, student services personnel expressed deep care and concern for the needs of students, particularly international students who have left their families and countries of origin for the first time. Advisors and counselors closely monitor

attendance and mid-term and final grades in order to intervene quickly based on indicators of academic and/or personal difficulties.

The team was informed that NPU has recently raised entrance standards for international students to ensure higher levels of English proficiency at entrance. Admissions counselors require international applicants to use a foreign transcript evaluation service to review foreign transcripts for equivalencies of degrees and courses. On an applicant-by-applicant basis, it is the practice of NPU admissions' counselors to require, when necessary, new graduate students to take a set of undergraduate courses to ensure they are ready for graduate-level coursework. In consideration of the information above, the SAV1 team finds NPU in compliance with CFRs 2.1, 2.2, 2.2a, 2.3, 2.4, 2.5, 2.6, 2.7, 2.10, 2.11, 2.12, 2.13, and 2.14 at levels sufficient for initial accreditation.

CFR 2.2b

Graduate faculty at NPU have developed program learning outcomes and have begun to assess them. All learning outcomes at NPU are derived from the language of the core competencies, with an additional sixth outcome for specialized knowledge that encompasses much of the expected learning in the major. Though there are gradations of differentiation and specificity in outcomes (from institutional to general education to bachelor's to master's), the team expected to see areas of specialized knowledge to dominate the program learning outcomes at the graduate level. Instead, the program learning outcomes at the graduate level appear encased in the language of the core competencies to the point that the uniqueness of the programs is not fully distinguishable.

It is not necessary that the mapping of graduate-level program learning outcomes to the core competencies be explicitly linked by similar words and phrases. In fact, doing so may result in having the technical nature of the programs not being fully reflected and may lead assessment away from measuring program-specific student learning in those areas in ways that justify the existence of the majors and degrees in the first place. Indeed, based on initial learning assessments, it may be the case that special knowledge outcomes are, in fact, too broad and need to be broken into discrete pieces. The SAV1 team finds NPU in compliance with CFR 2.2b at a level sufficient for candidacy.

CFRs 2.8 and 2.9

NPU has four full-time faculty members who are relatively new as full-time employees. These faculty members taught at NPU as adjuncts for many years prior to their full-time assignments. NPU requires all full-time and part-time faculty to submit professional development plans to the deans at the beginning of each academic year; and financial support (minimally \$500.00) is provided to assist with costs associated with training, conferences, and other forms of professional development.

In addition, the team learned that the deans and administrators are reviewing faculty compensation models and will soon implement a formalized system for rewarding faculty research, scholarship, creative activity, and curricular and instructional innovations. While it is clear that faculty are involved in a variety of scholarly activities, it is also clear that the policies, procedures, and compensation for such activities need to be formalized and implemented. The team finds NPU in compliance with CFRs 2.8 and 2.9 at levels sufficient for candidacy.

Standard 2 Summary

NPU has focused its attention on meeting the CFRs of Standard 2. The efforts of the faculty, staff, and administration are evident. High quality policies and plans have been written and implemented to achieve educational objectives through core functions. Program reviews have been completed for some programs and others are scheduled. Assessment of student learning at the program level is ongoing. While it is clear that all these efforts must be sustained going forward, the SAV1 team finds that NPU meets Standard 2 at a level sufficient for initial accreditation.

C. Standard 3 – Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

CFRs 3.1, 3.2, 3.3, 3.5, 3.6, 3.8

The institutional report states that the number of faculty includes four full-time teaching, six part-time teaching, and two part-time with administrative duties. Given the current size of its student population, this number of faculty is sufficient. There is a pool of adjunct faculty who can be called upon to teach should it become necessary. In addition, a plan was developed to increase the number of disciplinary faculty members to correspond with projected five-year increases in enrollment. In regard to staff, NPU has 37 staff positions, of which 33 are currently filled. Review of the organizational chart shows many departments lacking staffing depth, which could leave the University in a vulnerable position should a vacancy occur.

Policies for faculty and staff are well written, comprehensive, and available in the respective handbooks. An annual evaluation process is outlined for both faculty and staff; and development plans are required which allow faculty to articulate areas for improvement. The

University allocates financial resources to support faculty in their growth. Staff are also given opportunities to improve their knowledge and skills through formal training. While there is currently no written requirement for staff training, the University is planning to implement such a requirement in the future.

The University's organizational structure shows there is sufficient and qualified leadership. The executive team consisting of the President, Executive Vice President (EVP), Chief Financial Officer (CFO), and Chief Academic Officer (CAO) provides the top-level leadership to guide the institution in its day-to-day operations and to achieve its strategic goals. The President, who holds a JD degree, serves as the Chief Executive Officer (CEO). He has established an open-door policy whereby anyone is free to have a discussion with him. He was appointed to the position in September 2015, after previously serving as Chief Operating Officer (COO), CFO, and EVP. Beginning in April 2018, a full-time CFO was hired. The CFO has many years of experience in the corporate environment as a controller; however, she has no professional experience in higher education. There are other qualified administrators throughout the organization with several years of experience at the institution. The team was impressed by the quality of the senior administrators and their enthusiasm to improve the institution's future.

The University has three main buildings occupied for academic and administrative purposes (with a fourth unused), and several residential units available for students. These facilities are in good condition with capacity for expansion. Additionally, the University has properties that are leased to external companies. These properties were purchased without debt and provide approximately \$1 - 2 million of annual rental income. Although it may be a challenge, plans

have been discussed to use existing rental properties or acquiring another property to build a more welcoming campus environment, particularly as enrollments increase.

The University's information resources are adequate for its size and there are plans to improve. Information technology resources are an important part of the University's core educational programs, student services, and administrative services. The library materials include approximately 11,000 books and a number of periodical publications. The library has recently completed a program review resulting in a switch to Safari online services, giving students better access to other library materials. The team finds NPU in compliance with CFRs 3.1, 3.2, 3.3, 3.5, 3.6, and 3.8 at levels sufficient for initial accreditation.

CFRs 3.7, 3.9, 3.10

The organizational structure shows the President has four direct reports, with director-level personnel reporting to one of these four positions. As a small institution, this structure seems to be adequate and manageable. Faculty are involved with decision making, although their involvement appears to be informal. The President's openness to listen to ideas has allowed ideas to be brought forward for further discussion by the appropriate people.

The President reports to a ten-member Board of Directors (BOD) which governs the University. Although a smaller Board existed during the prior administration, its current structure, membership, and formal committees are still relatively new. For instance, the audit, finance, and nominations committees were all formed in May 2018. To date, the finance committee has met twice to review the financial status of the University. The audit committee has yet to meet. Additional committees, i.e., academic affairs and compensation, have been in existence prior to 2018. It is not clear whether a comprehensive charter for and charge to the

new committees have been developed. As the committees continue to meet in the future, the charter for each should be more clearly defined and operationalized, including responsibilities and authority.

Faculty participate in academic governance as outlined in the Faculty Governance Policy. The Faculty Responsibilities chart outlines the responsibilities of the deans and the full-time and adjunct faculty. It is clear that all things related to the academic programs are the faculty's primary responsibility. However, the team recommends the institution clarify and formalize the role of both full-time and adjunct faculty in governance structures and decision-making processes. Therefore, the team finds NPU in compliance with CFRs 3.7, 3.9, and 3.10 at levels sufficient for candidacy.

CFR 3.4

For its size, the Statement of Financial Position (Balance Sheet) of NPU shows impressive financial strength, with net assets of \$214 million as of December 31, 2017. It has liquid assets of cash and investments totaling \$168 million. The significant surpluses in the years prior to 2017 (when enrollment was significantly higher) were the source of the institution's investments and income-producing properties. The team commends NPU for its management and shepherding of resources to sustain current operations. The institution has high investment balances, excellent academic and administrative facilities, and no long-term debt.

The Statement of Activities over the last three completed fiscal years reflects the dramatic erosion in revenues associated with enrollment declines and loss of tuition monies. In 2017, tuition revenue of \$5.7 million declined 90% from the prior year. Correspondingly, expenses declined 55% to \$9.5 million. In that year, investment and outside rental income generated

\$36.7 million, which helped to produce an overall surplus of \$33.4 million. The investment income reflects an unrealized market value growth of its mutual fund equity investments. Year-to-date financial statements through September 2018 were provided to the team. The statements showed even more serious erosion of net tuition (based on the enrollment of only 58 students), with tuition revenue down to \$641,000. The tuition revenue reflects all three trimesters of enrollment for 2018.

While the University is very fortunate to have its investment income as a backstop to support its operations, a long-term cycle of declines in the investment market would begin to erode the values of the investments. Ultimately, the University could be left in a more precarious position of being more reliant on enrollment levels and expense controls to achieve balanced financial operating results. The administration stated a number of times that the institution has the financial reserves to supplement enrollment declines until such a time that things rebound. However, reliance on investment returns should not be a primary long-term strategy for the financial sustainability of a not-for-profit educational institution.

If one were to analyze the financial performance of its core educational operations by removing the growth of investments and outside rental income, the University would have had a deficit of \$3.4 million for 2017. This would indicate that the University would have a challenging time balancing the operating budget at the current levels of enrollment and that this should therefore remain at the forefront of the University leadership's priorities. The University has developed a five-year budget which assumes enrollment growth increasing to 750 students by 2023. The budget also assumes significant growth in its investments of \$13 - \$16 million annually. Without the investment growth, the budget would reflect deficit financial

operating results each year in its core educational operations. The team recommends that NPU restructure its statement of activities so that investment income and gains are not included as a revenue item. This should give the administration a clearer picture of its operational financial condition.

Investments were entirely in equity mutual funds. While this investment strategy is good during times of sustained market growth, as was the case in 2017, the market can decline rapidly as more recent experience has shown. In such a scenario, an overall deficit could result for a given fiscal period. There is currently no committee of the BOD that oversees investments. The President currently manages all changes to NPU's investments. Thus, the team recommends that an investment advisory committee be created to oversee the management of these sizeable investments, create an appropriate strategy, and diversify the investments accordingly.

Financial audits for the last five fiscal years were provided. The auditors' opinions were mixed, with unqualified opinions except for a qualified opinion in 2016 due to misclassification of revenues between accounting periods. The 2016 and 2017 audits pointed out a number of significant deficiencies and material weaknesses in internal control. The University responded to these matters and has either rectified the issue or is making plans to do so. During the visit, team members spoke with the auditor about NPU's progress in implementing the remaining internal control issues and were satisfied with the progress.

NPU has seen dramatic changes in its enrollment size over the last three years, declining from over 6,100 students in fall of 2015 to just over 150 students by fall 2017 and 58 students in fall 2018. The institution has plans to grow the enrollment to a more sustainable level over

the next few years as described in the enrollment and marketing plans. The enrollment plan lays out the goal to steadily increase enrollments and identifies strategies to increase engagement with community colleges and high schools. Both plans reference the fact that challenges with ACICS accreditation, negative media exposure, and the recruitment of international students may impact whether enrollment goals are attained.

The marketing plan realistically recognizes it will take two years before positive enrollment results are achieved. It will take significant effort; and the team was concerned that a minimal \$250,000 annual budget has been allotted towards enrollment plan implementation. The enrollment management team was comfortable with this annual budget amount, stating it would be adequate as they increase efficiency when applying those resources.

Criterion for Review 3.4 states that an institution must be financially stable, and the CFR's guidelines call for no operational deficits for at least three years. NPU has projected its core educational operation will result in operational deficits for several years until enrollment targets are achieved. Based on its findings, the team concludes NPU is not in compliance with CFR 3.4.

Standard 3 Summary

NPU has sufficient resources to sustain its core operations for the foreseeable future until enrollment targets are achieved. This will be highly dependent on thoughtful use of reserves, investment market performance, and control of costs. Although the team is impressed with the strength of NPU's net assets and its compliance with the majority of CFRs, the team feels that the institution is not in compliance with CFR 3.4. The team is concerned about projected

operational deficits and the viability of constructed plans to regain enrollment stability. The team therefore concludes that NPU meets Standard 3 at a level sufficient for candidacy.

D. Standard 4 – Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

CFRs 4.1, 4.3, 4.4, and 4.5

NPU, both in its institutional report and in its meetings with the team, gave overwhelming evidence of commitment to quality assurance, institutional learning, and improvement. Quality-assurance processes are in place and utilized. Structures and processes for assessing student learning and for engaging in high quality academic program review are now embedded into the institution’s fabric. Evidence was presented that both assessment and program review results are analyzed and discussed and that curricular changes have resulted. Faculty and academic administrators have attended conferences, including ARC, to further develop their assessment competencies. In-service workshops are held every semester on campus to provide faculty with opportunities to discuss curricular and pedagogical matters with each other and to determine if improvements are needed. Academic Advisory Committees have been established to bring “real world” perspectives to bear on curriculum-changing and improvement discussions. Co-curricular departments on campus have begun quality-assurance review processes similar to those engaged in within the academic program review arena. The team finds NPU in compliance with CFRs 4.1, 4.3, 4.4, and 4.5 at levels sufficient for initial accreditation.

CFR 4.2

Although NPU evidences a major commitment to quality assurance, it is at an early stage in the development of a formalized institutional research structure. It has appointed a Compliance and Assessment Coordinator who serves as the institution's Institutional Research Director. This individual and a second person serving as a research analyst have been spending most of their time developing data definitions, responding to external agency requirements, overseeing institutional survey administrations, and continuing to help structure and support the faculty's student learning assessment and academic program review endeavors. They recognize a need for more sophisticated enrollment and demographic data; for an institutional fact book; for structuring a cohort of peer institutions to be used for comparative purposes on a number of parameters; for developing a set of dashboard indicators of institutional performance; and for providing overall data support to the executive leadership and the Board of Directors. These are all on the agenda for ongoing and future endeavor. The team finds NPU in compliance with CFR 4.2 at a level sufficient for candidacy.

CFRs 4.6 and 4.7

NPU has clearly engaged in an extensive amount of strategic planning. It has also, however, been subjected to a major series of setbacks in its international relationships (especially with India) and its overall enrollments, to the point where it now enrolls only 58 students. It has also suffered from the derecognition of its present accrediting agency and appears hesitant to move forward strategically as a result of the uncertainty of WSCUC accreditation. Additionally, the institution is uncertain about the desirability of keeping the term "polytechnic" in its name; it is weighing the extent to which it should enroll domestic students; it is debating an academic

move into the health arena; and it is preparing to consolidate most institutional endeavors in a new campus building. All of these things complicate its strategic planning endeavors and make it difficult for the institution to move forward confidently to respond to its own changing higher education environment, much less to larger environmental changes.

In addition to the above, the institution has not created a sophisticated strategic planning structure and process involving multiple constituencies and significant use of data. There are indeed strategic, enrollment, marketing, and faculty staffing plans. However, there is no academic plan laying out the University's programmatic projections (for both existing and new programs) for the next five years. Thus, it is difficult to understand the basis upon which the enrollment, marketing, and staffing plans have been constructed. Furthermore, the alignment of academic, enrollment, marketing, and staffing objectives with strategic priorities appears tenuous at best.

When one looks at the enrollment plan, it is obvious that it is not degree-centric but rather more attuned to getting [qualified] students in the door. While this is of course understandable given present enrollments, the enrollment plan would benefit from a closer relationship to an academic plan and from greater intentionality in attempting to matriculate culturally and ethnically diverse international and domestic students who will reflect and profit from the unique mission and vision of the institution. This is a major SAV1 team recommendation.

When one looks at NPU's five-year budget, it is impossible to see how budgetary decisions flow from both the strategic and subsidiary plans and relate to strategic priorities. The enrollment management budget, for example, appears flat, although the institution appears to be planning to increase from 58 to 750 students in the next five years. NPU needs to seize the

opportunity provided by plans for major enrollment increases and possible academic restructuring to formally and strategically “connect the dots” between planning and budgeting.

All of the above has given rise to team recommendations that the University, first, consider reconstruction of its mission to one that is reflective of its unique identity and anticipated future. Secondly, it should revise its strategic plan to provide direction to and integrate its important subsidiary plans so that they align with strategic priorities and the reconstructed mission of the institution and clearly inform and direct budgetary decision-making. All of the above has caused the team to find that NPU is not in compliance with CFRs 4.6 and 4.7.

Standard 4 Summary

There is no doubt that Northwestern Polytechnic University has, in the best sense of the term, “bought into” the WSCUC goal of “creating an organization committed to quality assurance, institutional learning, and improvement.” All of its endeavors in program review, in assessing student learning, and in establishing what will undoubtedly become a well-structured institutional research enterprise give evidence not only of this commitment but also of some major successes in implementing it.

In regard to strategic planning and to using the strategic planning process to anticipate and respond to a changing higher education environment, the University is indeed poised to move forward “intentionally.” In order to do so, it has to be able to understand that one does not await hoped for WSCUC accreditation to move forward. Rather, one moves forward—at a high quality level—in endeavors of institutional learning and improvement, and WSCUC accreditation is bound to follow as a result. It is the University’s intention to move forward in

this arena—as well as good evidence of significant movement already, combined with successes in the area of quality assurance—that convinces the team that that NPU meets Standard 4 at a level sufficient for candidacy.

E. Inventory of Educational Effectiveness Indicators

Northwestern Polytechnic University submitted an Inventory of Educational Effectiveness Indicators (IEEI) to offer a comprehensive view of how well it addresses the quality of student learning and learning assessment infrastructures. The IEEI provides evidence of its approaches to quality assurance and improvement through summary statements and web-links to supporting documents.

In general, the institution has done a commendable job of addressing the recommendations articulated in the October 2017 WSCUC Eligibility Review Committee (ERC) letter. For instance, NPU has used AAC&U Value Rubrics as the standard upon which to develop and implement institutional learning outcomes (ILOs), general education learning outcomes (GELOs), and program learning outcomes (PLOs). Curriculum maps have been developed for each academic program to identify linkages between ILOs, PLOs, and GELOs. Learning outcomes are posted on the institutional website, in the University Catalogue, and within course syllabi. Expectations for student learning are clearly articulated in course syllabi, course assignments, and assessment rubrics. Co-curricular activities have been developed to support student learning needs; however, some of these activities should become formalized and assessed as the institution continues to grow in enrollment.

The institution uses direct and indirect assessments such as signature assignments and satisfaction surveys respectively to assess student learning. NPU has a newly-hired Compliance and Assessment Coordinator who is responsible for aggregating and analyzing assessment data. Results of assessment data have been used to modify curricula and improve student services.

NPU has developed an impressive program review process. While the program review and assessment processes are still in their infancy, NPU has embraced institutional assessment and was successful in conducting reviews of two programs in the past year. The institution has a strong foundation and is expected to continue its growth in this area.

SECTION III - PREPARATION FOR REAFFIRMATION UNDER 2013 STANDARDS

NPU currently offers five academic degree programs preparing students in the fields of business and information science, computer science, and electrical engineering. The institutional report showed that NPU established core competencies and institutional learning outcomes that were mapped throughout undergraduate and graduate programs. However, the approach to establishing the graduate PLOs for each major was not clearly presented. An onsite visit meeting with faculty members and deans revealed that they worked collaboratively to develop the graduate PLOs. It also revealed that the graduate PLOs were developed based upon an understanding of and conscious attempt to reflect industry expectations.

As NPU moves forward in continuing to enhance the meaning, quality, and integrity of its degree programs, the institution's academic leadership is conscious of the need to further align program coursework and learning outcomes to the expectations of the various discipline-based professional accrediting agencies. Incorporating the disciplinary standards of these agencies

should be of great assistance in improving the quality of the academic programs, establishing clearer distinctions between undergraduate and graduate programs, and improving the assessment of student learning.

The faculty, staff, and administration of NPU have demonstrated their commitment to meeting all standards of accreditation. NPU has put into place a well-crafted set of policies, procedures, and practices that provide clear indication that it is capable of meeting and sustaining the effort and evidence needed for continuing accreditation. The University is poised to implement strategic, academic, and enrollment plans to reach its goal of 750 students within the next five years and, as a result, to attain and maintain a posture of academic, budgetary, and overall institutional sustainability.

SECTION IV – CONCLUSION, COMMENDATIONS, AND RECOMMENDATIONS

NPU is clearly committed to securing WSCUC accreditation. The institution has responded well to most of the CFRs and is commended for what it has accomplished. Thus, the institution is on the right path for accreditation. As the institution moves forward, the team encourages it to maintain its momentum in meeting all the CFRs.

Commendations

The team commends Northwestern Polytechnic University for the following:

1. Astute investment in personnel, starting with the executive leadership from the president down. NPU is clearly investing for the future and has put together a well-skilled leadership team.

2. Establishment and growth of a re-energized Board of Directors that is engaged and attentive to its fiduciary responsibilities, its professional development, and its structuring of committees that will lead the institution on the road to meeting desired goals. The Board is encouraged to continue progress by implementing the formalized structures it has put in place.
3. Highly competent, committed, and accomplished faculty who bring real-world knowledge and expertise to the classroom and work environment.
4. Dynamic student support services that are equipped and prepared to support and nurture students, particularly international students.
5. Strong and robust organization of structures and processes related to program review and student learning outcomes assessment. NPU is encouraged to continue the momentum established in this arena.
6. Managing and shepherding resources to sustain current operations and a strong statement of financial position, including high investment balances, excellent academic and administrative facilities, and no long-term debt.

Recommendations

The team recommends that Northwestern Polytechnic University:

1. Consider reconstruction of its mission to one that is reflective of its unique identity and anticipated future (CFR 1.1, WSCUC International Students Policy).
2. Revise its strategic plan to integrate a cascading set of subsidiary plans in, for example, the academic, enrollment, and staffing arenas—plans that align with strategic priorities

and the reconstructed mission of the institution and that clearly inform and direct budgetary decision-making (CFR 1.1, 3.4, 4.6, and 4.7).

3. Guide its enrollment endeavors with thoughtful and intentional goals, objectives, and strategies to matriculate culturally and ethnically diverse international and domestic students who will reflect and benefit from the unique mission and vision of the institution (CFR 1.4, 3.4 and 4.7).
4. Continue to refine and improve graduate-level program learning objectives based on assessment results and alignment with professional and industry standards (CFR 2.2b).
5. Formalize research and scholarship expectations for faculty and integrate graduate students into those endeavors. In addition, formally define, support, and reward research and scholarship activity (CFR 2.8 and 2.9).
6. Clarify and formalize the role of both full-time and adjunct faculty in governance structures and decision-making processes (CFR 3.7 and 3.10).
7. Request that the Board create an investment advisory committee that will oversee management and diversification of investments (CFR 3.4).
8. Given that NPU has had a financial operating deficit recently and projects deficits in the near future, and in order to obtain a better picture of its financial operating performance, it is recommended that NPU restructure its statement of activities so that investment income and gains are not included as a revenue item. It is imperative that NPU return to a position of positive financial operating stability as soon as possible (CFR 3.4).

APPENDICES - COMPLIANCE WITH STANDARDS AND FEDERAL REQUIREMENTS

Appendix A

Northwestern Polytechnic University -Inventory of Educational Effectiveness Indicators

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
At the institutional level:	Yes	The ILOs are published in the catalog in the introduction section and also on the web site under About/Overview tab. http://www.npu.edu/about-npu	For direct assessment NPU uses signature assignments which hierarchically link to the ILOs Non-direct assessment is done by various surveys of student satisfaction, graduate survey, employer survey, etc. Retention rate and placement rate data is also taken in to account.	The data is first reviewed by the Compliance and Assessment Coordinator, then reviewed by the deans, and CAO.	The findings are used for improving structures, services, processes, curricula, pedagogy, and learning results. Written Communication Example: Faculty members are now actively referring more ELSO students to additional services offered by NPU Intensive English Program (IEP).	n/a; ILOs addressed in specific degree program reviews.
For general education if an undergraduate institution:	Yes	The general education learning outcomes are published in the catalog under the general education requirements section for each individual undergraduate program.	NPU uses signature assignments for direct assessment. Non-direct assessment is done by various surveys of student satisfaction, graduate survey, employer survey, etc. Retention rate and placement rate data is also taken in to account.	The data is first analyzed with the assessment dashboard built using Microsoft Power Business Intelligence (PBI) by the Compliance and Assessment Coordinator. Then the full-time faculty, adjunct faculty, dean interpret the evidence the during the GE program review cycle, faculty trimester meetings, ad hoc meetings, and curriculum committee meetings. Aggregated results are further analyzed and reviewed by the deans, CAO, and Assessment Coordinator.	The findings are used for improving structures, services, processes, curricula, pedagogy, and learning results. Improvement adjustments are disseminated and implemented by the Schools of Business and Engineering jointly with other departments as needed. Information Literacy Example: The librarian has hosted student workshops addressing library resources and proper approaches to citations.	The initial review has not yet been done. It is scheduled for Spring 2020.

				Recommendations and actions items, such as those found in program review reports are followed up upon with consensus with the senior administration.		
List each degree program: 1. Bachelor of Business Administration and Information Sciences (BBAIS)	Yes	The PLOs are published in the catalog under each programs section and on the program's web page. http://www.npu.edu/academics/school-of-business/bachelor-of-business-administration-and-information-sciences	NPU uses signature assignments for direct assessment. Non-direct assessment is done by various surveys of student satisfaction, graduate survey, employer survey, etc. Retention rate and placement rate data is also taken in to account..	The data is first analyzed with the assessment dashboard built using Microsoft Power Business Intelligence (PBI) by the assessment coordinator. The full-time faculty, adjunct faculty, dean then interpret the evidence the during the BBAIS program review cycle, faculty trimester meetings, ad hoc meetings, and curriculum committee meetings. Aggregated results are further analyzed and reviewed by the deans, CAO, and Assessment Coordinator. Recommendations and actions items, such as those found in program review reports are followed up upon with consensus with the senior administration.	The findings are used for improving structures, services, processes, curricula, pedagogy, and learning results. Critical Thinking Example: Instructors have changed student assignments to include more comparison analysis.	Completed on August 22, 2018

<p>2. Master of Business Administration (MBA)</p>	<p>Yes</p>	<p>The PLOs are published in the catalog under each programs section and on the program's web page. http://www.npu.edu/academics/school-of-business/master-of-business-administration</p>	<p>NPU uses signature assignments for direct assessment.</p> <p>Non-direct assessment is done by various surveys of student satisfaction, graduate survey, employer survey, etc. Retention rate and placement rate data is also taken in to account.</p>	<p>The data is first analyzed with the assessment dashboard built using Microsoft Power Business Intelligence (PBI) by the assessment coordinator.</p> <p>The full-time faculty, adjunct faculty, dean then interpret the evidence the during the MBA program review cycle, faculty trimester meetings, ad hoc meetings, and curriculum committee meetings.</p> <p>Aggregated results are further analyzed and reviewed by the deans, CAO, and Assessment Coordinator.</p> <p>Recommendations and actions items, such as those found in program review reports are followed up</p>	<p>The findings are used for improving structures, services, processes, curricula, pedagogy, and learning results.</p> <p>Oral Communication Example: The capstone has increased the number of presentations over the trimester.</p>	<p>The initial review has not yet been done. It is scheduled for Fall 2019.</p>
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<p>3. Bachelor of Science in Computer Science (BSCS)</p>	<p>Yes</p>	<p>The program learning outcomes (PLOs) are published in the university catalog and on the website near the top of the section/page related to the program.</p> <p>http://www.npu.edu/academics/school-of-engineering/bachelor-of-science-in-computer-science</p> <p>Course learning outcomes are published on the course syllabi. In many cases, the learning outcomes are also mapped to the weekly activities outlined on the syllabus.</p>	<p>Assessment of learning outcomes is conducted via signature assignments administered in selected courses, which address targeted areas for assessment (specific PLOs). Student, graduate, and employer surveys are also used for indirect assessment of student learning outcomes.</p>	<p>The instructors are tasked with administering the signature assignments, interpreting the evidence, and completing the assessment by using rubrics designed for the learning outcomes. Results are collected and aggregated via LiveText. The surveys are distributed by the academic administrative team. All results are reviewed and analyzed by the Program Review Committee (PRC) and Assessment Coordinator. They are presented to the faculty and used to derive action plans for improvement.</p>	<p>Some findings are used by the instructors to improve students' performance through continuous formative assessment and feedback cycles.</p> <p>The outcomes from the assessment and analysis of the results are used to improve curricula, pedagogy, processes, structures, services, and learning results for the students. They are also used to derive action plans for improvement and institutional budgeting.</p> <p>Assessment of student learning outcomes is currently in progress. Though program review for BSCS has not yet been completed, preliminary use of results includes changes to the methodology and curriculum.</p> <p>For example, students have been offered resources to improve their written and oral communication skills through the Intensive English Program. The librarian/ learning resources manager also implemented activities and workshop to strengthen information literacy skills.</p> <p>It is expected that once program review is completed there will be more significant changes to improve alignment of resources, additional library resources, teaching strategies, and student learning activities.</p>	<p>The results from assessment of each PLO is analyzed at scheduled intervals prior to the program review.</p> <p>The program review for BSCS is planned for the year 2020.</p>
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<p>4. Master of Science in Computer Science (MSCS)</p>	<p>Yes</p>	<p>The program learning outcomes (PLOs) are published in the university catalog and on the website near the top of the section/page related to the program.</p> <p>http://www.npu.edu/academics/school-of-engineering/master-of-science-in-computer-science</p> <p>Course learning outcomes are published on the course syllabi. In many cases, the learning outcomes are also mapped to the weekly activities outlined on the syllabus.</p>	<p>Assessment of learning outcomes is conducted via signature assignments administered in selected courses. Capstone courses and projects are used as a key part of the learning outcomes assessment for the graduate program. Other designated courses are used to conduct more targeted areas for assessment (specific PLOs). Student, graduate, and employer surveys are also used for indirect assessment of student learning outcomes.</p>	<p>The instructors are tasked with administering the signature assignments, interpreting the evidence, and completing the assessment by using rubrics designed for the learning outcomes. Results are collected and aggregated via LiveText. The surveys are distributed by the academic administrative team. All results are reviewed and analyzed by the Program Review Committee (PRC) and Assessment Coordinator. They are presented to the faculty and used to derive action plans for improvement.</p>	<p>Some findings have been used by the instructors to improve students' performance through continuous formative assessment and feedback cycles. Improvements in student's performance have been noticed in the results for assessment efforts in subsequent terms.</p> <p>The outcomes from the assessment and analysis of the results are used to improve curricula, pedagogy, processes, structures, services, and learning results for the students. They are also used during the program review self-study process to derive action plans for improvement and institutional budgeting.</p> <p>Upon recent completion of the self-study for the MSCS program review, the review committee, faculty, students, and external advisors identified various areas/plans for improvement. These plans and budget were submitted to the institutional planning team for approval.</p> <p>Some plans of actions that did not require management budget approval had been implemented by faculty to improve student learning during the course of the review process, such as updating course contents, introducing new courses, and including more</p>	<p>The most recent program review for MSCS was completed in the 2018 summer trimester.</p>
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<p>5. Master of Science in Electrical Engineering (MSEE)</p>	<p>Yes</p>	<p>The program learning outcomes (PLOs) are published in the university catalog and on the website near the top of the section/page related to the program.</p> <p>http://www.npu.edu/academics/school-of-engineering/master-of-science-in-electrical-engineering</p> <p>Course learning outcomes are published on the course syllabi. In many cases, the learning outcomes are also mapped to the weekly activities outlined on the syllabus.</p>	<p>Assessment of learning outcomes is conducted via signature assignments administered in selected courses. Capstone courses and projects are used as a key part of the learning outcomes assessment for the graduate program. Other designated courses are used to conduct more targeted areas for assessment (specific PLOs). Student, graduate, and employer surveys are also used for indirect assessment of student learning outcomes.</p>	<p>The instructors are tasked with administering the signature assignments, interpreting the evidence, and completing the assessment by using rubrics designed for the learning outcomes. Results are collected and aggregated via LiveText. The surveys are distributed by the academic administrative team. All results are reviewed and analyzed by the Program Review Committee (PRC) and Assessment Coordinator. They are presented to the faculty and used to derive action plans for improvement.</p>	<p>Some findings are used by the instructors to improve students' performance through continuous formative assessment and feedback cycles.</p> <p>The outcomes from the assessment and analysis of the results are used to improve curricula, pedagogy, processes, structures, services, and learning results for the students. They are also used to derive action plans for improvement and institutional budgeting.</p> <p>Assessment of student learning outcomes was in progress. However, due to low enrollment in the program, more data would be needed. Though program review for MSEE has not yet been completed, preliminary use of results includes changes to the methodology and curriculum.</p> <p>For example, courses have been updated to integrate more current technologies and provide students with skills that are in demand. Curriculum was revised to update the areas of interest and add a course related to the Internet of Things (IoT).</p> <p>It is expected that once program review is completed there will be more significant changes to improve alignment of resources, additional library resources, teaching strategies, and student learning activities.</p>	<p>The results from assessment of each PLO is analyzed at scheduled intervals prior to the program review.</p> <p>The program review for MSEE is planned for the 2019 fall trimester.</p>
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**Federal Compliance Forms
Appendix B**

CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Where is the policy located? College Catalog
	Comments:
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Included in program reviews; however, not all program have undergone program review.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? 4
	What kind of courses (online or hybrid or both)? On-Ground
	What degree level(s)? undergraduate and graduate
	What discipline(s)? general education, business, computer science
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? 3
	What kinds of courses? Capstones
	What degree level(s)? undergraduate and graduate
	What discipline(s)? business and computer science
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? 2
	What kinds of programs were reviewed? Website and catalog
	What degree level(s)? undergraduate and graduate
	What discipline(s)? business and computer science
	Does this material show that the programs offered at the institution are of a generally acceptable length? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:

Review Completed By: Jess Bonds; Date: 11/19/18

Appendix C

TRANSFER CREDIT POLICY REVIEW FORM

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Is the policy publically available? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, where? Catalog on website
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission's Transfer of Credit Policy.

Review Completed By: Jess Bonds

Date: 11/19/18

Appendix D

2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Degree completion and cost	Does the institution provide information about the typical length of time to degree? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution provide information about the overall cost of the degree? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: The information on typical length of time to degree is published on the catalog under each program curriculum. This information is also posted on the website - www.npu.edu/academics The information about the overall cost of the degree is published in the NPU catalog under Estimated Total Charges for On-time Completion of Entire Educational Program on each of the five programs offered at NPU. This overall cost of the degree is also posted on the website – www.npu.edu/admissions/tuition
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution provide information about the employment of its graduates, as applicable? <input type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: The information about the kinds of job for which NPU graduates are qualified is published in the catalog under Standard Occupational Classification (SOC) – 2010 & 2018. The placement rates are posted on the website – www.npu.edu/academics/retention-rates

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Harry Fong

Date: 11/16/18

Appendix E

3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	<p>Does the institution have a policy or formal procedure for student complaints? X YES <input type="checkbox"/> NO</p> <p>If so, is the policy or procedure easily accessible? Is so, where? Yes, the policy is easily accessible. Student grievance policy and procedure is published in the NPU catalog and on the website.</p> <p>Comments: Refer to Attachment 4.CFR 1.06 - 17 Catalog - Student Grievance Policy and Procedure and Attachment 4.CFR 1.06 - 18 Website - Student Grievance Policy and Procedure Website URL: www.npu.edu/about/npu-policies</p>
Process(es)/ procedure	<p>Does the institution have a procedure for addressing student complaints? X YES <input type="checkbox"/> NO</p> <p>If so, please describe briefly: Students can submit their complaint using the NPU Grievance Form. The complaint may be sent via email to the compliance team or delivered in-person to the administrative staff. The intake personnel will review the form within five (5) business days of receipt. Depending on the type and complexity of the grievance, the appropriate party will adjudicate the matter or assign the matter to a grievance committee.</p> <p>If so, does the institution adhere to this procedure? X YES <input type="checkbox"/> NO</p> <p>Comments:</p>
Records	<p>Does the institution maintain records of student complaints? X YES <input type="checkbox"/> NO</p> <p>If so, where? The records of student complaints is maintained by the compliance team.</p> <p>Does the institution have an effective way of tracking and monitoring student complaints over time? X YES <input type="checkbox"/> NO</p> <p>If so, please describe briefly: The compliance team maintains an internal policy and a grievance tracker to monitor student complaints.</p> <p>Comments:</p>

*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission's Complaints and Third-Party Comment Policy.

Review Completed By: Harry Fong

Date: 11/16/18