

# Notice of Public Meeting

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the members of the Navajo County Community College District Governing Board (Board) and to the general public that the Board will hold a regular District Governing Board Meeting open to the public on **November 19, 2013 beginning at 10:00 a.m.** The meeting will be held at the Northland Pioneer College Painted Desert Campus, Tiponi Community Center meeting room, located at 2251 E. Navajo Blvd., Holbrook, Arizona.

One or more Board members and/or staff members may participate in the meeting by telephone if necessary.

The public is invited to check on addenda that will be posted up to 24 hours prior to the meetings. Copies of the meeting agenda may be obtained through the Office of the President, Northland Pioneer College, Painted Desert Campus, 2251 E. Navajo Blvd., Holbrook, AZ, telephone (928) 524-7418 or (800) 266-7845 Ext. 7418, at least 24 hours in advance of the meeting. Agendas will also be posted in campus offices. If any disabled person needs any type of accommodation, please notify Lisa Jayne at the above address or telephone number at least 24 hours prior to the scheduled time.

The Board may vote to hold an executive session for the purpose of obtaining legal advice from the District's attorney on any matter listed on the agenda pursuant to A.R.S. §38-431.03 (A)(3). Should the District's attorney not be present in person, notice is further given that the attorney may appear by speakerphone.

I, Lisa Jayne, certify that this notice of public meeting, prepared pursuant to A.R.S. § 38-431.02, was posted on or before the 18th day of November 2013, at 10:00 a.m.

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Lisa Jayne, Recording Secretary to the Board

## NOTICE DISTRIBUTION

1. WHITE MOUNTAIN INDEPENDENT NEWSPAPER
2. TRIBUNE-NEWS & SNOWFLAKE HERALD NEWSPAPERS
3. NAVAJO TIMES
4. NAVAJO-HOPI OBSERVER
5. KINO RADIO
6. KNNB RADIO
7. KONOPNICKI COMMUNICATIONS [KQAZ/KTHQ/KNKI RADIO]
8. KRVS RADIO
9. KTNN RADIO
10. KUYI RADIO
11. KWKM RADIO
12. WHITE MOUNTAIN RADIO
13. NPC WEB SITE
14. NPC ADMINISTRATORS AND STAFF
15. NPC FACULTY ASSOCIATION PRESIDENT
16. NPC CLASSIFIED AND ADMINISTRATIVE SUPPORT ORGANIZATION PRESIDENT
17. NPC STUDENT GOVERNMENT ASSOCIATION PRESIDENT

# Governing Board Meeting Agenda

Painted Desert Campus, Tiponi Community Center  
2251 East Navajo Boulevard, Holbrook, Arizona

Date: November 19, 2013

Time: 10:00 a.m. (MST)

<u>Item</u>	<u>Description</u>	<u>Resource</u>
1.	Call to Order and Pledge of Allegiance .....	Chair Handorf
2.	Adoption of the <a href="#">Agenda</a> ..... (Action)	Chair Handorf
3.	Call for Public Comment.....	Chair Handorf
	Individuals may address the Board on any relevant issue for up to 5 minutes. At the close of the call to the public, Board members may not respond to any comments but may respond to criticism, ask staff to review a matter or ask that a matter be placed on a future agenda.	
4.	<b>Reports:</b>	
A.	<a href="#">Financial Position</a> .....	Vice President Hatch
B.	CASO.....	Margaret White
C.	NPC Faculty Association .....	Cyndi Hutton
D.	NPC Student Government Association .....	Jake Hinton
5.	Consent Agenda..... (Action)	Chair Handorf
A.	September 17, 2013 DGB <a href="#">Minutes</a>	
B.	<a href="#">Dual Enrollment IGAs</a> for: Holbrook USD; Blue Ridge USD; Ganado USD; Winslow USD; Joseph City USD; St. Johns USD; Pinon USD; Hopi Sr./Jr. High; Chinle USD; Show Low USD	
6.	Old Business: None	
7.	<b>New Business:</b>	
A.	<a href="#">Alumni Award</a> : Terry Yazzie.....	President Swarthout
B.	Legislative Update: Kristen Boilini.....	President Swarthout
C.	Review of <a href="#">Joint DGB/Legislative Summit Meeting</a> .....	President Swarthout
D.	Review of AZCC 2013 <a href="#">Student Progress &amp; Outcomes Report</a> and AZCC 2013 <a href="#">District Outcomes Report</a> .....	President Swarthout
E.	Review of 2012-2013 <a href="#">Apache County Analysis</a> .....	Vice President Hatch
F.	First Read of 2014-2017 <a href="#">Strategic Plan</a> .....	Director Wasson
G.	Request to Approve the 2014-2015 <a href="#">Strategic Planning and Budget Development Calendar</a> ..... (Action)	Vice President Hatch
H.	Request to Approve <a href="#">NAVIT Exhibit</a> Annual Update ..... (Action)	Vice President Hatch
I.	Request to Approve <a href="#">NATIVE IGA</a> ..... (Action)	Vice President Hatch
J.	Fall 2013 <a href="#">Enrollment Report</a> .....	Vice President Vest
8.	<b>Standing Business:</b>	
A.	<a href="#">Human Resources</a> Update.....	Director Hokanson
B.	President's Report.....	President Swarthout
9.	Board Report/Summary of Current Events.....	Board Members
10.	Board Announcement of Next Regular Meeting..... December 17, 2013	Chair Handorf
11.	Adjournment .....	Chair Handorf

The District Governing Board may consider any item on this agenda in any order and at any time during the meeting. The District Governing Board may take action to approve, or may take other action, regarding all items of New Business, Old Business, Standing Business, or the President's Report. The Board may vote to hold an executive session for the purpose of obtaining legal advice from the District's attorney on any matter listed on the agenda pursuant to A.R.S. §38-431.03 (A)(3).

Should the District's attorney not be present in person, notice is further given that the attorney may appear by speakerphone. One or more Board members and/or staff members may participate in the meeting by speakerphone, if necessary.



## Northland Pioneer College

Post Office Box 610 • Holbrook, AZ 86025 • (928) 524-7311 • Fax (928) 524-7312 • www.npc.edu

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT

Statement of Financial Position

For the period

July 1, 2013 to September 30, 2013

Budget Period Expired 25%

Tax Supported Funds				
General Unrestricted				
Current Month				
Budget	Actual	Y-T-D Actual	%	
<b>REVENUES</b>				
Primary Tax Levy	13,341,335	76,799	214,995	2%
State Aid:				
Maintenance and Operations	1,646,600		411,650	25%
Equalization	5,514,200		1,378,550	25%
Tuition and Fees	4,755,000	748,981	1,507,003	32%
Investment earnings	125,000	10,943	30,230	24%
Grants and Contracts	1,600,000		3,705	0%
Other Miscellaneous	200,000	14,534	43,404	22%
Transfers:	(2,750,000)	(445,051)	(890,957)	32%
<b>TOTAL REVENUES</b>	<b>\$24,432,135</b>	<b>\$406,206</b>	<b>\$2,698,580</b>	<b>11%</b>
<b>EXPENDITURES</b>				
Salaries and Wages	17,067,805	1,414,369	3,206,468	19%
Operating Expenditures	6,587,182	485,297	1,424,432	22%
Capital Expenditures	253,000	22,915	26,553	10%
<b>TOTAL EXPENDITURES</b>	<b>\$23,907,987</b>	<b>\$1,922,581</b>	<b>\$4,657,453</b>	<b>19%</b>
Unrestricted Plant				
Current Month				
Budget	Actual	Y-T-D Actual	%	
<b>REVENUES</b>				
State Aid:				
Capital	199,300		30,650	15%
Other Miscellaneous				
Transfers:	2,000,000	166,667	500,000	25%
<b>TOTAL REVENUES</b>	<b>\$2,199,300</b>	<b>\$166,667</b>	<b>\$530,650</b>	<b>24%</b>
<b>EXPENDITURES</b>				
Salaries and Wages				
Operating Expenditures				
Capital Expenditures	12,199,300	626,652	1,314,805	11%
<b>TOTAL EXPENDITURES</b>	<b>\$12,199,300</b>	<b>\$626,652</b>	<b>\$1,314,805</b>	<b>11%</b>

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT

Statement of Financial Position

For the period July 1, 2013 to September 30, 2013

Budget Period Expired 25%

**Restricted and Auxiliary Funds**

	Restricted			
	Budget	Current Month Actual	Y-T-D Actual	%
<b>REVENUES</b>				
Grants and Contracts	6,400,000	644,575	818,022	13%
Donations				
Transfers:	600,000	278,384	324,430	54%
<b>TOTAL REVENUES</b>	<b>\$7,000,000</b>	<b>\$922,959</b>	<b>\$1,142,452</b>	<b>16%</b>
<b>EXPENDITURES</b>				
Salaries and Wages	935,960	85,258	213,115	23%
Operating Expenditures	5,914,040	182,261	1,372,684	23%
Capital Expenditures	150,000	145,795	195,941	131%
<b>TOTAL EXPENDITURES</b>	<b>\$7,000,000</b>	<b>\$413,314</b>	<b>\$1,781,740</b>	<b>25%</b>

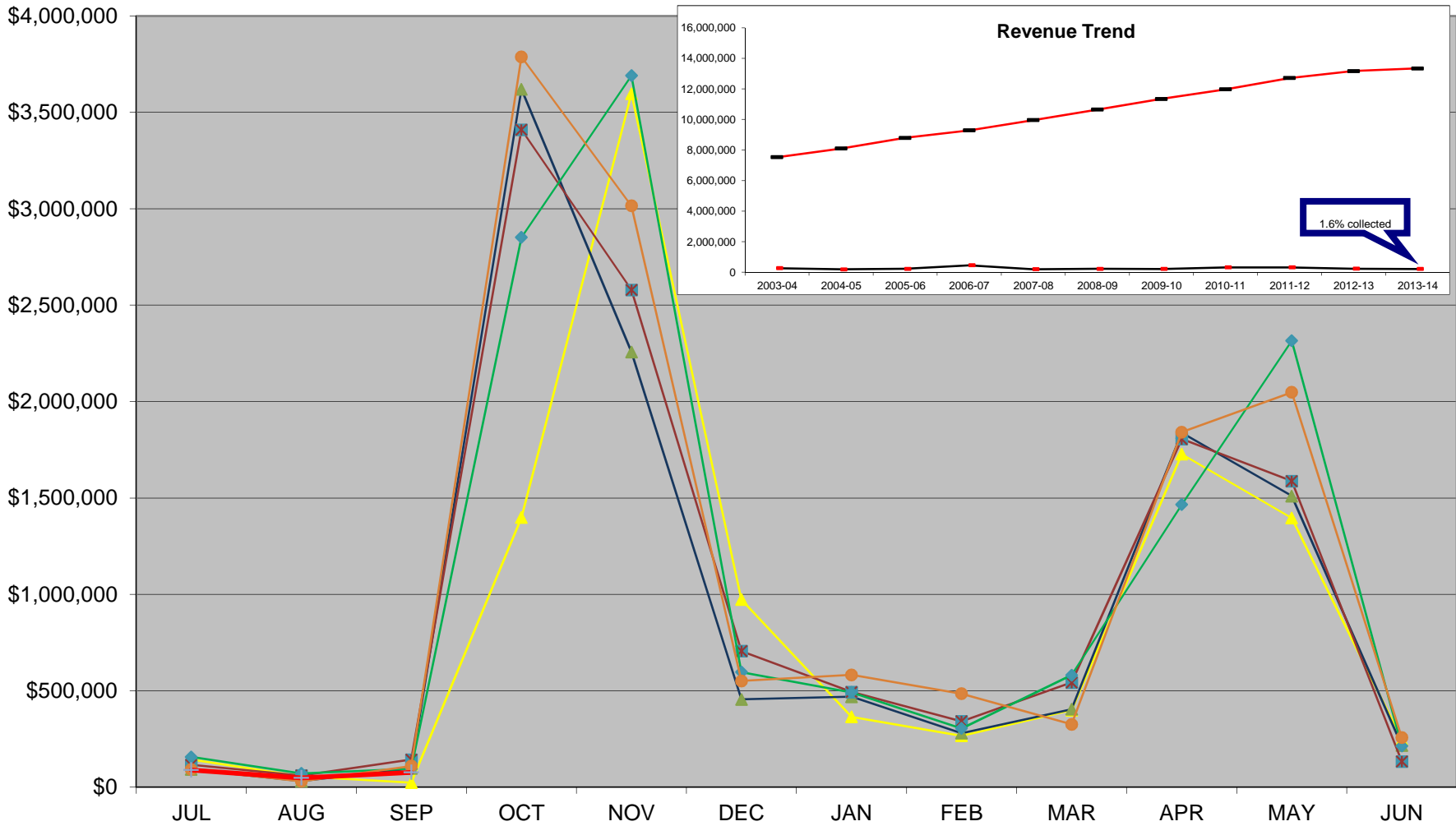
	Auxiliary			
	Budget	Current Month Actual	Y-T-D Actual	%
<b>REVENUES</b>				
Sales and Services				
Bookstore	100,000	(13,584)	64,266	64%
Other	306,000	17,368	68,142	22%
Donations				
Transfers:	150,000		66,527	44%
<b>TOTAL REVENUES</b>	<b>\$556,000</b>	<b>\$3,784</b>	<b>\$198,935</b>	<b>36%</b>
<b>EXPENDITURES</b>				
Salaries and Wages	377,903	20,709	65,691	17%
Operating Expenditures	178,097	23,177	95,726	54%
Capital Expenditures				
<b>TOTAL EXPENDITURES</b>	<b>\$556,000</b>	<b>\$43,886</b>	<b>\$161,417</b>	<b>29%</b>

**Cash Flows**

Cash flows from all activities (YTD) .....	\$4,570,617
Cash used for all activities (YTD) .....	<b>\$7,915,415</b>
Net Cash for all activities (YTD) .....	(\$3,344,798)



### Monthly Primary Property Tax Receipts



# Navajo County Community College District Governing Board Meeting Minutes

September 17, 2013 – 10:00 a.m.  
Painted Desert Campus, Tiponi Community Center  
2251 East Navajo Boulevard, Holbrook, Arizona

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**Governing Board Member Present:** Ms. Ginny Handorf, Mr. James Matteson, Mr. Prescott Winslow, Mr. Frank Lucero, Mr. Daniel Peaches

**Staff Present:** President Jeanne Swarhout; Vice President Blaine Hatch; Vice President Mark Vest; Information Services Director Eric Bishop; Institutional Effectiveness Director Dr. Leslie Wasson; Recording Secretary to the Board Lisa Jayne.

**Others Present:** Stuart Bishop, Peggy Belknap, Ann Hess, Margaret White, Julie Neish, Bill Fee, Cynthia Hutton, Mike Solomonson, Sharon Hokanson, Everett Robinson, Beulah Bob-Pennypacker, Matt Weber, Melissa Luatua, Jake Hinton, Julie Wiessner.

## **Agenda Item 1: Call to Order and Pledge of Allegiance**

Chair Handorf called the meeting to order at 10:00 a.m. Mr. Lucero led the Pledge of Allegiance.

## **Agenda Item 2: Adoption of Agenda**

Mr. Matteson moved to adopt the agenda as presented. Mr. Lucero seconded the motion. *The vote was unanimous in the affirmative.*

## **Agenda Item 3: Call for Public Comment**

None

## **Agenda Item 4: Reports**

### **4.A. Financial Position – Vice President Hatch**

Vice President Hatch summarized the Financial Position Report to the Board. Mr. Matteson asked how much of the \$8.5 million set aside last year was expended. Vice President Hatch stated none of the \$8.5 million was used. The budget last year was below what College expenditures were budgeted for. At the end of the fiscal year, 91% of budget was expended. Of the \$24.2 million in the general fund, the College spent just under \$22 million. Vice President Hatch stated that state funding in the unrestricted plant fund will actually be \$122,600, and future reports will be adjusted to reflect this. Mr. Winslow asked if that included STEM funding. Vice President Hatch stated that was the understanding. However, there's some question from JLBC that questions that while statutory language did change for capital state aid to move to stem funding, it didn't go into effect until the fiscal year had already started so JLBC is taking the stance that this continues to be capital state aid for the 2013/2014 fiscal year. The College had planned to expend all of the money for the STEM funding on equipment and so it doesn't change



the College's approach on how the money will be spent but the State is seeing a different definition of what the funding is for. Beginning the 2014/2015 year it will be STEM funding. Mr. Matteson asked if there was a specific plan for large capital expenditure. Vice President Hatch stated that in the master plan some alternatives and options but none that have been determined at this point.

#### **4.B. NPC CASO – Margaret White**

Margaret White addressed the Board and stated that CASO has raised \$1,841.50 for student emergency fund, and thanked the College for the success of the fundraising. CASO is restaffing several positions. Danneel Elkins with NATC from SCC, Marletha Baloo from the Financial Aid Office at PDC, Barbara Akins with Dual Enrollment at SCC, and Carrie Jordan is going to help with the CASO newsletter. Sandy Manor is going to represent CASO on College Council. In the October meeting CASO will be working on salary proposal for upcoming year and will work with Faculty Association to present convocation in January, and are discussing focusing on customer service as convocation theme. With planning convocation, the CASO retreat will be moved to 2014.

#### **4.C. Faculty Association– Cynthia Hutton**

Cynthia Hutton addressed the Board and stated she is co-chair of the Faculty Association with Gary Mack and the goal this year is to get more faculty involved in the Faculty Association. This year the Association will be adding a Wednesday meeting, in addition to the standard Friday meeting. All committees have been staffed. Cynthia Hutton introduced Dr. Mike Solomonson, Chair of the Performing Arts Department, and Julie Neish, Faculty in Music.

Julie Neish reviewed her professional development trip to Italy for a conductor workshop with the Board.

Dr. Mike Solomonson presented to the Board about current and upcoming plays. *Coeur d'Alene* is running in September, *The Drowsy Chaperone* will run in November with a dinner theater some evenings. And in December *Jacob Marley's Christmas Carol* will run again. *The Drowsy Chaperone* and *Coeur d'Alene* were entered into a play competition with KCACTF, and may be invited to Los Angeles to perform. This will allow some students to compete in the Irene Ryan Competition. *Soundcheck* will be doing a benefit concert in November in conjunction with Shepherd's Kitchen. On December 6 there will be a *Broadway Treats* concert. Mr. Matteson asked how many languages Julie Neish conducted in. She stated in four.

#### **4.D. NPC Student Government Association – Melissa Luatua**

Melissa Luatua addressed the Board and stated that SGA senator elections will be held September 20 at first meeting and will then move onto to electing officers. SGA members will be at Pedal the Petrified and will be partnering with PTK for a Dunkin Donuts fundraiser towards student scholarships for the 40<sup>th</sup> anniversary. A laptop scholarship for each center/campus is being put together. The Outdoor Club already has a skiing/snowboarding trip in mind for Fall Semester. Melissa Luatua stated everyone was welcome to attend events. Mr. Matteson volunteered to help with the ski trip.



## **Agenda Item 5: Consent Agenda**

August 20, 2013 DGB Minutes

Whiteriver USD Dual Enrollment IGA; Snowflake USD Dual Enrollment IGA;  
Round Valley USD Dual Enrollment IGA

Mr. Matteson moved to adopt the consent agenda. Mr. Lucero seconded the motion. *The vote was unanimous in the affirmative.*

## **Agenda Item 6: Old Business**

None

## **Agenda Item 7: New Business**

### ***7.A. Review of Implementation of Institutional Review Board***

Director Leslie Wasson addressed the Board and stated that when research is done at institutions using human subjects the College is required to review and address ethical concerns. One of the grants the College is in a consortium with other colleges in the area has a research protocol that includes human subjects so the college has put together an Institutional Review Board, an IRB. The board will read, review and address human study guidelines. There are two main criteria for that would be that research subjects have to be informed that they are participating in research and that it can do no harm. Mr. Lucero asked what happens if the research requires the subjects not know they're subjects. Director Wasson stated that then has to be justified as part of the research and at the stage of community college would probably not be approved without a pretty rigorous review and a lot of advising.

### ***7.B. Request to Approve Fire Science Equipment Purchase***

Vice President Hatch stated the acquisition of a proposed mobile fire training base unit, which will be upgraded to a larger size of 12' x 24' platform and using Carl Perkins funding, would be an important resource for the fire science students at the College. The recommended purchase of the training unit supports several components of the Strategic Plan, including #2 of the President's Strategic Initiatives, and both Pillar 1, instruction, and Pillar 6, facilities. Staff recommends approval of this purchase with Carl Perkins Funds in the amount of \$55,038.74, and also designating Fire Vent as a sole source provider.

Mr. Lucero asked what percentage of Carl Perkins funds would cover the equipment purchase. Vice President Hatch stated the entire purchase would be covered by Carl Perkins funds. Mr. Lucero asked about the parts of the unit that would need replaced yearly, and if the Carl Perkins covered those expenses. Vice President Hatch stated that Carl Perkins funds would not be used for maintenance of equipment. Mr. Lucero asked what maintenance costs would be for the unit per year. Vice President Hatch stated he did not have that exact amount but would be included in the expendable materials and would largely be covered by course fees.

Mr. Lucero asked how many fire science students there are and how much the fee is. Stuart Bishop stated the fee in fire science 1 and 2 is \$225. Mr. Lucero asked how often the unit would be used throughout the year. Stuart Bishop stated that 23 students are enrolled, and in the NAVIT program there are 25 students, so 50-75 students a year. In the past, using makeshift



trusses for these purposes the budget has included operational instructional supplies which covers these expenses. Mr. Lucero asked how much the budget for the supplies was. Stuart Bishop stated that the budget for instructional supplies is at \$5,000 right now and covers fuel, ropes and plywood and other expendables and they have been able to stay under that budget currently. Vice President Vest stated that in determining actual expenses for courses because recalculation of course fees are based on actual expenses from the previous year. It is anticipated that this unit may have some kind of an impact and that fees may need to be adjusted as a result.

Mr. Matteson stated the fact that this piece of equipment is mobile and can be used at different sites makes it a good investment.

Mr. Peaches arrived at this point in the meeting.

Mr. Lucero asked where most of the 33 students are from. Vice President Vest stated the NAVIT students are from a mixture of high schools. Stuart Bishop stated they are from Round Valley, Holbrook, Whiteriver, Blueridge, Show Low, Snowflake, Heber-Overgaard, and St. Johns.

Mr. Matteson moved to approve the purchase of the mobile training equipment for the Fire Science Program. Mr. Peaches seconded the motion. ***The vote was unanimous in the affirmative.***

### ***7.C. Review of Northeast Arizona Training Center (NATC) Audit***

Vice President Hatch stated that the NATC audit did result in an unqualified opinion with no findings and is the first audit since the inception of NATC. The NATC audit will be included as a component of the NPC financial statements which is a requirement of the Arizona Office of the Auditor General. The time and effort of Lauren Sedillo, Maderia Ellison, Stuart Bishop, and Danneel Elkins made the process possible.

Vice President Hatch reviewed the summary of the audit report with the Board. Mr. Lucero stated he thought the Town of Taylor was contributing the amount of the fire tower to NATC. Vice President Hatch stated the NATC board, prior to NPC control, entered into agreements that made NATC responsible for it. Mr. Lucero asked if after the Town of Taylor decided to make the contribution the board came back and said the Town of Taylor would be paid. Vice President Hatch stated that the Town of Taylor did have to agree to the NPC role, and part of the discussion at that point was that in order to move ahead with that agreement of NPC having control of the board that NATC would enter into an agreement to repay that loan.

President Swarthout stated that when the Town of Taylor engaged that loan there was always some back and forth on the NATC board on whether that was a contribution from Taylor or not. Mr. Lucero asked if the audit was from inception. Vice President Hatch stated the financial foundational information was from inception, the financial statements are for the fiscal year. Mr. Lucero asked if the NATC budget was going to be kept separate from NPC financial. Vice President Hatch stated it would. Mr. Lucero asked why the cost and income to NPC is not evident in the financial statements. Mr. Lucero asked for financials showing what was spent on





NATC and what was brought in. Vice President Hatch that was possible. Mr. Lucero asked what entities are paying for use of NATC. Vice President Hatch stated that list could be provided.

Mr. Matteson asked if the loan the Town of Taylor was paying had a balloon payment. Vice President Hatch stated it was not a balloon payment.

**7.D. Request to Approve Purchase of Fleet Vehicle**

Vice President Hatch stated staff recommends purchase of four new 2014 Dodge Caravans. It was felt that minivans would help smaller groups travel as groups of 6 would either have to take a larger 15 passenger van or two smaller vehicles. This proposed purchase is associated with Pillar 6 of the Strategic Plan as part of an equipment maintenance program. This was a planned purchase and is included in current capital improvement budget, and had budgeted \$100,000 for this purchase. The price quoted from Larry Miller Dodge, is a 15% discount from state contract price at \$22,855.22, which includes tax and delivery. The four 2014 Dodge Caravans will cost a total of \$91,421.98.

Mr. Matteson asked if local vendors had been contacted for quotes. Vice President Hatch stated that requests for quotes were sent to local vendors but did not receive any responses.

Mr. Matteson moved to approve the purchase of a the four vehicles. Mr. Lucero seconded the motion. *The vote was unanimous in the affirmative.*

**7. E, F, G. Request to Approve Purchase of Computer Servers**

Director Eric Bishop stated that all three proposed IS purchases are related to the College's Title III Grant Project Eagle. The server purchase includes eight servers with maintenance agreements from Worldwide Technologies at a combined price of \$91,596.40 plus taxes.

Mr. Matteson moved to approve all three IS purchases in one motion. Mr. Lucero seconded the motion. *The vote was unanimous in the affirmative.*

Chair Handorf asked what a thin client was. Director Bishop stated thin clients are not full-fledged computers. The College is looking to purchase 100 C10-LE's built by Weiss, owned by Dell. There are no moving units, no hard drives, and connect through the network to connect all the resources in the data center. The benefit to these units is they're much easier to support since there's no moving parts and the life-span is about 10 years, rather than three or four from a computer. If anything goes wrong with these units in the field a technician would not need to go take a look at them, spares will be at each center and a librarian or campus manager could unplug one, plug in the spare and be up and running. It uses cloud technology. Because of the distances between facilities in our institution, these units will be a great fit. This will allow the students to have a full Windows desktop from our data center on their cell phone or iPad or on an older computer at home, equalizing the playing field for all the students. Vice President Vest stated that it will provide all of the software that the College has site licenses for available to the students for free.



Mr. Lucero asked if the new monitors were to tie into these units. Director Bishop stated that was the case. Director Bishop stated supplemental funds plus carry forward covers the cost of the monitors.

Mr. Lucero moved to approve the purchase of the proposed computer servers, the Thin Clients Devices and the monitors. Mr. Matteson seconded the motion. *The vote was unanimous in the affirmative.*

### **Agenda Item 8: Standing Business**

#### **8.A. Strategic Planning and Accreditation Steering Committee (SPASC) Report – Director Leslie Wasson**

Director Leslie Wasson stated the first official SPASC meeting will be on Friday September 20. The Higher Learning Commission has issued the training and access to their database system for our accreditation process. The system is very accessible and will allow us to upload all our exhibits to their site so when they do their review of our efficacy everything will be readily accessible to them. This should make the process easier and will reduce the amount of barriers during the process, and will be a better overall experience. Chair Handorf asked if SPASC was able to get more members and Dr. Wasson stated SPASC is now at full-staff.

#### **8.B. Human Resources Update – Sharon Hokanson**

Director Sharon Hokanson reviewed the Human Resources Update with the Board, stating six of the listed position has been filled. Mr. Matteson asked if most of the faculty positions are full-time. Director Hokanson stated they were full-time. Mr. Matteson asked what proportion of the faculty is full-time and what portion was part-time. Vice President Vest stated it varies greatly by department, right now it's about one full-time faculty member for two adjuncts. President Swarthout stated that the distribution of course load is heavily weighted toward full-time faculty, which is the most critical factor for the Higher Learning Commission.

#### **8.C. President's Report – President Swarthout**

President Swarthout stated Pedal the Petrified is Saturday there are 85 riders with riders from different areas. DGB Joint Legislative Summit is this Friday, September 20 at Coconino Community College in Flagstaff. The College's District Governing Board will be on October 22 at SCC. President Swarthout stated that Gila County Provisional College Board keeps putting her on their board agenda to present which she has declined to do thus far as the benefit to either Gila or NPC is not clear. Also being aware the legislature has established a provisional community college committee which has not been called into session, and may not, but the President's Council has placed her on it. Mr. Lucero asked about a four year college he had read in the newspaper was being formed in Snowflake. Dr. Swarthout stated the College should not be concerned about it. President Swarthout stated there is not a lot of legislative activity right now but would be meeting with the Governor's Office next week. The President also stated she would be attending two HLC visits, one in Chicago in November, and a tribal college visit in March of 2014.



**Agenda Item 9: Board Report/Summary of Current Event**

Mr. Winslow commended the mentoring program at the Winslow Cosmetology Program and asked that Jake Hinton and Jeremy Raisor present about the mentoring program to the board in the future. Matt Weber was recognized by President Swarthout and he stated that he appreciated the partnership NAVIT has with the College. Mr. Winslow stated that he wanted to note for those following the Four Forests Restoration Initiative are optimistic about the new entity that has the Forest Service contract seems viable and the business plan has shifted in a way that NPC should be looking at ways to be involved with. Instead of one forest products mega plant in the Winslow area, there'll be like mini plants constructed throughout our area. It's a great opportunity for customized employer training or some short term training we could initiate with employers. Mr. Matteson was curious if there had been any requests for a wine growing curriculum. President Swarthout stated that Yavapai College has a healthy program, but had not seen a lot of interest or discussion about it. Chair Handorf stated AADGB would be meeting on September 26<sup>th</sup> and she invited the rest of the Board to attend the ACPE Conference in November 21 and 22 Phoenix. President Swarthout stated the board would receive more information about ACPE. Chair Handorf reminded everyone about the Fall Festival in Pinetop coming up.

**Agenda Item 10: Announcement of Next Regular Meeting:** October 15, 2013.

**Agenda Item 11: Adjournment**

*The meeting was adjourned at 11:46 a.m. upon a motion by Mr. Matteson, a second by Mr. Lucero, and a unanimous affirmative vote.*

Respectfully submitted,

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Lisa Jayne  
Recording Secretary to the Board





**INTERGOVERNMENTAL AGREEMENT  
BETWEEN  
NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT  
AND  
PINON UNIFIED SCHOOL DISTRICT NO. 4**

This Intergovernmental Agreement (“Agreement”) is entered into this 9th day of September, 2013 between Navajo County Community College District, (“College”), and Pinon Unified School District No. 4, (“School District”) (collectively “Parties”). Both Parties are public agencies of the State of Arizona as defined in Arizona Revised Statutes (“A.R.S.”) § 11-951.

**BACKGROUND**

College and School District are authorized to enter into this Agreement pursuant to A.R.S. § 15-342(13), § 15-701.01(G), § 15-1444(B)(4), and § 15-1821.01. Grant schools are authorized to participate in this Agreement under the Tribally Controlled Schools Act, 25 U.S.C. § 2501 *et seq.* This Agreement and its use are mandated under A.R.S. § 15-1821.01(1).

College has determined that it is desirable to offer college level courses that may be counted toward both high school and college graduation requirements at the high school during the school day.

School District desires that College provide to high school students college level courses that may be counted toward both high school and college graduation.

**AGREEMENT**

In consideration of the mutual promises contained herein, the Parties agree as follows:

**1. PURPOSE**

The purpose of this Agreement is to set forth the understanding of the Parties as to their respective responsibilities and rights in providing Dual Enrollment Courses, as defined in Section 2 below, to eligible School District students.

**2. DEFINITION**

Pursuant to A.R.S. § 15-101(11), a “Dual Enrollment Course” is defined as a college level course that is conducted on the campus of a high school or on the campus of a joint technological education district, and that is:

A. applicable to an established community college academic degree or certificate program, and transferable to a university under the jurisdiction of the Arizona Board of Regents; or

**IGA INTERGOVERNMENTAL AGREEMENT  
BETWEEN  
NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT  
AND  
ST. JOHNS UNIFIED SCHOOL DISTRICT NO. 1**

This Intergovernmental Agreement ("Agreement") is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2013 between Navajo County Community College District, ("College"), and St. Johns Unified School District No. 1, ("School District") (collectively "Parties"). Both Parties are public agencies of the State of Arizona as defined in Arizona Revised Statutes ("A.R.S.") § 11-951.

**BACKGROUND**

College and School District are authorized to enter into this Agreement pursuant to A.R.S. § 15-342(13), § 15-701.01(G), § 15-1444(B)(4), and § 15-1821.01. Grant schools are authorized to participate in this Agreement under the Tribally Controlled Schools Act, 25 U.S.C. § 2501 *et seq.* This Agreement and its use are mandated under A.R.S. § 15-1821.01(1).

College has determined that it is desirable to offer college level courses that may be counted toward both high school and college graduation requirements at the high school during the school day.

School District desires that College provide to high school students college level courses that may be counted toward both high school and college graduation.

**AGREEMENT**

In consideration of the mutual promises contained herein, the Parties agree as follows:

**1. PURPOSE**

The purpose of this Agreement is to set forth the understanding of the Parties as to their respective responsibilities and rights in providing Dual Enrollment Courses, as defined in Section 2 below, to eligible School District students.

**2. DEFINITION**

Pursuant to A.R.S. § 15-101(11), a "Dual Enrollment Course" is defined as a college level course that is conducted on the campus of a high school or on the campus of a joint technological education district, and that is:

- A. applicable to an established community college academic degree or certificate program, and transferable to a university under the jurisdiction of the Arizona Board of Regents; or

**INTERGOVERNMENTAL AGREEMENT  
BETWEEN  
NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT  
AND  
HOLBROOK UNIFIED SCHOOL DISTRICT NO. 3**

This Intergovernmental Agreement (“Agreement”) is entered into this 20th day of September, 2013 between Navajo County Community College District, (“College”), and Holbrook Unified School District No. 3, (“School District”) (collectively “Parties”). Both Parties are public agencies of the State of Arizona as defined in Arizona Revised Statutes (“A.R.S.”) § 11-951.

**BACKGROUND**

College and School District are authorized to enter into this Agreement pursuant to A.R.S. § 15-342(13), § 15-701.01(G), § 15-1444(B)(4), and § 15-1821.01. Grant schools are authorized to participate in this Agreement under the Tribally Controlled Schools Act, 25 U.S.C. § 2501 *et seq.* This Agreement and its use are mandated under A.R.S. § 15-1821.01(1).

College has determined that it is desirable to offer college level courses that may be counted toward both high school and college graduation requirements at the high school during the school day.

School District desires that College provide to high school students college level courses that may be counted toward both high school and college graduation.

**AGREEMENT**

In consideration of the mutual promises contained herein, the Parties agree as follows:

**1. PURPOSE**

The purpose of this Agreement is to set forth the understanding of the Parties as to their respective responsibilities and rights in providing Dual Enrollment Courses, as defined in Section 2 below, to eligible School District students.

**2. DEFINITION**

Pursuant to A.R.S. § 15-101(11), a “Dual Enrollment Course” is defined as a college level course that is conducted on the campus of a high school or on the campus of a joint technological education district, and that is:

A. applicable to an established community college academic degree or certificate program, and transferable to a university under the jurisdiction of the Arizona Board of Regents; or



**INTERGOVERNMENTAL AGREEMENT  
BETWEEN  
NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT  
AND  
GANADO UNIFIED SCHOOL DISTRICT NO. 20**

This Intergovernmental Agreement (“Agreement”) is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2013 between Navajo County Community College District, (“College”), and Ganado Unified School District No. 20, (“School District”) (collectively “Parties”). Both Parties are public agencies of the State of Arizona as defined in Arizona Revised Statutes (“A.R.S.”) § 11-951.

**BACKGROUND**

College and School District are authorized to enter into this Agreement pursuant to A.R.S. § 15-342(13), § 15-701.01(G), § 15-1444(B)(4), and § 15-1821.01. Grant schools are authorized to participate in this Agreement under the Tribally Controlled Schools Act, 25 U.S.C. § 2501 *et seq.* This Agreement and its use are mandated under A.R.S. § 15-1821.01(1).

College has determined that it is desirable to offer college level courses that may be counted toward both high school and college graduation requirements at the high school during the school day.

School District desires that College provide to high school students college level courses that may be counted toward both high school and college graduation.

**AGREEMENT**

In consideration of the mutual promises contained herein, the Parties agree as follows:

**1. PURPOSE**

The purpose of this Agreement is to set forth the understanding of the Parties as to their respective responsibilities and rights in providing Dual Enrollment Courses, as defined in Section 2 below, to eligible School District students.

**2. DEFINITION**

Pursuant to A.R.S. § 15-101(11), a “Dual Enrollment Course” is defined as a college level course that is conducted on the campus of a high school or on the campus of a joint technological education district, and that is:

- A. applicable to an established community college academic degree or certificate program, and transferable to a university under the jurisdiction of the Arizona Board of Regents; or

**INTERGOVERNMENTAL AGREEMENT  
BETWEEN  
NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT  
AND  
JOSEPH CITY UNIFIED SCHOOL DISTRICT NO. 2**

This Intergovernmental Agreement ("Agreement") is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2013 between Navajo County Community College District, ("College"), and Joseph City Unified School District No. 2, ("School District") (collectively "Parties"). Both Parties are public agencies of the State of Arizona as defined in Arizona Revised Statutes ("A.R.S.") § 11-951.

**BACKGROUND**

College and School District are authorized to enter into this Agreement pursuant to A.R.S. § 15-342(13), § 15-701.01(G), § 15-1444(B)(4), and § 15-1821.01. Grant schools are authorized to participate in this Agreement under the Tribally Controlled Schools Act, 25 U.S.C. § 2501 *et seq.* This Agreement and its use are mandated under A.R.S. § 15-1821.01(1).

College has determined that it is desirable to offer college level courses that may be counted toward both high school and college graduation requirements at the high school during the school day.

School District desires that College provide to high school students college level courses that may be counted toward both high school and college graduation.

**AGREEMENT**

In consideration of the mutual promises contained herein, the Parties agree as follows:

**1. PURPOSE**

The purpose of this Agreement is to set forth the understanding of the Parties as to their respective responsibilities and rights in providing Dual Enrollment Courses, as defined in Section 2 below, to eligible School District students.

**2. DEFINITION**

Pursuant to A.R.S. § 15-101(11), a "Dual Enrollment Course" is defined as a college level course that is conducted on the campus of a high school or on the campus of a joint technological education district, and that is:

- A. applicable to an established community college academic degree or certificate program, and transferable to a university under the jurisdiction of the Arizona Board of Regents; or

**INTERGOVERNMENTAL AGREEMENT  
BETWEEN  
NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT  
AND  
BLUE RIDGE UNIFIED SCHOOL DISTRICT NO. 32**

This Intergovernmental Agreement (“Agreement”) is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2013 between Navajo County Community College District, (“College”), and Blue Ridge Unified School District No. 32, (“School District”) (collectively “Parties”). Both Parties are public agencies of the State of Arizona as defined in Arizona Revised Statutes (“A.R.S.”) § 11-951.

**BACKGROUND**

College and School District are authorized to enter into this Agreement pursuant to A.R.S. § 15-342(13), § 15-701.01(G), § 15-1444(B)(4), and § 15-1821.01. Grant schools are authorized to participate in this Agreement under the Tribally Controlled Schools Act, 25 U.S.C. § 2501 *et seq.* This Agreement and its use are mandated under A.R.S. § 15-1821.01(1).

College has determined that it is desirable to offer college level courses that may be counted toward both high school and college graduation requirements at the high school during the school day.

School District desires that College provide to high school students college level courses that may be counted toward both high school and college graduation.

**AGREEMENT**

In consideration of the mutual promises contained herein, the Parties agree as follows:

**1. PURPOSE**

The purpose of this Agreement is to set forth the understanding of the Parties as to their respective responsibilities and rights in providing Dual Enrollment Courses, as defined in Section 2 below, to eligible School District students.

**2. DEFINITION**

Pursuant to A.R.S. § 15-101(11), a “Dual Enrollment Course” is defined as a college level course that is conducted on the campus of a high school or on the campus of a joint technological education district, and that is:

- A. applicable to an established community college academic degree or certificate program, and transferable to a university under the jurisdiction of the Arizona Board of Regents; or



**INTERGOVERNMENTAL AGREEMENT  
BETWEEN  
NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT  
AND  
WINSLOW UNIFIED SCHOOL DISTRICT NO. 1**

This Intergovernmental Agreement (“Agreement”) is entered into this 18<sup>th</sup> day of September, 2013 between Navajo County Community College District, (“College”), and Winslow Unified School District No. 1, (“School District”) (collectively “Parties”). Both Parties are public agencies of the State of Arizona as defined in Arizona Revised Statutes (“A.R.S.”) § 11-951.

**BACKGROUND**

College and School District are authorized to enter into this Agreement pursuant to A.R.S. § 15-342(13), § 15-701.01(G), § 15-1444(B)(4), and § 15-1821.01. Grant schools are authorized to participate in this Agreement under the Tribally Controlled Schools Act, 25 U.S.C. § 2501 *et seq.* This Agreement and its use are mandated under A.R.S. § 15-1821.01(1).

College has determined that it is desirable to offer college level courses that may be counted toward both high school and college graduation requirements at the high school during the school day.

School District desires that College provide to high school students college level courses that may be counted toward both high school and college graduation.

**AGREEMENT**

In consideration of the mutual promises contained herein, the Parties agree as follows:

**1. PURPOSE**

The purpose of this Agreement is to set forth the understanding of the Parties as to their respective responsibilities and rights in providing Dual Enrollment Courses, as defined in Section 2 below, to eligible School District students.

**2. DEFINITION**

Pursuant to A.R.S. § 15-101(11), a “Dual Enrollment Course” is defined as a college level course that is conducted on the campus of a high school or on the campus of a joint technological education district, and that is:

- A. applicable to an established community college academic degree or certificate program, and transferable to a university under the jurisdiction of the Arizona Board of Regents; or

- B. applicable to a community college occupational degree or certificate program.
- C. Notwithstanding the foregoing, physical education shall not be available as a Dual Enrollment Course.

**3. EFFECTIVE DATE AND TERM**

- A. This Agreement shall be effective:
  - i. After the governing boards of School District and College have approved it; and
  - ii. On the date that authorized representatives of both Parties have signed it (“Effective Date”).
- B. The term of this Agreement shall be from the Effective Date through June 30, 2014 (“Term”).

**4. OBLIGATIONS OF COLLEGE**

**4.1 General Course Requirements**

- A. College will offer Dual Enrollment Courses to School District juniors and seniors, and to freshman and sophomore students subject to Paragraph F in this Section 4.1 who meet College’s prerequisites.
- B. Pursuant to A.R.S. § 15-1821.01(3), College will ensure that all Dual Enrollment Courses offered to School District students are:
  - 1. of a quality and depth to qualify for college credit as determined by College;
  - 2. evaluated and approved through the College curriculum approval process;
  - 3. at a higher level than taught by the School District high school;
  - 4. transferable to an Arizona public university or applicable to an established community college occupational degree or certificate program; and
  - 5. compliant with all other standards for College courses.

Dual Enrollment Courses offered pursuant to this Agreement are listed in Exhibit B attached to this Agreement.

- C. Students enrolled in Dual Enrollment Courses shall be admitted to College for college level credit under current procedures for admission of students to College, and in compliance with A.R.S. § 15-1821.01 and A.R.S. § 15-1805.01. A student who is under eighteen (18) years of age may be



granted admission if the student meets the pre-requisites for the Dual Enrollment Course and the student achieves any one of the following:

1. a composite score of ninety-three (93) or more on the preliminary scholastic aptitude test;
2. a composite score of nine hundred thirty (930) or more on the scholastic aptitude test;
3. a composite score of twenty-two (22) or more on the American college test;
4. a passing score on the relevant portions of the Arizona instrument to measure standards test;
5. the completion of a college placement test designated by College that indicates the student is at the appropriate college level for the course; or
6. is a graduate of a private or public high school or has a high school certificate of equivalency.

Home schooled students are exempt from Sections 1-6 of this Paragraph C. Notwithstanding the above, a student who enrolls in a vocational or occupational education course may be admitted on an individual basis with the approval of College if the student meets the established requirements of the course for which the student enrolls and College determine that the student's admission is in the best interest of the student. College retains the right to refuse admission to and remove a student from Dual Enrollment Courses in accordance with College policy.

D. College has the right to limit the number of semester hours in which a student may enroll in Dual Enrollment Courses to not less than six (6) credit hours per semester.

E. College shall determine residency status of students for tuition purposes in accordance with A.R.S. § 15-1801 *et seq.*

F. Pursuant to A.R.S. § 15-1821.01(2)(b) and subject to Section 5.1(E) below, College may waive the class status requirements set forth in Section 4.1(A) for up to twenty-five percent (25%) of the students enrolled for Dual Enrollment Courses by College. College shall have written criteria for waiving the requirement for each Dual Enrollment Course which shall include a demonstration, by an examination of the specific purposes and requirements of the course, that freshman and sophomore students who meet the Dual Enrollment Course prerequisites are prepared to benefit from the college level course. College shall report all exceptions and the justification for each exception.

G. College will provide to School District the instructional information necessary to meet the goals of the courses delivered, including but not limited to College approved textbook titles, syllabi, course outlines and grading standards applicable to the Dual Enrollment Courses.

H. College will ensure that instructors of Dual Enrollment Courses follow the Dual Enrollment Course guidelines, and that the same standards of expectation and assessment that are applied to other College courses are applied to the Dual Enrollment Courses.

I. For each student, College will assign an identification number to the student that shall correspond to or reference the Student Accountability Information System (SAIS) number assigned to the student. School District will provide College with the SAIS number for each student as provided in Section 5.1(G).

J. College will grant College credit for a Dual Enrollment Course when a student satisfactorily completes the course.

#### **4.2 Instructors and Instruction**

A. College will ensure that School District instructors teaching Dual Enrollment Courses have valid College teaching qualifications in the field being taught and are selected and evaluated by College using the same procedure and criteria that are used for instructors at College campus.

B. If College is providing the instructor for a Dual Enrollment Course, College will provide at College's expense a substitute instructor, as necessary and as agreed upon by School District, to cover the absence of any College instructor teaching a Dual Enrollment Course.

#### **4.3 Assessment and Monitoring**

A. Except for vocational and occupational Dual Enrollment Courses, and if required by College policy, College will assess each student who seeks enrollment in a Dual Enrollment Course through an assessment test prior to, or at the time of, enrollment to determine and assure proper placement in the Dual Enrollment Courses.

B. College will involve full-time College faculty who teach a particular discipline in the selection, orientation, ongoing professional development and evaluation of School District faculty teaching Dual Enrollment Courses.

C. College will designate a liaison officer to assist with dual enrollment activities and to meet with the liaison designated by School District as necessary and, at least once within a two-year period, to review Dual Enrollment Course outlines and School District's high school Scope and Sequence, and to review and amend the course outlines as necessary.

D. College will provide career counseling and advisement for School District students while they are enrolled in Dual Enrollment Courses.

#### **4.4 Policy and Procedure**

A. College will comply with all applicable procedures and requirements for the Dual Enrollment Courses set out in state statute and College policy.

B. College will provide School District with College policies and procedures applicable to students enrolling in Dual Enrollment Courses.

C. College will provide School District access to the educational records of students as necessary to carry out the terms of this Agreement, and limit access to such records to employees who have a legitimate interest and a need to know the substance of the particular record, understanding that students enrolled in the Dual Enrollment Courses will be enrolled in both School District and College. Pursuant to Title 34, Part 99, Section 99.31 of the Code of Federal Regulations, the Family Educational Rights and Privacy Act of 1974, as amended ("FERPA"), School District and College may disclose educational records of students to each other as "officials of another school system" where the student is enrolled.



#### **4.5 Students with Disabilities**

A. After notification from School District of a student's need, if College is providing the instructor, College will cooperate with School District to ensure the instructor complies with Section 504 of the Rehabilitation Act of 1973, as amended, and the Individuals with Disabilities Education Act ("IDEA"). College shall work with School District in determining appropriate accommodations, however, School District shall have the primary financial and administrative responsibility for providing and implementing necessary accommodations.

B. College will provide training and guidance to instructors and other personnel in the area of compliance with the Americans with Disabilities Act ("ADA") and Rehabilitation Act of 1973, as amended, as the Acts specifically relate to instructing students in a postsecondary education situation.

#### **4.6 Reporting**

College will submit a report to the Joint Legislative Budget Committee pursuant to A.R.S. § 15-1821.01(2)(b) when necessary, and School District will provide College with data that is required for inclusion in any such report in a timely fashion, as specified in Section 5.6.

### **5. OBLIGATIONS OF SCHOOL DISTRICT**

#### **5.1 General Course Requirements**

A. School District will provide an opportunity for School District students who meet criteria pursuant to Paragraph B of this Section 5.1 to enroll in Dual Enrollment Courses and to receive college credit and credit toward high school graduation.

B. Pursuant to A.R.S. § 15-1821.01(6), School District will ensure that each student who enrolls for a Dual Enrollment Course pursuant to this Agreement is a full-time student and is currently enrolled in and attending a full-time instructional program, as defined in A.R.S. § 15-901, in a school in School District, except that high school seniors who satisfy high school graduation requirements with less than a full-time instructional program shall be exempt from this provision.

C. If School District is providing the instructor for the Dual Enrollment Course, School District will provide instruction in accordance with the policies, regulations and instructional standards of College in courses designated as Dual Enrollment Courses to students of School District at the School District facility during the day.

D. School District will verify that each student enrolled in a Dual Enrollment Course, including those not electing to enroll for College credit, satisfies the prerequisites for the Dual Enrollment Course as published in College's catalog and complies with College policies and this Agreement regarding student placement in courses.

E. The School District Superintendent or designee may allow freshman and sophomore students to enroll in Dual Enrollment Courses subject to Section 4.1(F) above.

F. School District will adopt and utilize College approved textbooks, course outlines, and grading standards applicable to the Dual Enrollment Courses being taught. School District shall provide textbooks for the students. Each student shall be responsible to purchase other supplies, if any, required for the Dual Enrollment Course. Classroom supplies normally supplied by College are included in tuition charges.

G. For each student enrolling in a Dual Enrollment Course, School District will enroll the student using the student's SAIS number and provide that number to College.

## **5.2 Instructors and Instruction**

A. If School District is to provide the instructor, School District will nominate an instructor qualified in the appropriate subject area for each Dual Enrollment Courses and submit each instructor's name and credentials to College for approval.

B. School District will ensure that instructors teaching Dual Enrollment Courses provide instruction in accordance with policies, regulations and instructional standards of College and comply with College assessments.

C. If School District is providing the instructor, School District will provide at School District's expense a substitute instructor, as necessary and as agreed upon by College, to cover the absence of a School District instructor who teaches a Dual Enrollment Course. In the case of substitutions exceeding ten (10) consecutive school days, School District shall notify College in writing of the name and credentials of the substitute instructor.

## **5.3 Assessment and Monitoring**

A. School District will designate a liaison officer to assist with dual enrollment activities and to meet with the College designated liaison as necessary and, at least once within a two-year period, to review Dual Enrollment Course outlines and School District's high school scope and sequence to review and amend the course outlines as necessary.

B. School District will provide counseling and advisement for School District students while they are enrolled in Dual Enrollment Courses.

## **5.4 Policy and Procedure**

A. School District will ensure that each student seeking enrollment in a Dual Enrollment Course:

1. has completed the necessary registration forms;
2. has completed College assessment examinations, if required by College;
3. is aware the student is subject to both School District policies and procedures and College policies and procedures;
4. is aware the student is participating in a college level course, even though provided at the School District, and should act appropriately; and



5. is aware of the requirements for determination of resident/nonresident tuition.

B. School District will ensure that each instructor of Dual Enrollment Courses agrees to be subject to School District policies and procedures and College policies and procedures, including the right of College to withdraw authorization of the instructor's participation in the dual enrollment program for failure to follow College requirements.

C. School District will provide College access to the educational records of students as necessary to carry out the terms of this Agreement, and limit access to such records to employees who have a legitimate interest and a need to know the substance of the particular record, understanding that students enrolled in the Dual Enrollment Courses will be enrolled in both School District and College. Pursuant to FERPA, School District and College may disclose educational records of students to each other as "officials of another school system" where the student is enrolled.

#### **5.5 Students with Disabilities**

School District will determine the appropriate accommodations for each qualified student with disabilities in accordance with the ADA and Section 504 of the Rehabilitation Act of 1973, submit appropriate documentation on students with disabilities to the Disabilities Coordinator at College, and implement accommodations as required by Federal and State law and as negotiated between the College Disability Resource office and School District. School District shall work with College in determining appropriate accommodations. School District shall have the primary financial and administrative responsibility for providing and implementing necessary accommodations.

#### **5.6 Reporting**

School District will provide to College any data or other information that is required for the submission of the report required by A.R.S. § 15-1821.01(2)(b).

#### **5.7 Facilities and Funding**

A. School District will provide classroom/laboratory space in which Dual Enrollment Courses and activities will be conducted. Facilities and ancillary services provided for the delivery of Dual Enrollment Courses shall comply with all applicable provision of the state Fire Marshall Code, A.R.S. § 41-2161 et seq. (access for disabled persons), and all other applicable federal and state laws.

B. Payment, if any, for facilities and ancillary services shall be designated in Exhibit A attached to this Agreement.

### **6. MUTUAL AGREEMENTS**

#### **6.1 Instructor**

A. Throughout the term of this Agreement, an instructor provided by School District shall remain an employee of School District, and shall be subject to the terms and conditions of the instructor's employment contract and School District policy, but shall also be subject to continuing approval by College. Should a School District instructor violate College procedure or policy, College may

withdraw authorization for the instructor to participate in the dual enrollment program and School District, upon such withdrawal of authorization, shall substitute another qualified instructor and notify College in writing of such substitution. The instructor must be approved by College pursuant to the terms of this Agreement.

B. Throughout the term of this Agreement, an instructor provided by College shall remain an employee of College, and shall be subject to the terms and conditions of the instructor's employment contract and College policy, but shall also be subject to School District policy. Should an instructor violate School District procedure or policy, School District may ask College to withdraw authorization for the instructor to participate in the dual enrollment program and College, upon such withdrawal of authorization, shall substitute another qualified instructor and notify School District in writing of such substitution.

## **6.2 Student**

Each student enrolled in a Dual Enrollment Course, even though enrolled as a College student during the term of the Dual Enrollment Course, shall remain a student of School District and shall follow the schedule and calendar of classes as established by School District and approved by College.

## **6.3 Removal from Course**

School District retains the right to refuse to allow a student to enroll in a Dual Enrollment Course and to discipline and/or remove any student from the Dual Enrollment Course in accordance with School District policies. College shall have the right to request School District to remove a student from a Dual Enrollment Course in accordance with College policy.

## **6.4 Schedule and Number of Students**

School District and College shall mutually determine the schedule of, and maximum and minimum number of students to enroll in, each Dual Enrollment Course. Such schedule shall not be changed except by written agreement of School District and College. School District and College must mutually agree if any student who is not a student of School District will be enrolled in a Dual Enrollment Course; provided, however, that any such student must comply with the admissions requirements and course prerequisite requirement provisions of this Agreement.

## **6.5 Availability of Instructors**

Availability of Dual Enrollment Courses offered by College shall be dependent on the availability of appropriately qualified instructors. College may compensate School District for the services of a qualified instructor provided by School District or, alternatively, College may provide a qualified instructor to deliver any Dual Enrollment Course.

## **6.6 Guidelines**

School District and College shall ensure that each student enrolled in a Dual Enrollment Course, and all personnel of School District and all personnel of College who are involved in the dual



enrollment program are provided with dual enrollment guidelines, and that such persons agree to review and comply with the guidelines.

#### **6.7 Rigor of Courses**

College and School District agree that college level courses are rigorous and demanding courses, and the standards and criteria of any Dual Enrollment Course shall meet statutory and College criteria, and such criteria shall not be diminished for the purpose of the dual enrollment program.

### **7. FINANCIAL PROVISIONS AND FORMAT FOR BILLING: See Exhibit A attached.**

#### **7.1 Fees**

Fees and charges for the Dual Enrollment Courses and program are provided on Exhibit A attached to this Agreement.

#### **7.2 Supplies**

School District will provide and pay for basic textbooks, workbooks, supplies and other costs related to the teaching of and the administration of Dual Enrollment Courses within School District.

#### **7.3 Tuition**

A. Either the student or School District shall be responsible for payment of tuition to College, as specified in Exhibit A.

B. College may provide grants, scholarships or financial aid in accordance with College policies and as set forth in Exhibit A. In addition, College may offset tuition payments owed to College by School District with payments due from College to School District.

C. School District understands and agrees that tuition charges for students enrolled under this program may vary from student to student depending upon the total number of student credit hours for which each student has enrolled each term, and depending upon the residency status of the student. Pursuant to A.R.S. § 15-1802(C), the residency of an unemancipated student under the age of nineteen years will be that of the student's parent or legal guardian, and any student who is not a legal resident of Arizona will be charged out of state tuition rates.

#### **7.4 Billing Format**

The format for the billing of all services pursuant to this Agreement is set forth on Exhibit A. The Billing Format shall include all information required by A.R.S. § 15-1821.01(1)(a).

### **8. CONTINUATION OF AGREEMENT**

The continuation of this Agreement beyond the initial fiscal year is dependent on and subject to the appropriation and availability of funding for each Party in each subsequent fiscal year. If sufficient funding is not made available to allow a Party to continue meeting its contractual obligations under this Agreement, that

Party shall so notify the other Party and either Party may cancel this Agreement and have no further obligation to the other Party. In the alternative, the Parties may by mutual written agreement, modify this Agreement to reduce the level of compensation, services or other consideration provided.

## **9. RECORDS**

All accounts, reports, files and other records relating to this Agreement shall be kept for a minimum of five (5) years after termination of this Agreement and shall be open to reasonable inspection and audit by the other party during that period. Audits may be conducted, at a time mutually agreed upon by the parties, by any appropriate political subdivision or agency of the State of Arizona or by representatives of the comptroller General of the United States or the Secretary of Education when required by applicable federal regulations.

## **10. CONFIDENTIALITY**

All written student records shall be kept confidential in accordance with FERPA and regulations adopted pursuant to FERPA, the IDEA and regulations adopted thereunder, and applicable state laws and school board policies controlling the disclosure of personally identifiable information from a student's education records.

## **11. TERMINATION/DISPOSITION OF PROPERTY**

### **11.1 Termination**

Either Party may terminate this Agreement for any reason following written notice to the other Party of intent to terminate delivered not less than 90 days prior to the intended date of termination. Except as provided in this section 11, termination shall only be effective at the end of a semester, and no Dual Enrollment Course shall be terminated prior to such effective date.

### **11.2 Risk to Health or Safety**

If either Party has reason to suspect that any activities undertaken pursuant to this Agreement present a risk to the health or safety of students or is contrary to the Party's mission or operations, that Party may request that a meeting between the Parties be convened within 48 hours and promptly confirm the meeting in writing. In such circumstances, the Parties to this Agreement will attempt to reconcile differences within five working days of such meeting. If reconciliation is not achieved within the five day period, this Agreement will automatically terminate.

### **11.3 No Relief from Obligations**

Termination shall not relieve either Party from its obligation to pay for services provided prior to termination and those for any student already admitted and enrolled in a course or courses and obtaining dual credit at the time of termination or notice thereof.

### **11.4 Disposition of Property**

The Parties do not contemplate joint acquisition of any property pursuant to this Agreement. Upon termination of this Agreement, equipment furnished or purchased by College for the program



shall be retained by College, and equipment furnished or purchased by School District for the program shall be retained by School District.

## **12. RESPONSIBILITY**

### **12.1 Conduct of Operations**

Each Party agrees to be responsible for the conduct of its operations and performance of contract obligations and the actions of its own personnel while performing services under this Agreement, and each party shall be solely responsible for supervision, daily direction, control of payment of salary (including withholding for payment of taxes and social security), workers' compensation and disability benefits.

### **12.2 Indemnification**

Each Party, to the greatest extent legally permissible, shall indemnify, defend, and hold harmless the other Party from any liability resulting from the negligence, intentionally tortious, or willful misconduct of the indemnifying Party's employees, officers, students and agents.

## **13. CANCELLATION FOR CONFLICT OF INTEREST**

This Agreement may be canceled pursuant to A.R.S. § 38-511, the pertinent provisions of which are fully incorporated herein by reference.

## **14. NON-ASSIGNABILITY**

Neither Party may assign any right or delegate a duty or responsibility under this Agreement without the prior written consent of the other Party.

## **15. COMPLIANCE WITH NON-DISCRIMINATION LAWS**

To the extent applicable, the Parties shall comply with all College policies and State and Federal laws and regulations, including Executive Order 99-4, which prohibit discrimination against any person based on race, religion, handicap, color, age, sex, sexual orientation, political affiliation or national origin, and the Parties shall prohibit discrimination in the employment or advancement in employment of a qualified person because of physical or mental disability including all applicable provisions of the ADA.

## **16. RIGHTS/OBLIGATIONS OF PARTIES ONLY**

The terms of this Agreement are intended only to define the respective rights and obligations of the Parties. Nothing expressed herein shall create any rights or duties in favor of any potential third Party beneficiary or other person, agency or organization.

## **17. ENTIRE AGREEMENT**

This Agreement, and its attachments as noted herein, constitutes the entire agreement between the Parties, and, except as previously noted, all prior or contemporaneous oral or written agreements are superseded by this Agreement. There are no representations or other provisions other than those contained

herein, and any amendment or modification of this Agreement shall be made in writing and signed by the Parties to this Agreement.

**18. INVALIDITY OF PART OF THE AGREEMENT**

If any part of this Agreement is held to be illegal, invalid or void by a court of competent jurisdiction, the remainder of this Agreement shall remain in full force and effect with those offending portions omitted.

**19. GOVERNING LAW**

This Agreement shall be construed under the laws of the State of Arizona and shall incorporate by reference all laws governing intergovernmental agreements and mandatory contract provisions of state agencies required by statute or executive order.

All statutes and regulations referenced in this Agreement are incorporated herein as if fully stated in their entirety in the Agreement. Each Party agrees to comply with and be responsible for the provisions, the statutes, and the regulations set out in this Agreement.

**20. NOTICE**

All notices, requests for payment, or other correspondence between the Parties regarding this Agreement shall be mailed United States postage prepaid or delivered personally to the respective parties at the following addresses:

If to College:

Dr. Jeanne Swarthout, President  
Northland Pioneer College  
P.O. Box 610  
Holbrook, Arizona 86025

If to School District:

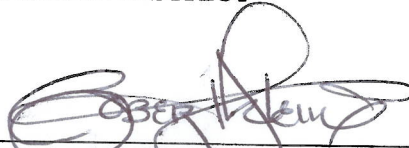
Robert Klein, Superintendent  
Joseph City Unified School District No. 2  
P.O. Box 8  
Joseph City, AZ 86032

COLLEGE

\_\_\_\_\_  
By: Dr. Jeanne Swarhout, President  
Title: President

\_\_\_\_\_  
Date

SCHOOL DISTRICT


  
\_\_\_\_\_  
By: Robert Klein, Superintendent  
Title: Superintendent

\_\_\_\_\_  
Date 8/21/15

Attorney Approval: This Agreement has been reviewed pursuant to A.R.S. § 11-952 by the undersigned attorney who has determined that it is in proper form and is within the powers and authority granted under the laws of Arizona to the Governing Board of the College.

By: \_\_\_\_\_  
Legal Counsel for College

Attorney Approval: This Agreement has been reviewed pursuant to A.R.S. § 11-952 by the undersigned attorney who has determined that it is in proper form and is within the powers and authority granted under the laws of Arizona to the Governing Board of the School District.

By:  \_\_\_\_\_  
Legal Counsel for School District

## EXHIBIT A

### FINANCIAL PROVISIONS

#### 1. APPROVED TUITION AND FEES APPLICABLE TO THIS AGREEMENT

Tuition: \$64 per credit hour.

#### 2. IDENTITY OF PERSON OR ENTITY RESPONSIBLE FOR PAYING STUDENT TUITION AND FEES

Students are responsible for payment of tuition and fees. An individual billing account will be established for each participating student.

#### 3. ADDITIONAL CHARGES

Except as provided in this section, no additional fees shall be charged for assessment tests, if any, used for placement purposes. Assessment fees, if any, will be charged subject to and in compliance with College policies and procedures, and relevant state statutes and regulations.

#### 4. FINANCIAL AID POLICIES

Except as indicated in this section, College offers no grant, scholarship or financial aid for the dual enrollment program. The provision, if any, of any grant, scholarship or financial aid shall be subject to and in compliance with College policies and procedures, and relevant state statutes and regulations.

All students enrolled in an authorized dual enrollment course are eligible for tuition and fee scholarships.

#### 5. FORMAT FOR BILLING

Except as provided below, charges will be assessed each semester and invoices shall be sent no later than thirty (30) days after the end of the semester. Payment shall be due within thirty (30) days of receipt of the invoice.

NCCCD shall reimburse the School District at a rate of Ten Dollars (\$10.00) per credit hour for each properly enrolled student, to a maximum amount of One Hundred Dollars (\$100.00) per credit hour for each dual enrollment course. The invoice shall be based on NCCCD course rosters and include the information listed in Exhibit B of this Agreement.

6. FULL TIME STUDENT EQUIVALENT

Amount College received in FTSE in prior academic year	<u>\$1,689,700</u>
Portion of that FTSE distributed to School District	<u>0</u>
Amount School District returned to College	<u>0</u>



## EXHIBIT B

### TYPE OF INSTRUCTION DUAL ENROLLMENT COURSES

#### COURSES AND CREDITS

For complete course descriptions, refer to the current College catalog.

All courses listed with an asterisk are also offered to freshmen and sophomore students.

The number of students admitted for any Dual Enrollment Course shall not be less than six (6) students per section and shall not exceed a maximum of thirty (30) students per section.

<b>COURSE</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>SEMESTER</b>	<b>INSTRUCTOR</b>
ENL101	COLLEGE COMPOSITION I	3.00	FALL	BOWLER, LAUR
CON121	CABINETMAKING I	3.00	FALL	WESTOVER, AA
CON221	CABINETMAKING II	3.00	FALL	WESTOVER, AA
CON222	CABINETMAKING III	3.00	FALL	WESTOVER, AA
ENL102	COLLEGE COMPOSITION I	3.00	SPRING	BOWLER, LAUR
CON221	CABINETMAKING II	3.00	SPRING	WESTOVER, AA
CON222	CABINETMAKING III	3.00	SPRING	WESTOVER, AA

**INTERGOVERNMENTAL AGREEMENT  
BETWEEN  
NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT  
AND  
CHINLE UNIFIED SCHOOL DISTRICT NO. 24**

This Intergovernmental Agreement (“Agreement”) is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2013 between Navajo County Community College District, (“College”), and Chinle Unified School District No. 24, (“School District”) (collectively “Parties”). Both Parties are public agencies of the State of Arizona as defined in Arizona Revised Statutes (“A.R.S.”) § 11-951.

**BACKGROUND**

College and School District are authorized to enter into this Agreement pursuant to A.R.S. § 15-342(13), § 15-701.01(G), § 15-1444(B)(4), and § 15-1821.01. Grant schools are authorized to participate in this Agreement under the Tribally Controlled Schools Act, 25 U.S.C. § 2501 *et seq.* This Agreement and its use are mandated under A.R.S. § 15-1821.01(1).

College has determined that it is desirable to offer college level courses that may be counted toward both high school and college graduation requirements at the high school during the school day.

School District desires that College provide to high school students college level courses that may be counted toward both high school and college graduation.

**AGREEMENT**

In consideration of the mutual promises contained herein, the Parties agree as follows:

**1. PURPOSE**

The purpose of this Agreement is to set forth the understanding of the Parties as to their respective responsibilities and rights in providing Dual Enrollment Courses, as defined in Section 2 below, to eligible School District students.

**2. DEFINITION**

Pursuant to A.R.S. § 15-101(11), a “Dual Enrollment Course” is defined as a college level course that is conducted on the campus of a high school or on the campus of a joint technological education district, and that is:

- A. applicable to an established community college academic degree or certificate program, and transferable to a university under the jurisdiction of the Arizona Board of Regents; or



**INTERGOVERNMENTAL AGREEMENT  
BETWEEN  
NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT  
AND  
SHOW LOW UNIFIED SCHOOL DISTRICT NO. 10**

This Intergovernmental Agreement (“Agreement”) is entered into this 12<sup>th</sup> day of September, 2013 between Navajo County Community College District, (“College”), and Show Low Unified School District No. 10, (“School District”) (collectively “Parties”). Both Parties are public agencies of the State of Arizona as defined in Arizona Revised Statutes (“A.R.S.”) § 11-951.

**BACKGROUND**

College and School District are authorized to enter into this Agreement pursuant to A.R.S. § 15-342(13), § 15-701.01(G), § 15-1444(B)(4), and § 15-1821.01. Grant schools are authorized to participate in this Agreement under the Tribally Controlled Schools Act, 25 U.S.C. § 2501 *et seq.* This Agreement and its use are mandated under A.R.S. § 15-1821.01(1).

College has determined that it is desirable to offer college level courses that may be counted toward both high school and college graduation requirements at the high school during the school day.

School District desires that College provide to high school students college level courses that may be counted toward both high school and college graduation.

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- A. applicable to an established community college academic degree or certificate program, and transferable to a university under the jurisdiction of the Arizona Board of Regents; or

## Terry Yazzie, Fall 2013 Outstanding Alumnus

Today we are honoring **Terry Yazzie**, a 1994 NPC graduate, who is giving back to his hometown of Jeddito and to the Diné through a new Adult Basic Education (ABE) program at the Window Rock campus of Diné College.

"I do not think of myself as a role model, because I am one of the people," Yazzie said when describing how he demonstrates the need for a GED or higher education to his fellow Diné. "I try to instill the importance of an education, using my background as an example to influence them to believe in themselves."

Born to the Tlizilani and for the Kiyaa aani (Towering House) clans, Yazzie was born at Keams Canyon and raised in Jeddito. He has fond memories of his days in the Keams Canyon Boarding School and Jeddito Public School. Even in high school in Ganado, he "didn't fit in, and did not put forth my best effort," not realizing the value of an education. "Maybe it was due to being in a controlled environment with many rules to follow. When I got to NPC, it was the academic freedom that unleashed my potential and desire for learning," he said.

He credits NPC instructors Virginia Arthur and Angie James with sparking his interest in Adult Basic Education. "Virginia and Angie influenced me to be an ABE instructor, helping other students succeed just like how the NPC staff guided me through the early years of my education. I was truly blessed to meet and learn from an amazing group of people. They valued education and it made me want to learn more."

Yazzie recalls his first meeting with NPC staff member Peggy Belknap. "She advised me through the entirety of my degree program at NPC." His first instructor was Donna Ashcraft. "I remember how welcoming her classroom environment was. She left an impression of being a person that cared about her students and she made me believe in myself," he said. "I am thankful I had many wonderful teachers, such as Dr. Marvin Vasher, Jill Diemer, John Deaton, Dr. Arvin Palmer, Dr. Gene Luke, and many more who taught me to be a better person through education." Louella Nahsonhoya, a former NPC center manager and Board member, guided him to become an academic advisor.

While still an NPC student, and later while working on his Bachelor of Science degree in history from NAU (received in 1996), Yazzie served as an academic tutor and administrative assistant at NPC. In 2000, he became an NPC associate faculty member, teaching pre-college and GED courses in reading, writing and mathematics and providing placement testing and advising for students.

Today, he is applying the models used by NPC's ABE program and Diné College-



**Northland Pioneer College**

Post Office Box 610 • Hollbrook, AZ 86025 • (928) 524-7311 • Fax (928) 524-7312 • www.npc.edu

Shiprock in creating the program at Diné College. "The biggest challenge I see is the student not believing in themselves. My fellow Diné are very bright people and the students I work with all need second chances," he said.

"They have found a reason to make the effort and to make their dreams come true," he continued. "I have seen the changes made and the dreams are being fulfilled.

Yazzie works as their instructor, mentor and coach. "It takes hard work, commitment and determination on the part of the students. For me, it is exhausting, but incredibly rewarding when they earn their diplomas. It is my job to ensure that they put forth their best efforts and to learn as much as possible," he explained.

Before becoming Adult Education Coordinator and instructor at the Window Rock campus, Yazzie served as an academic adviser/coordinator at Diné's Ganado campus.

"Education made me a better person. I believe I learned to be objective and to think before I make a decision," he continued.

"My late mother's vision for me reached fruition when I earned my Master of Arts degree in American Indian Studies from Prescott College in 2012. Northland Pioneer College laid a solid foundation for me that I cherish," Yazzie said. He also credits his older sister, Lorraine, who "ventured outside of our comfort zone to attend college in Colorado. The women of my family have been there to push me and I am grateful for their support."

His service to his fellow Diné is not limited to education. Earlier this year he was elected President of the Jeddito Chapter, a Navajo Nation island surrounded by the Hopi Reservation. He had previously served as a planning aide for the chapter, gathering demographic data that resulted in a \$300,000+ grant to extend power lines to 27 homes and implemented an advanced GPS system to support emergency medical access to rural homes.

Yazzie enjoys photography, reading and "old music from the 1960s, 70s and 80s in many genre," finding comfort in the music. "I love cars, particularly sports cars, and college basketball and football." But his greatest passions are discovering "historical documents concerning trading posts in Navajo history and collecting old Pepsi and Coke cans."

In nominating Yazzie for the Outstanding Alumnus Award, Ann Hilliard wrote, "Mr. Yazzie is a career educator who demonstrates a commitment to lifelong learning and intellectual growth."

As NPC's Fall 2013 Outstanding Alumnus he will receive a plaque, transferrable 3-credit tuition gift certificate and mementos from the college.

The Outstanding Alumnus program honors former NPC students who are dedicated to giving back to their communities and show dedication to lifelong learning. To nominate an individual, visit [www.npc.edu/alumni-award-nomination-form](http://www.npc.edu/alumni-award-nomination-form).

## Northern Arizona DGB Joint Legislative Meeting

September 20, 2013

11:30 a.m. - 4:00 p.m.

Coconino Community College

**Legislators Present:** Representative Bob Thorpe, District 6; Representative Karen Fann, District 1; Senator Kelli Ward, District 5; Senator Carlyle Begay, District 7; Representative Jamescita Peshlakaj, District 7.

**DGB Members Present:** Jack Hadley, CCC Board Member; Daniel Peaches, NPC Board Member; Travis Lingenfelter, MCC Board Member; James Matteson, NPC Board Member; Patrick Hurley, CCC Board Chair; Dr. Judy Selberg, MCC Board Member; Prescott Winslow, NPC Board member; Phyllis Smith, MCC Board Member; Ginny Handorf, NPC Board Chair; Lloyd Hammonds, CCC Board member; Dr. Nat White, CCC Board Member; Ray Sigafos, YC Board Chair; Robert Oliphant, YC Board Member;

**Staff Present:** Scott Talboom, CCC Executive Director Institutional Advancement; Dr. Jeanne Swarthout, NPC President; Dr. Leah Bornstein, CCC President; Eric Bishop, NPC Director of Information Services; Blaine Hatch, NPC Vice President of Administrative Services; Mark Vest, NPC Vice President of Learning and Student Services; Dr. Leslie Wasson, NPC Director Institutional Effectiveness; Everett Robinson, NPC Media and Public Relations; Lisa Jayne, NPC Assistant to the President; Joan White, CCC Assistant to the President; Russ Rothamer, CCC Vice President of Academic Affairs; James Perey, YC Dean of Verde Valley Campus; Dr. Michael Kearns, MCC President; Jeff Winkler, Senate staff; Veronica Hipolito, CCC Director of Student Support Services; Jami Van Ess, CCC Vice President of Business and Administrative Services; Alan Maguire, Consultant.

The legislative discussions began at 12:30 p.m.

**Mr. Patrick Hurley**, CCC Board Chair, welcomed everyone and asked everyone to introduce themselves.

**MCC President Michael Kearns** gave an update on ACCPC creating a representative organization, using a model similar to the Leagues of Cities and Towns, in order to create structure, consistency, and provide a staff that can focus on the mission of the organization. At the beginning of the year the Arizona Community College Coordinating Council (AC4) was implemented. The first step was to hire an executive director, Diane Bozac, from Pennsylvania where she held a similar role.

Offices for AC4 are located on a Maricopa Community College campus. A contract lobbyist will also be hired. It is anticipated that AC4 will strengthen the presence of community colleges in Arizona, define legislative items, and explain community college issues. AC4 will also help open communication with AADGB.

**Mr. Prescott Winslow**, NPC Board Member, asked how the organization was funded. Michael Kearns explained that funding will remain the same as ACCPC; each college contributes based on FTSE. Alan Maguire clarified that funding from a 501(c)4 organization cannot be used to support a candidate but can be used to support legislative policy.

***Impact of community colleges on statewide economic and workforce development.***

**Senator Kelli Ward** stated that the community college system is an important part of the workforce plan for the state. Having an open dialogue with businesses and employers in rural areas, along with the willingness of community colleges to work with those entities, is required to enhance workforce in the state.

**Representative Jamescita Peshlakai** stated that the community colleges are underutilized by the workforce and believes colleges could make a greater impact on the economic status of rural communities. There's definitely a place for vocational programs and she would like to see more vocational and specialized training in the community college curriculum.

**Senator Carlyle Begay** stated community colleges play a huge role in both state-wide and rural economic and workforce development, as rural Arizona has some of the highest unemployment rates in the state and struggles more than urban areas to recover from the economic downturn. The community college system is a bridge for students who are looking for critical skill sets beyond high school, and provides affordability for students who can't afford or haven't prepared themselves for a four year university. Community colleges can help overcome obstacles to college completion by limiting tuition costs as well as preparing students for college level courses. The State Legislature will be targeting a number of key areas this upcoming session, to include common core and access to technology and broadband use in rural areas. Community colleges will play a big role in this as they have a big footprint in rural Arizona. Collaboration and mentoring is also a role community colleges can play with K-12 to address these issues. Preparing students for the emerging jobs for the future is the community college role.

**Representative Karen Fann**, stated that as an Arizona native, seeing the changes in the community college system over the last 30 years has been tremendous. The mindset years ago was that community colleges existed to prepare students for a four year university, however, university is not for everybody. The development of the JTED programs that integrate real life skills outside of general education courses is a fine example of how community colleges have

evolved. The United States participates in \$18 billion worth of trade with Mexico every year. If the United States doesn't work with Mexico, we could lose that trade. The United States should be increasing the market share with Mexico. Potential rail and trucking from Baja Port in Mexico would bring goods from that port directly to Yuma. Yuma could become a new "seaport" for the nation. The amount of jobs that could come out of that would increase training needs. The Mexican government has expressed a need for more training in the medical field, and discussions about student visa programs for this kind of training could be opened up.

**Representative Bob Thorpe** stated whether students are university or workforce bound, community colleges are a gateway for remediation. K-12 does not always adequately prepare students, and remediation is often required at the community college level. College is not for everyone, and skilled workers are in high demand. There are potential areas of development in potash, forest services, firefighting work and the underserved workforce in northern Arizona is a great opportunity for community colleges to provide training for local residents.

**MCC President Michael Kearns** stated that community colleges have attempted to get job training bills passed and could not move them forward. President Kearns encouraged the legislators to support legislation that would put colleges on the front line in economic development discussions. It would be ideal if the Arizona Commerce Authority could be required to look at rural incentives and be required to work with those groups that are trying to make these requests instead of denying grant requests off hand.

**Mr. Dale Frost** from the Governor's Office was introduced as he arrived and addressed the issue with job training bills. He stated that when looking at job projections, a lot of the growth happens in post-secondary but not at the bachelor level or higher, and the community colleges are a key asset in preparing the state's economy for the economy of tomorrow.

**Mr. Travis Lingenfelter**, MCC Board Member, stated that community colleges are the regional workforce trainer in rural regions. The target industries in rural areas are vastly different than in urban areas. Arizona right now is at the top in poverty; most rural county poverty rates are over 19%. Community colleges can provide workers the ability to go out into the workforce and make \$45,000 a year plus health benefits. This will make our rural regions and the state as a whole, stronger.

**Senator Carlyle Begay** stated that the Arizona Commerce Authority is expanding their focus to rural areas of the state. Much of the focus has been on bringing in big corporations to Arizona and that is usually focused to urban areas. Discussions have begun on how some of that focus can be shifted to support rural economic development and community colleges need to be part of these discussions. The Governor and the ACA have planned an economic development conference the first week of October in Flagstaff, and would encourage the colleges to attend



because if there are areas that impact the rural communities it would be helpful for stakeholders to be involved. It's a matter of building better relationships for stakeholders such as the community colleges with the State Legislature. Summits such as this one need to be held on an ongoing basis, in order to have discussions quite regularly about impact of upcoming legislation and legislative needs of the rural areas and community colleges.

**Mr. Prescott Winslow**, NPC Board Member, stated that he would like to see tax credits for human capital. Tax credits for businesses are almost always in the form of physical capital investments, but it would be ideal to see tax credits for human capital investments that would encourage employers to contract with community colleges for basic training for existing employees. Rural residents are voluntarily place bound to their region which can result in under skilled workers. Tax credits for human capital for work based employee training could address this disparity.

**Representative Jamescita Peschlakai** stated that the idea of tax credits for work skills training is something she could support. In her experience, soft skills training is a large area need; this includes professionalism, customer service, work ethic, phone skills, and technology.

***Providing equity to all community colleges.***

**Senator Kelli Ward** pledged to work with community colleges to make funding more equitable and educating other legislators to hopefully get some funding back to the rural community colleges, and to get some capital outlay money back because raising tuition and property taxes is not an answer to the funding cuts.

**Dr. Judy Selberg**, MCC Board Member, stated that discussion should focus on the restructuring of the state money. The money is coming back, the problem is will it come back in the same way.

**MCC President Michael Kearns** stated that some years ago some community colleges received significant cuts to state appropriations and others had very small, from a percentage basis.

**Representative Jamescita Peschlakai** stated she is interested in hearing what the community colleges have gone through in the past few years. The summit is very helpful as it allows her to become more informed about what the community colleges' needs are in one decisive, unified voice. In the northeast corner of the state a lot of military personnel are coming back from overseas and they're going to be receiving benefits and financial aid. A bill was recently passed pertaining to military training and licensure. It would be a good idea for rural workforce if community colleges could step out and do a fast track for military personnel.

**Mr. Dale Frost** said the State's budget in the last fiscal year ended with a surplus of \$890 million, a little more than \$200 million above the budgeted amount. However, due to the 1 cent sales tax going away, some of that will be used for FY '14. Of course, K-12, public safety, and healthcare compete for the same funding as higher education. The governor is interested in some outcome based funding for community colleges, and then restoring and adding more workforce development dollars or capital dollars. In regard to parity, especially the narrow focus of state aid, it is probably not the right way to go.

**Senator Carlyle Begay** stated the complexity of all the funding sources community colleges receives makes discussions about funding difficult. The statutory formula is based on a confusing funding matrix that was intended to help stabilize or hold harmless those districts with declining enrollment. This brings up the question of how to adjust for larger colleges in Maricopa and Pima counties.

**Representative Karen Fann** stated the budget has been challenging the last few years. In 2012, \$460 million was taken out of the general fund to subsidize healthcare in response to Proposition 204. These funds were taken from education and other areas. The good news is the economy is getting better and the legislature can now look at how colleges can be funded.

**Representative Bob Thorpe** stated that education funding is very complex, and that healthcare consumes a lot of the state funds. This last legislative session, Chester Crandell, Brenda Burns and Bob Thorpe were able to get a bill passed that would change the primary rate for Coconino Community College. Unfortunately it was vetoed in the Governor's Office.

**Senator Kelli Ward** said the State still has \$9.9 billion of debit which makes talk of recovery questionable.

**Dr. Nat White**, CCC Board Member, stated that outcome based funding is a problem and he is not comfortable with it.

**Representative Bob Thorpe** stated that the legislators in attendance recognize the importance of the rural community colleges.

**CCC President Leah Bornstein** stated she is not relying on state aid returning, but looks to pockets of money such as STEM funding. The colleges could benefit from policy changes that would help alleviate the undue stress on community colleges.

**Representative Jamescita Peshlakai** stated that she would like the community colleges to work more with the tribal community colleges because that is also an underutilized asset in the state.

**Mr. Robert Oliphant**, YC Board Member, stated the legislature is in a financial box they can't get out of. Colleges need to somehow begin to plan elsewhere in a creative fashion and think

of ways in which money can be raised, accepting that little money will be coming from the State.

**Mr. James Matteson**, NPC Board Member, stated there are three sources of revenue for a community college; taxes, tuition, and state aid. If State aid is shrinking and not available and the tax base is constrained and tuition can't be raised, one other source of revenue needs to be looked at and that's resource development; coal, potash, and timber are three examples.

***Educational Pathways for K-12, community colleges and Arizona board of regents.***

**Representative Bob Thorpe** said the State has a commitment to student success and that should be the goal of all funding.

**Representative Karen Fann** stated that in her field of construction one of the biggest problems with hiring good workers is that there are many that cannot pass a simple drug test.

**Senator Carlyle Begay** stated the educational system has been underfunded from the beginning and increasing tuition to offset what has been lost in state aid is a struggle. From a pathways perspective, partnerships with corporations or businesses in the area of tax credits or job training bills would give incentives to businesses to partner with community colleges. Working with other agencies, such as ACA, could support state efforts in continued economic growth. Keith Watkins from the Arizona Commerce Authority in the Office of Economic and Rural Development could help facilitate this dialogue.

**Mr. Dale Frost** stated that in 2009 stakeholders came together to develop an education plan with the eventual goal to double bachelor degrees awarded in the state; that goal is on track. The Governor's Office has tried to explain why the new standards are necessary; that the bar was set way too low as many high school graduates are not ready for college. The Governor is also very concerned about the number of disengaged kids in middle school and high school drop outs. The State of Kansas in 2012 passed a bill that paid for all high school students to go to a community college for workforce certification and then awarded each school with a \$1,000 stipend for each student that graduated. In one year, certificates increased by 50%.

**NPC President Jeanne Swarthout** asked if that would be expanding CTE programs that actually give college credit. Dale Frost replied that it would give college credit or a certificate. Unlike Kansas, in Arizona there are JTEDs to work with.

**Representative Jamescita Peshlakai** agreed that partnering with employers was the best focus.

**Senator Kelli Ward** stated that the pathway from K-12 to community college to university is amazing as her daughter graduated from Mohave Community College before she graduated from high school. She would love to see more community colleges partner with K-12 to allow

this to happen. She would like to hear from the community colleges what regulations, rules, and statutes exist that make it difficult for community colleges to function.

**Dr. Nat White**, CCC Board Member, would love legislators to follow community colleges for a day to see firsthand what is happening and how it's happening.

**Senator Carlyle Begay** stated that the common core issue will be a highly debated topic in the upcoming legislative session and there's a role for community colleges in that dialogue in terms of what is needed for higher education preparation. He asked for input from the community colleges during that process.

**Mr. Patrick Hurley**, CCC Board Chair, closed up discussion with legislators and encouraged elected officials to ask for help when needed.

**Senator Kelli Ward** asked that contact information for the community colleges be sent to her office for easy access.

**Representative Bob Thorpe** encouraged that contact be made with his office in regards to community college issues.

The legislative discussion ended at 2:30 pm

In wrap up, the presidents and district governing board members decided that the top four to six ideas that came out of discussion would be compiled in a report for consideration of further action.



# ARIZONA COMMUNITY COLLEGES:

## STRATEGIC VISION

### STUDENT PROGRESS AND OUTCOMES REPORT

2013

[www.arizonacommunitycolleges.org](http://www.arizonacommunitycolleges.org)





# ARIZONA COMMUNITY COLLEGES: 2013 STRATEGIC VISION STUDENT PROGRESS AND OUTCOMES REPORT

## EXECUTIVE SUMMARY

In 2011, Arizona's community colleges embarked upon a long-term Strategic Vision to significantly increase the number of Arizonans who achieve their postsecondary education and training goals, complete a degree or certificate, and/or transfer to a university. **In order to measure progress toward the three major goals outlined in the Strategic Vision, the colleges have implemented a rigorous self-assessment and accountability process centered around the annual collection and distribution of data related to 30 key indicators.**

Data presented in the 2013 Strategic Vision Student Progress and Outcomes Report, some of which are highlighted below, identify areas of strength, as well as places where Arizona's community colleges will need to focus their efforts in order to improve student access, retention, and completion. **For some of the retention and completion measures, a specific group of students called the "Credential-Seeking Cohort" was tracked; this group is defined as full- and part-time learners who earned at least 12 credit hours by the end of their second year.** Tracking this sub-cohort aligns Arizona's data collection and accountability strategies with those of national community college initiatives such as the Voluntary Framework of Accountability. Furthermore, analysis of retention and completion outcomes within this sub-cohort provides a more accurate gauge of community college student success, as it takes into account learners' diverse educational and training goals.

**The 2013 data presented in this report can be compared to the 2012 baseline. However, additional data points are necessary before definitive statements about trends in community college student progress and success can be made.**

## HIGHLIGHTS OF THE 2013 STUDENT PROGRESS AND OUTCOMES REPORT

### Access

- Nearly three quarters of all Arizona high school graduates who enter higher education the following year matriculate at a community college. Indeed, at 42 percent, Arizona's community college-going rate is much higher than the national average of 27 percent.

### Retention

- Arizona community colleges retain 92 percent of credential-seeking learners from fall to spring semesters, and 77 percent to the following fall. These are substantially higher than comparative national retention rates.

### Completion

- Arizona's community colleges awarded close to 40,000 degrees and certificates in 2011-12, a 34 percent increase from 2009-10.
- In-state and overall transfer rates from Arizona community colleges, both 29 percent, exceed the national average of 25 percent.
- Statewide, four out of five credential-seeking community college students achieve a successful outcome within six years.

# BACKGROUND

## ARIZONA COMMUNITY COLLEGES: LONG-TERM STRATEGIC VISION

In 2011 Arizona's community colleges published a long-term strategic plan, which has since been incorporated into strategic planning processes at community colleges across the state. This plan outlined a clear vision for Arizona's ten community college districts and identified 30 key indicators of progress toward 3 major goal areas: access, retention, and completion. **Many of these indicators are aligned with those included in the American Association for Community Colleges' Voluntary Framework of Accountability (VFA) initiative, which will allow for comparisons with national norms in years to come.**

A major function of the Strategic Vision is the collection, analysis, and publication of data pertaining to the 30 key indicators of progress, as well as the sharing of best practices and successful program models across the state. This document is the second in a series of annual reports providing data related to student progress and outcomes in Arizona's community colleges. Where available, comparable national data are also shown.

**Last year was the first full year of Strategic Vision data collection. As such, the 2013 outcomes presented in this document can be compared to the 2012 baseline, although additional data points are necessary before definitive statements about trends in student progress and outcomes can be made.** Nonetheless, these data provide a snapshot of areas where Arizona's community colleges are successfully serving students—in some cases much better than the national average—as well as those areas where further improvement is needed.

Statewide data, as well as district-level data on these same 30 indicators, will continue to be used to guide improvement efforts at community colleges across the state. Statewide data will also be shared with the Arizona Board of Regents and the Arizona Department of Education in order to assist in the improvement of P-20 educational pathways.

The Strategic Vision, as well as a Technical Guide that provides detailed definitions of each key indicator of progress, can be found online at: [www.arizonacommunitycolleges.org](http://www.arizonacommunitycolleges.org).

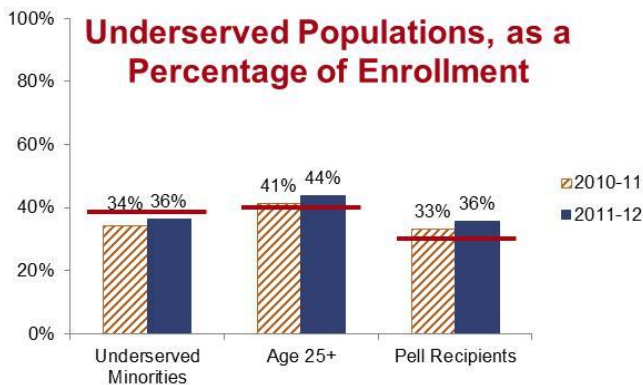
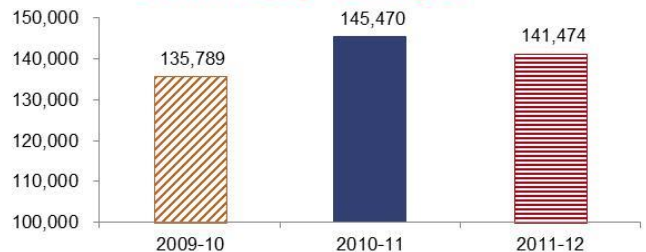
**OUR VISION: Arizona's community colleges, through a collaborative effort with education, business, and community partners, will significantly increase the number of Arizonans who achieve their postsecondary education and training goals, complete a degree or certificate, and/or transfer to a university.**

# ACCESS INDICATORS

## Indicator 1. Full-time student equivalent (FTSE) enrollment

Statewide, annual full-time student equivalent (FTSE) enrollment at Arizona's community colleges increased 4 percent between 2009-10 and 2011-12, although there was a slight decrease in the latter year. These enrollment numbers reflect a robust community college-going rate (see indicator 4), but also an uptick in the economy, which typically correlates with lower community college enrollments.

## Full-Time Student Equivalent (FTSE) Enrollment in Community Colleges



## Indicator 2. Enrollment of underserved populations

The 36 percent of Arizona community college students who are members of an underserved racial or ethnic group is somewhat lower than the 38 percent national average<sup>1</sup> (national averages in this figure are represented by horizontal red lines) and lower than the percentage of the state's population that belongs to an underserved minority group (39 percent).<sup>2</sup>

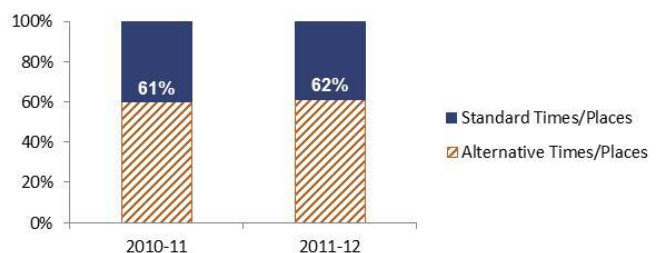
However, enrollments of each underserved population increased between 2010-11 and 2011-12, and the percentages of Pell recipients and adults age 25 or older are above the corresponding national averages.

## Indicator 3. Percent of student credit hours earned via alternative delivery methods and/or at alternative times and places

At Arizona's community colleges, only 38 percent of instruction in 2011-12 occurred in traditional semester-length classes held on campus between the hours of 8am and 5pm.

Extending access to many diverse populations, 62 percent of all student credit hours were earned online, at night or on the weekends, in short-term or open-entry/open-exit courses, and in skills centers, American Indian reservations, Army bases, or prisons.

## Percent of SCH Earned at Standard and Alternative Times/Places



<sup>1</sup>U.S. Department of Education, National Center for Education Statistics. (2012). *Digest of education statistics*. Washington, DC: Author.

<sup>2</sup>U.S. Bureau of the Census. (2013). *2007-2011 American Community Survey 5-year estimates*. Washington, DC: Author.

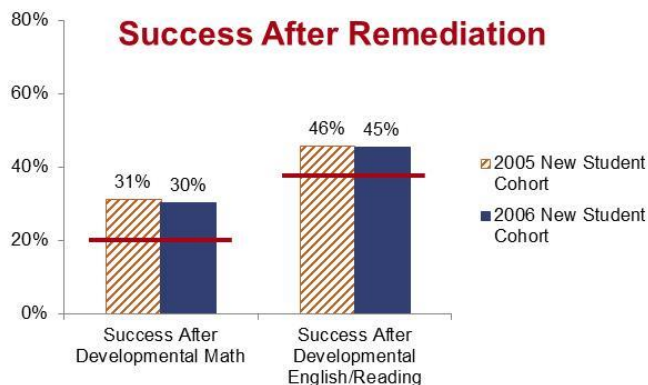
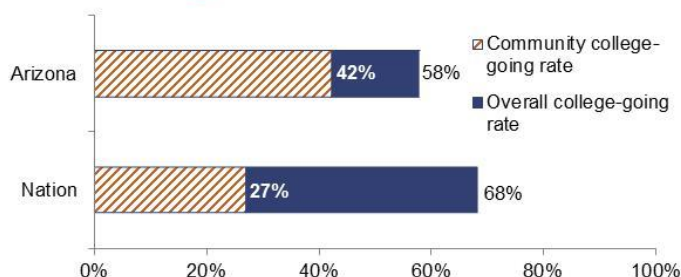
# ACCESS INDICATORS

## Indicators 4-5. Community college-going rate and overall college-going rate

Arizona's community colleges enroll a much higher percentage of recent high school graduates than the national average.<sup>3</sup> With only three public, four-year universities in the state, however, Arizona's overall college-going rate<sup>4</sup> lags behind the national number.

Arizona's community colleges will continue to work with the Arizona Board of Regents to improve the state's overall college-going rate.

## Enrollment of Recent High School Graduates



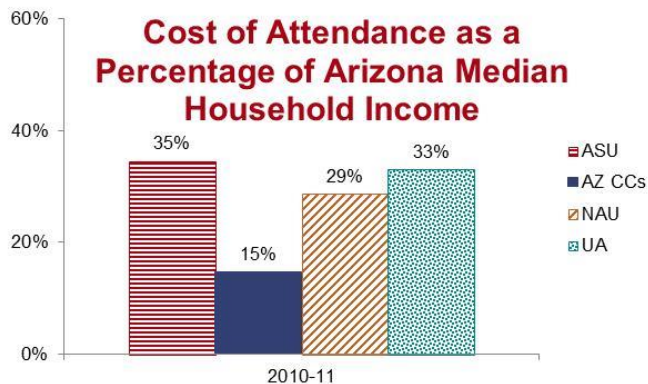
## Indicators 6-7. Success after remediation

After six years, 30 percent of developmental math learners in the 2006 new student cohort successfully completed a college-level course in math, and 45 percent of all developmental English or reading learners in the same cohort completed a college-level English course.

These success after remediation rates appear higher than national comparisons (depicted in this figure by horizontal red lines) of 20 and 37 percent, respectively,<sup>5</sup> but the rates are likely similar, as the national study evaluated success after only three years (compared to six in Arizona).

## Indicator 8. Cost of attendance as a percentage of Arizona median household income

At less than \$7,500 per year, the median net price of attending Arizona's community colleges is just under 15 percent of the state's median household income, making the institutions excellent and affordable options for postsecondary education and training. (Cost of attendance for each of the institutions shown here reflects the 2010-11 average net price reported by the National Center for Education Statistics.)



<sup>3</sup>U.S. Department of Labor, Bureau of Labor Statistics. (2012). *College enrollment and work activity of 2011 high school graduates*. Washington, DC: Author.

<sup>4</sup>Postsecondary Education Opportunity. (2013). *Chance for college by age 19 by state, 1986-2010*. Oskaloosa, IA: The Mortenson Seminar on Public Policy Analysis and Opportunity for Postsecondary Education.

<sup>5</sup>Bailey, T., Jeong, D. W., & Cho, S. W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review*, 29, 255-270.

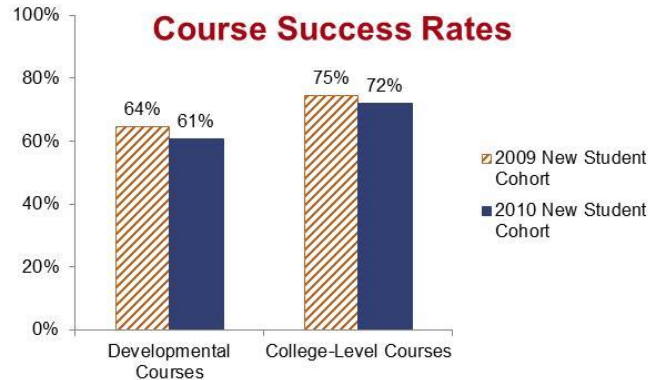
# RETENTION INDICATORS

## Indicators 9-10. Course success rates

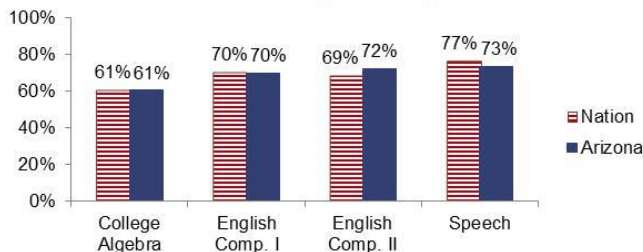
Over two years, 61 percent of student credit hours attempted in developmental courses by the 2010 new student cohort were successfully completed (with a grade of A, B, C, or Pass).

In that same time period, 72 percent of student credit hours attempted in college-level courses by the 2010 new student cohort were successfully completed (with a grade of A, B, C, or Pass).

These rates are down slightly from the previous year, which may be the result of an improved economy that is drawing students out of classrooms and into the workplace.



## Percent of First College-Level Math and English Credit Hours Successfully Completed



## Indicator 11. Percent of gateway (first college-level) math and English credit hours successfully completed

In 2011-12, between 61 and 73 percent of student credit hours attempted in College Algebra, English Composition I and II, and Speech were successfully completed (with a grade of A, B, C, or Pass).

With the exception of Speech, the rate at which Arizona's community college students successfully complete gateway courses is the same or better than the national average.<sup>6</sup>

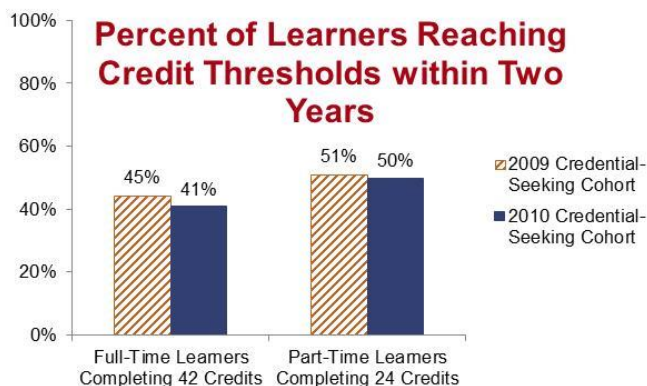


# RETENTION INDICATORS

## Indicator 12. Percent of full-time learners completing 42 credits and percent of part-time learners completing 24 credits within two years

By the end of their second year, 41 percent of full-time learners in the 2010 credential-seeking cohort had completed 42 credits, and half of all part-time learners in the same cohort had completed 24 credits. These rates are slightly down from the previous year, which may be a by-product of the recovering economy and students leaving school when they find employment.

Although there is room for improvement, these rates are notable, as research has linked attainment of credit thresholds (roughly equivalent to 20 credits per year for full-time students) to higher retention and completion rates.<sup>7</sup>

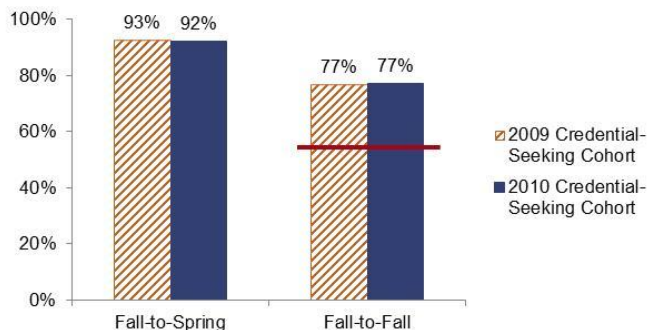


## Indicators 13-14. Retention rates

Ninety-two percent of learners in the 2010 credential-seeking cohort (excluding those who successfully transferred and/or earned a degree or certificate) persisted at their college to spring 2011, and 77 percent of them returned for classes the following fall. As this figure shows, Arizona's community colleges are retaining the vast majority of credential-seeking students.

Arizona's retention figures are somewhat higher than the 53 percent fall-to-fall retention rate reported as a national comparison<sup>8</sup> (depicted in this figure as a horizontal red line), as the national number is not limited to credential-seekers. However, national community college accountability initiatives such as the Voluntary Framework of Accountability are beginning to track and analyze retention among credential-seeking sub-cohorts, and thus more accurate national comparisons should be available in future years.

## Retention Rates



<sup>7</sup>Moore, C., Shulock, N., & Offenstien, J. (2009). *Steps to success: Analyzing milestone achievement to improve community college student outcomes*. Sacramento: California State University, Sacramento, Institute for Higher Education Leadership and Policy.

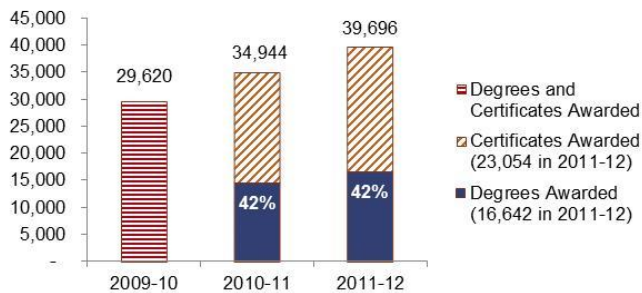
<sup>8</sup>NCHEMS. (2010). *Retention rates – First-time college freshmen returning their second year*. Boulder, CO: Author.

# COMPLETION INDICATORS

## Indicator 15. Percent of learners achieving their stated education or training goals

This indicator is in development. It will be incorporated into the Strategic Vision once enough time has passed to link intent to completion data.

### Degrees and Certificates Awarded



## Indicator 16. Number of degrees and certificates awarded

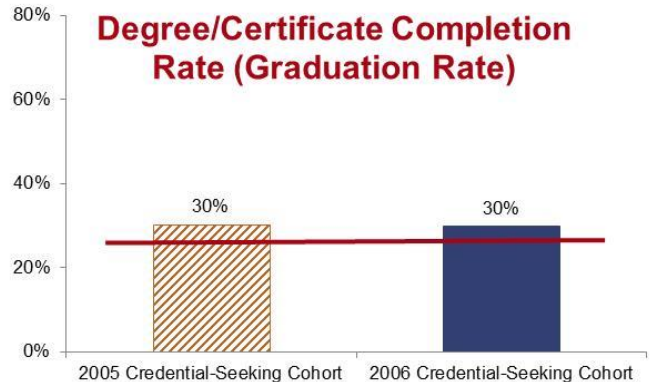
Between 2009-10 and 2011-12, the number of degrees and certificates awarded by Arizona's community colleges increased by 34 percent.

Of the 2011-12 total, 42 percent were degrees, and 58 percent were certificates. These data reflect a concerted effort by Arizona's community colleges to increase the number of learners earning postsecondary credentials, especially in high-demand fields.

## Indicator 17. Degree/certificate completion rate (graduation rate)

After six years, 30 percent of the 2006 credential-seeking cohort had completed a community college degree or certificate.

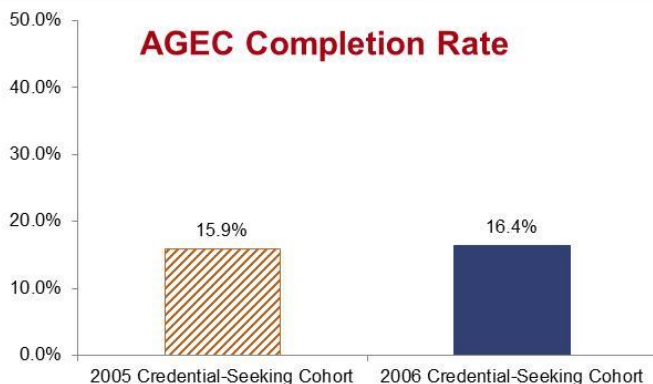
Arizona's graduation rate is somewhat higher than the 25 percent reported as a national comparison<sup>9</sup> (depicted in this figure as a horizontal red line), as the national number is not limited to credential-seekers. However, the VFA is beginning to track and analyze completion among credential-seeking sub-cohorts, and thus more accurate national comparisons should be available in future years.



<sup>9</sup>U.S. Department of Education, National Center for Education Statistics. (2011). *Digest of education statistics*. Washington, DC: Author.

# COMPLETION INDICATORS

## AGEC Completion Rate



## Indicator 18. AGEC completion rate

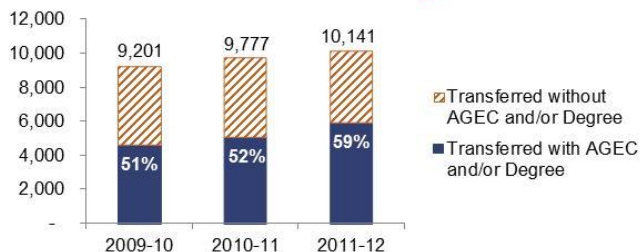
Statewide, 16.4 percent of the 2006 credential-seeking cohort completed the Arizona General Education Curriculum (AGEC) within 6 years, a slight increase from the previous year.

Increasing the statewide AGEC completion rate—a key priority for the state’s community colleges—will not only ease transfer to Arizona’s public universities but should help to improve bachelor’s degree completion in Arizona.

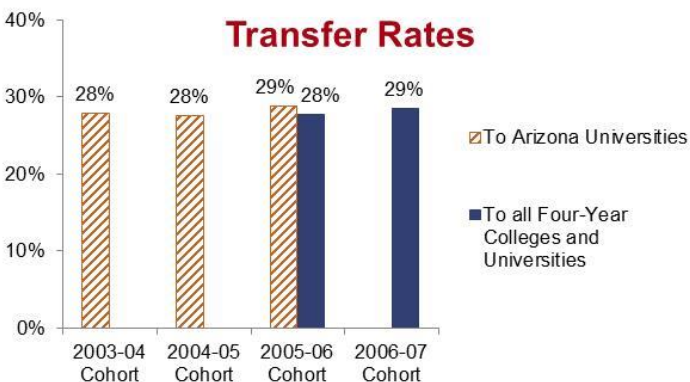
## Indicators 19-20. Number of in-state university transfers, and percent with an AGEC and/or degree at time of transfer

Between 2009-10 to 2011-12, the number of students transferring from Arizona’s community colleges to an in-state, public university increased by 10 percent. In addition, the percentage of those transfers who had earned an AGEC and/or degree prior to transfer increased by 16 percent during this time period. These data indicate that the transfer process is becoming more efficient and cost effective for both students and the state.

## Number of In-State University Transfers, and Percent with AGEC and/or Degree



## Transfer Rates



## Indicators 21-22. In-state and overall transfer rates

Statewide, transfer rates among Arizona State System for Information on Student Transfer (ASSIST) “transfer behavior cohorts” have steadily increased to 29 percent. This number is slightly higher than the overall transfer rate (the percent of learners in the 2006 credential-seeking cohort who transferred to any four-year college or university within 6 years), because ASSIST’s “transfer behavior cohorts” are more restrictive than overall credential-seeking cohorts. Both rates are higher than the most recent national transfer rate (25 percent) calculated by the Center for the Study of Community Colleges.<sup>10</sup>

<sup>10</sup>Center for the Study of Community Colleges. (2002). *National transfer rates are up! Results of the 2001 Transfer Project*. Los Angeles: Author.

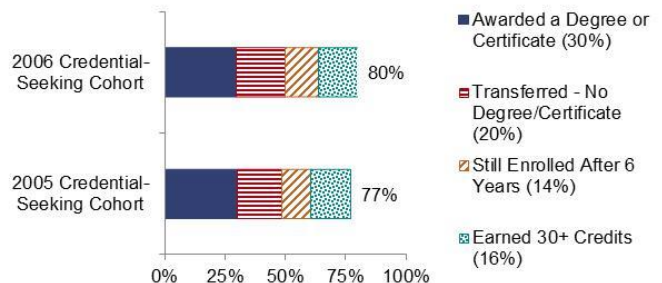
# COMPLETION INDICATORS

## Indicator 23. Percent of learners achieving a successful community college outcome

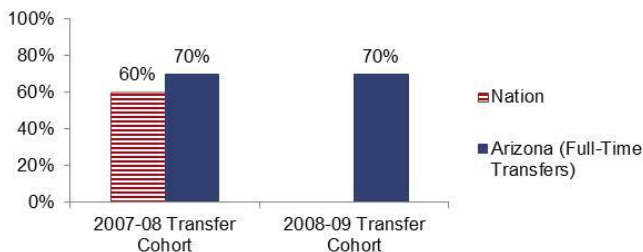
Statewide, four out of five learners in the 2006 credential-seeking cohort achieved a successful outcome within 6 years.

Because community college learners enter college with diverse education and training goals, and because they often attend part-time and/or earn credits from more than one community college, the VFA and other national accountability initiatives have broadened the definition of a successful community college outcome to include: earning a degree or certificate; transferring to another two- or four-year college or university; continued enrollment; and/or leaving the institution after earning 30 or more credits.

## Percent of Learners Achieving a Successful Outcome



## Percent of In-State Transfers Earning a Bachelor's Degree within Four Years



## Indicator 24. Percent of full-time transfers to Arizona public universities who earn a bachelor's degree within four years

Seventy percent of all 2008-09 full-time transfers from Arizona community colleges to in-state universities earned a bachelor's degree within four years. This rate is significantly higher than a comparable national average,<sup>11</sup> and indicates that full-time transfers from Arizona community colleges are succeeding at the state's public universities.

Arizona's community colleges intend to strengthen university partnerships in order to continue to improve the state's transfer completion rate.

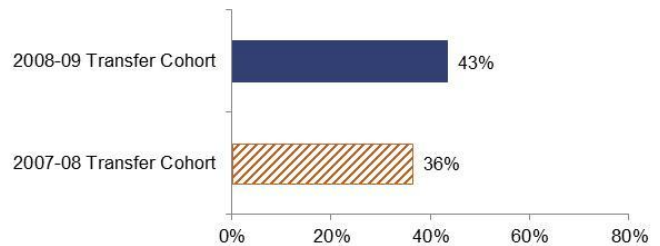


# COMPLETION INDICATORS

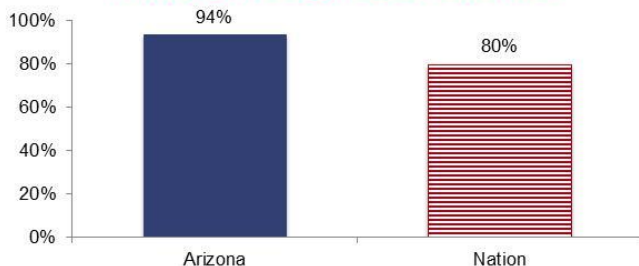
## Indicator 25. Percent of all transfers who earn a bachelor's degree within 4 years

Statewide, 43 percent of 2008-09 transfers from Arizona community colleges to all four-year institutions—public and private, in-state and out—earned a bachelor's degree within four years. While higher than the previous year's rate, this percentage likely reflects a high incidence of part-time attendance after transfer, and possibly a substantial rate of transfer to private, for-profit institutions, where bachelor's degree attainment rates are consistently lower than at public or nonprofit universities.<sup>12</sup>

## Percent of all Transfers Earning a Bachelor's Degree within Four Years



## Percent of 2009-10 Occupational Completers/Leavers Earning an Industry-Recognized Credential



## Indicator 26. Percent of occupational program completers/leavers earning an industry-recognized credential within one year

Out of all learners in the 2009-10 occupational completers/leavers cohort who took a technical skill or end-of-program assessment aligned with industry-recognized standards up to one year after college exit, 94 percent passed the assessment and/or earned an industry-recognized credential. This level of performance far exceeds the 2009-10 national average of 80 percent.<sup>13</sup>

Examples of occupational programs leading to industry-recognized credentials include, among others, aviation technology, building and construction, dental hygiene, education, emergency medical technician, fashion, fire science, nursing, solar technologies, and veterinary technologies.

## Indicator 27. Percent of occupational program completers employed with a livable wage and/or enrolled in further education within one year

This indicator is in development. It will be incorporated into the Strategic Vision once adjustments have been made to account for disparities in wages across various community college service areas.

<sup>12</sup>Kinser, K. (2006). *From main street to Wall Street: The transformation of for-profit higher education*. ASHE Higher Education Report vol. 31 no. 5. San Francisco: Jossey-Bass.

<sup>13</sup>Perkins Collaborative Resource Network. (2013). *Core indicator report :1P1 Technical Skill Attainment*, Page 58. Washington, DC: Author.

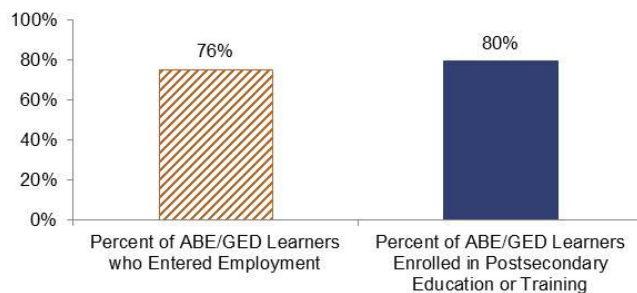
# COMPLETION INDICATORS

## Indicators 28-29. Adult Basic Education (ABE) and General Educational Development (GED) Learner Outcomes

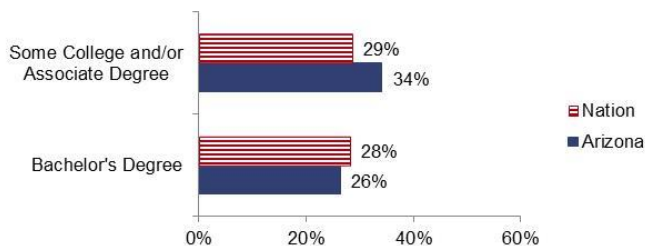
Three out of four ABE/GED learners who were not employed at the time of entry entered employment within three months of exiting the program. As well, four out of five ABE/GED learners who held a GED or high school diploma, or who enrolled in a class specifically designed for transitioning to postsecondary education, subsequently enrolled in further education within one year of program exit.

Because the National Reporting System for Adult Education recently changed the way that these indicators are calculated, national comparisons are not yet available. However, these data indicate that Arizona's community colleges are effectively moving ABE/GED learners into higher education and employment.

### 2011-12 ABE/GED Learner Outcomes



### Percent of Adults, by Postsecondary Educational Attainment



### Indicator 30. Percent of adults with postsecondary experience and/or degrees

Thirty-four percent of Arizona adults age 25 and older have attended some college and/or have earned an associate degree. This rate is substantially higher than the national average of 29 percent.<sup>14</sup>

As well, 26 percent of Arizona adults hold a bachelor's or higher degree. Arizona's community colleges will continue to work with the Arizona Board of Regents to reach their goal of meeting or exceeding the national rate (28 percent) by 2017.

<sup>14</sup>U.S. Bureau of the Census. (2013). *Educational attainment: 2007-2011 American Community Survey 5-year estimates*. Page 59. Washington, DC: Author.

# ARIZONA COMMUNITY COLLEGES:

## 2013 OUTCOMES REPORT

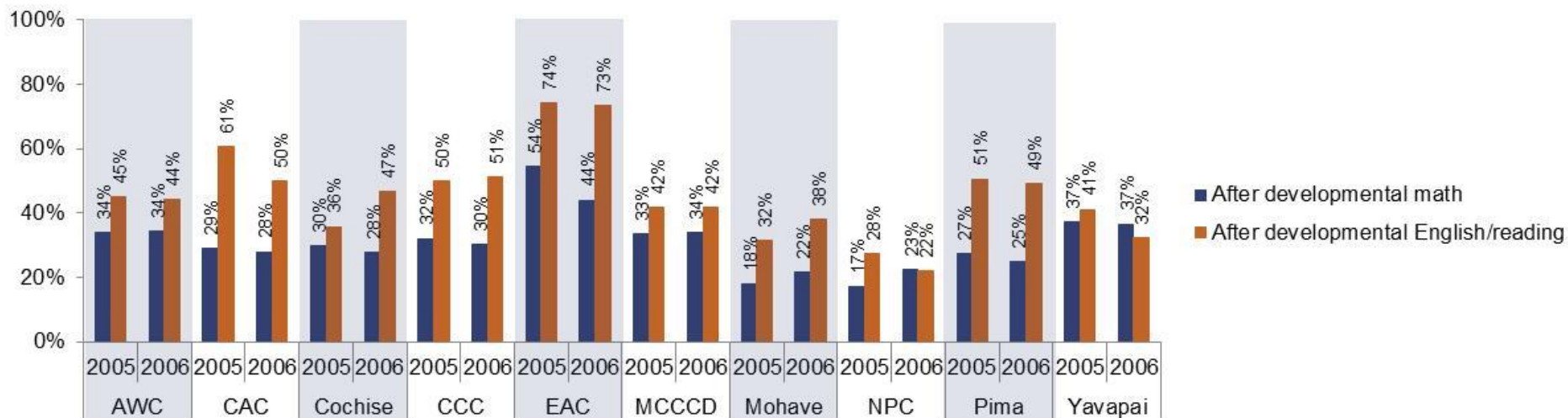
In 2011, Arizona's community colleges embarked upon a long-term Strategic Vision to significantly increase the number of Arizonans who achieve their postsecondary education and training goals, complete a degree or certificate, and/or transfer to a university. **In order to measure progress toward the three major goals outlined in the Strategic Vision, the colleges have implemented a rigorous self-assessment and accountability process centered around the annual collection and distribution of data related to 30 key indicators.** Statewide data pertaining to these 30 indicators can be found in the 2013 Strategic Vision Student Progress and Outcomes Report, and online at [www.arizonacommunitycolleges.org/outcomes](http://www.arizonacommunitycolleges.org/outcomes).

The 2013 Outcomes Report complements the 2013 Strategic Vision Student Progress and Outcomes Report, and for 5 core metrics illustrates how each of Arizona's 10 community college districts compares to the others. Statewide averages are noted in the text accompanying each metric, and an appendix provides comparison data for all 30 indicators.

It is important to note that Arizona's community colleges differ significantly in terms of the populations served, education and training goals of learners, and institutional priorities (such as transfer or workforce preparation). **Comparing student progress and outcomes across districts can be an extremely useful precursor to the sharing of best practices and successful program models across the state. However, each district must be assessed in light of its unique characteristics, goals, and priorities, and most importantly, by its ability to demonstrate incremental improvements in student access, retention, and completion over time.**

Last year was the first full year of Strategic Vision data collection. As such, the 2013 outcomes presented in this document can be compared to the 2012 baseline, although additional data points are necessary before definitive statements about trends in student progress and outcomes can be made. The data included in this report will also enable Arizona's Community Colleges to set reasonable benchmarks for attainment related to core metrics in coming years.

## Success After Remediation



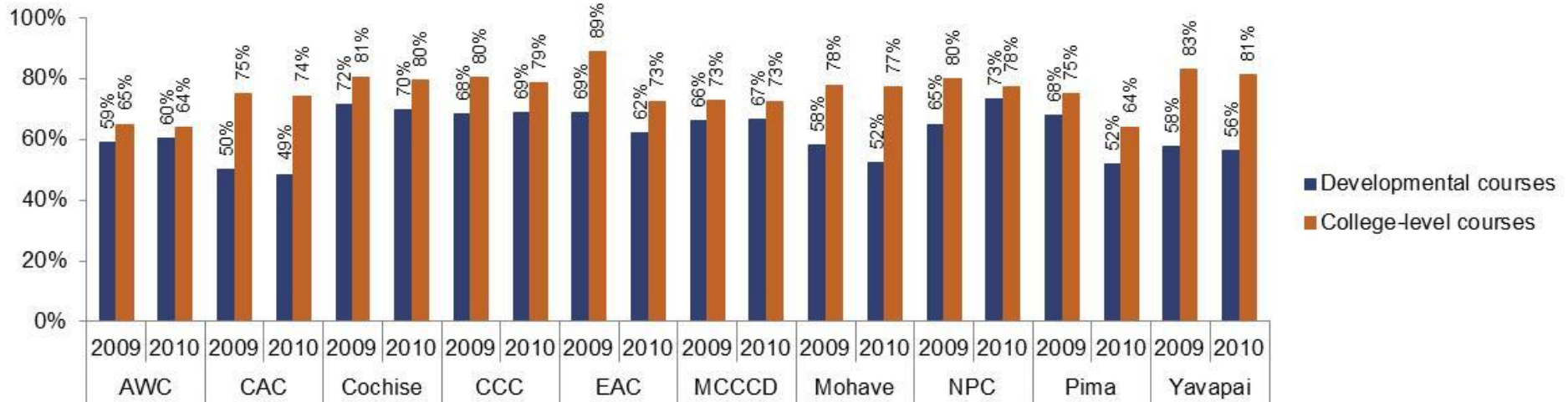
This figure, as well as those that appear on the following pages, illustrate student progress and outcomes data for Arizona Western College (AWC), Central Arizona College (CAC), Cochise College, Coconino Community College (CCC), Eastern Arizona College (EAC), the ten colleges and two skills centers in the Maricopa County Community College District (MCCCD), Mohave Community College, Northland Pioneer College (NPC), Pima Community College, and Yavapai College.

After six years, 30 percent of developmental math learners in the statewide 2006 new student cohort successfully completed a college-level course in math (down slightly from 31 percent the previous year). As well, 45 percent of all developmental English or reading learners in the same cohort completed a college-level English course (down from 46 percent).

While true comparisons with national norms will not be possible until the Voluntary Framework of Accountability begins publishing national data for these and other indicators, a study conducted by scholars at Columbia University’s Community College Research Center<sup>1</sup> showed that 20 percent of community college students referred to developmental math—and 37 percent of community college students referred to developmental English/reading—completed a college-level course in the corresponding subject area within three years. These national success after remediation rates are somewhat lower than Arizona’s rates, but are likely comparable, as the national study was limited to three years.



## Course Success Rates



This figure depicts developmental and college-level course success rates among the 2009 and 2010 new student cohorts for each of Arizona’s ten community college districts.

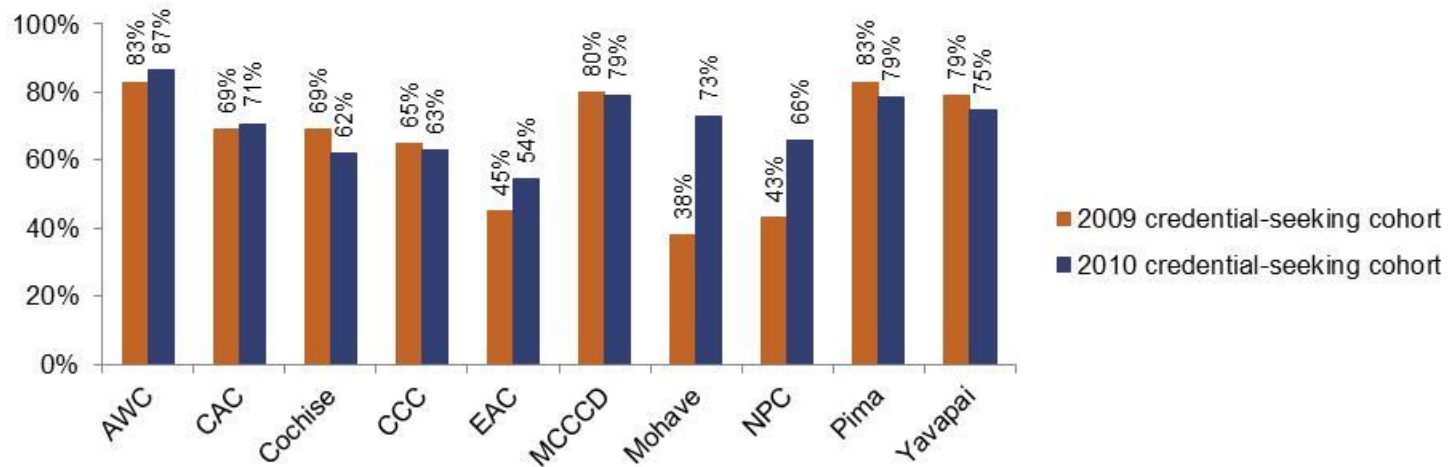
Over two years, 61 percent of student credit hours attempted in developmental courses by the statewide 2010 new student cohort were successfully completed (with a grade of A, B, C, or Pass).

In that same time period, 72 percent of student credit hours attempted in college-level courses by the statewide 2010 new student cohort were successfully completed (with a grade of A, B, C, or Pass).

These rates are down slightly from the previous year (course success rates for the statewide 2009 new student cohort were 64 and 75 percent, respectively), which may be the result of an improved economy drawing some learners out of classrooms and into the workforce.

Although national course success rates are not yet available, these indicators are aligned with those included in the American Association for Community Colleges’ Voluntary Framework of Accountability initiative, which will allow for comparisons with national norms in years to come.

## Fall-to-Fall Retention Rates

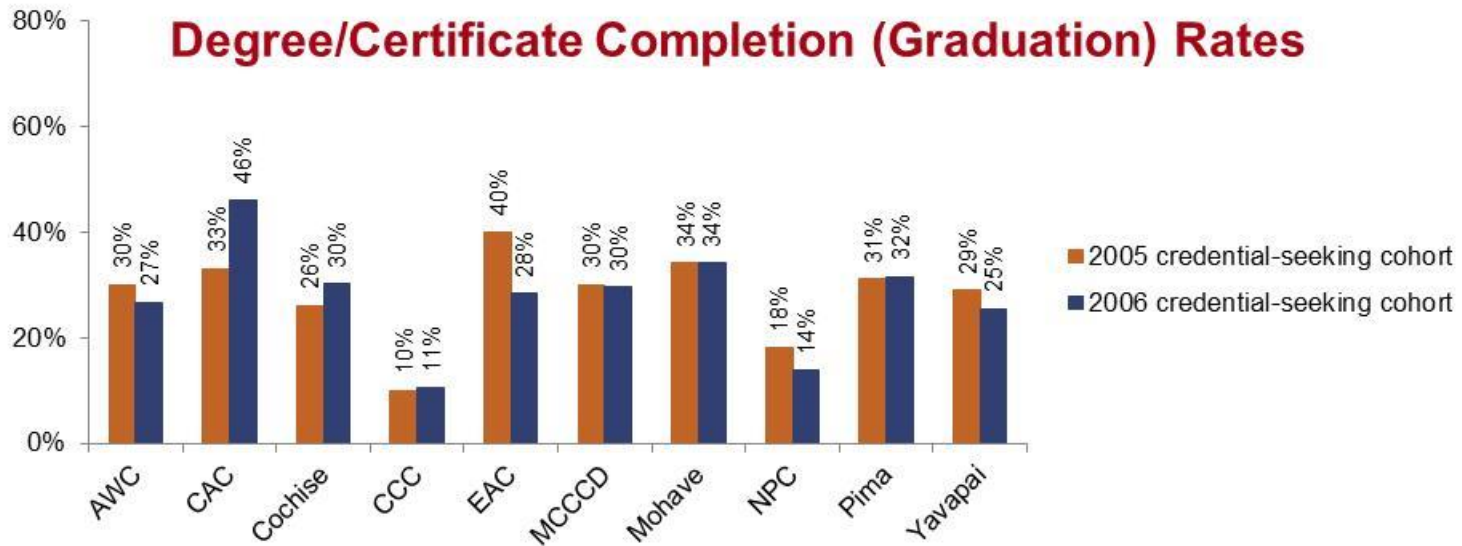


This figure depicts fall-to-fall retention rates among the 2009 and 2010 credential-seeking cohorts for each of Arizona’s ten community college districts.

Credential-seeking cohorts are defined as full- and part-time learners who earned at least 12 credit hours by the end of their second year. Tracking a credential-seeking cohort aligns Arizona’s data collection and accountability strategies with those of national community college initiatives such as the Voluntary Framework of Accountability (VFA). Furthermore, analysis of retention outcomes within this cohort provides a more accurate gauge of community college student persistence, as it takes into account learners’ diverse education and training goals.

Statewide, 77 percent of learners in the statewide 2010 credential-seeking cohort (excluding those who successfully transferred and/or earned a degree or certificate) persisted at their district to the following fall (the statewide retention rate for the 2009 cohort was also 77 percent).

The statewide rate—as well as the most recent retention rates at all 10 of Arizona’s community college districts—are somewhat higher than a comparative national rate (53 percent),<sup>2</sup> as the national number is not limited to credential-seekers. However, because the VFA is beginning to track and analyze retention among credential-seeking cohorts, more accurate national comparisons should be available in future years.



This figure depicts degree/certificate completion (graduation) rates among the 2005 and 2006 credential-seeking cohorts for each of Arizona’s ten community college districts.

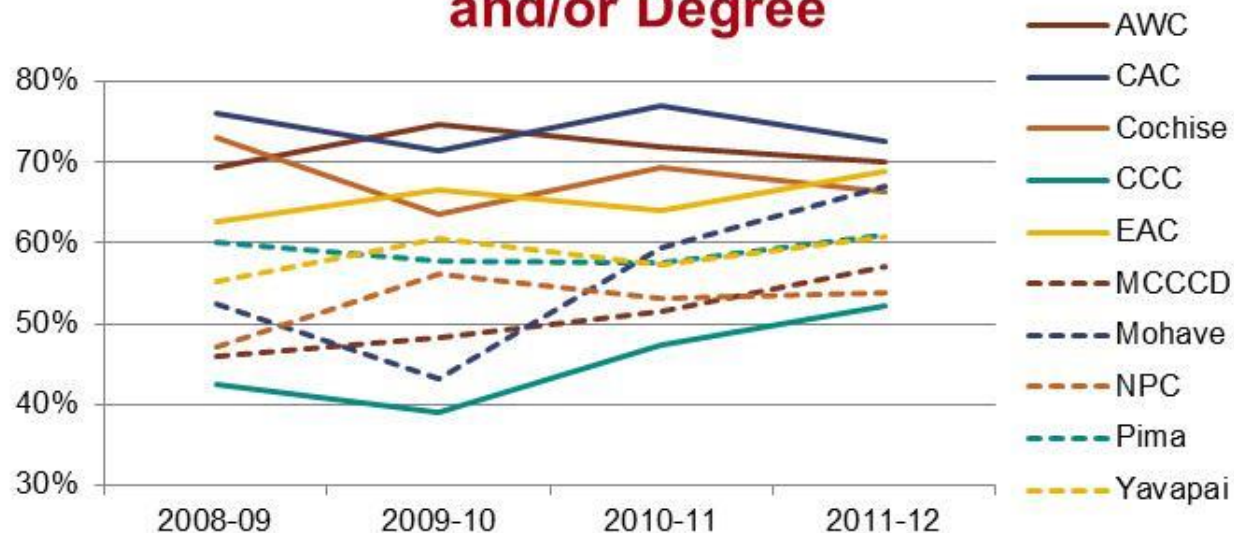
Credential-seeking cohorts are defined as full- and part-time learners who earned at least 12 credit hours by the end of their second year. Tracking a credential-seeking cohort aligns Arizona’s data collection and accountability strategies with those of national community college initiatives such as the Voluntary Framework of Accountability (VFA). Furthermore, analysis of graduation rates within this cohort provides a more accurate gauge of community college student success, as it takes into account learners’ diverse education and training goals.

After six years, 30 percent of the statewide 2006 credential-seeking cohort had completed a community college degree or certificate (the statewide completion rate for the 2005 cohort was also 30 percent). Graduation rates vary substantially among Arizona’s 10 community college districts and relate, in large part, to the percentage of learners at each district who transfer to a four-year university and/or gain employment prior to earning a degree or certificate.

The statewide rate—as well as the most recent graduation rates at 8 out of 10 of Arizona’s community college districts—are equal to or higher than a comparative national rate (25 percent),<sup>3</sup> as the national number is not limited to credential-seekers. However, because the VFA is beginning to track and analyze completion among credential-seeking sub-cohorts, more accurate national comparisons should be available in future years.

<sup>3</sup>U.S. Department of Education, National Center for Education Statistics. (2011). *Digest of education statistics*. Washington, DC: Author.

## Percent of Transfers with AGECE and/or Degree

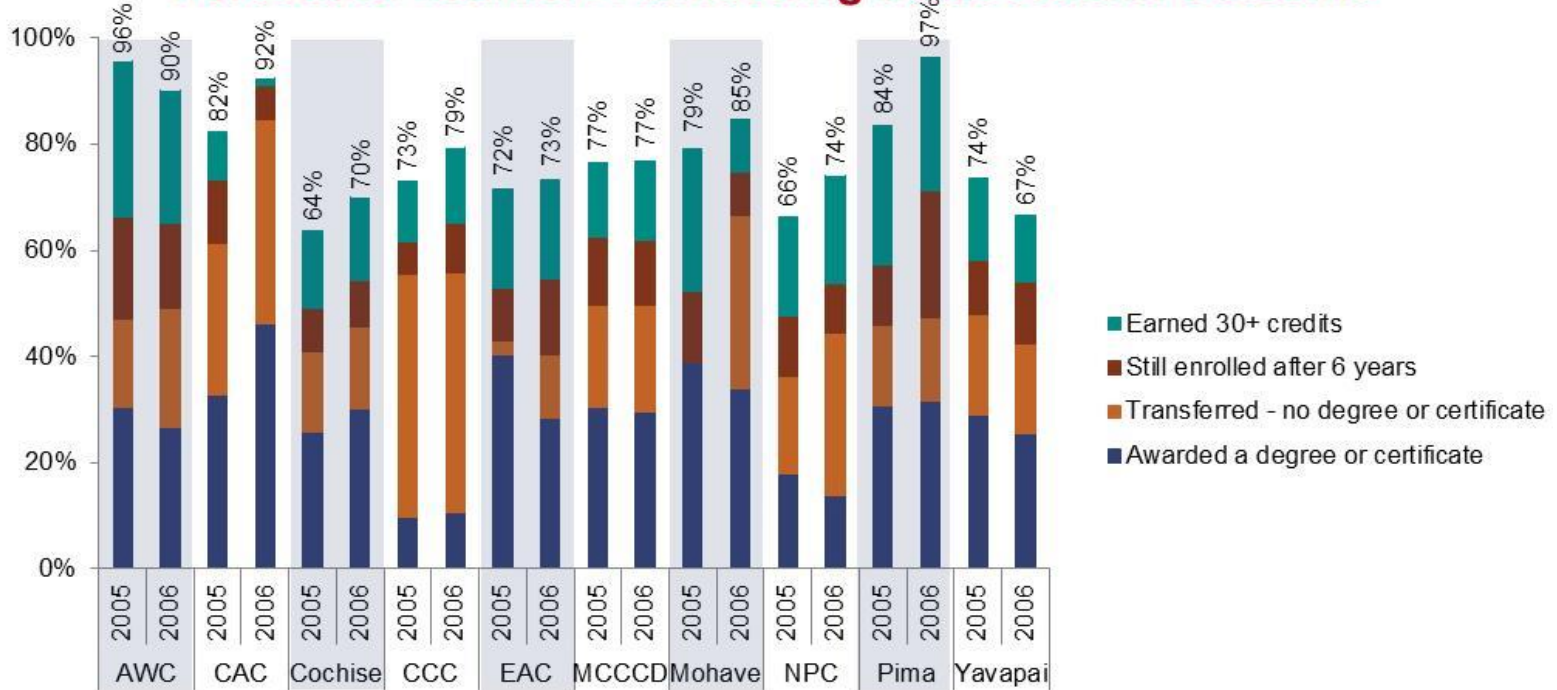


Arizona’s tribal, public community colleges, and universities have agreed upon a common structure for the Arizona General Education Curriculum (AGECE) in order to ensure the comparability and seamless transfer of general education credits across institutions. The AGECE is comprised of 35-37 credit hours of coursework that, upon completion, will transfer to all tribal or public community colleges, as well as the three state universities, and meet lower division, general education requirements.

Although most community college students take courses included in the AGECE, some transfer prior to completing the full curriculum. While these “early transfers” are still viewed as successful completers, research shows that students who have completed a common general education core (such as the AGECE) and/or a degree prior to transfer are better prepared for upper-division work and earn bachelor’s degrees in less time and with fewer excess credits—both of which lead to cost savings for students and states.<sup>4</sup>

In order to improve the efficiency and cost-effectiveness of the transfer process in Arizona, the state’s community colleges are making a concerted effort to raise the proportion (currently 59 percent, statewide) of in-state transfers who have earned an AGECE and/or degree prior to transfer.

## Percent of Learners Achieving a Successful Outcome



This figure depicts the percent of learners in each district’s 2005 and 2006 credential-seeking cohorts achieving a successful outcome, defined as earning a degree or certificate, transferring to another two- or four-year college or university, continued enrollment, and/or earning at least 30 credits before leaving the institution.

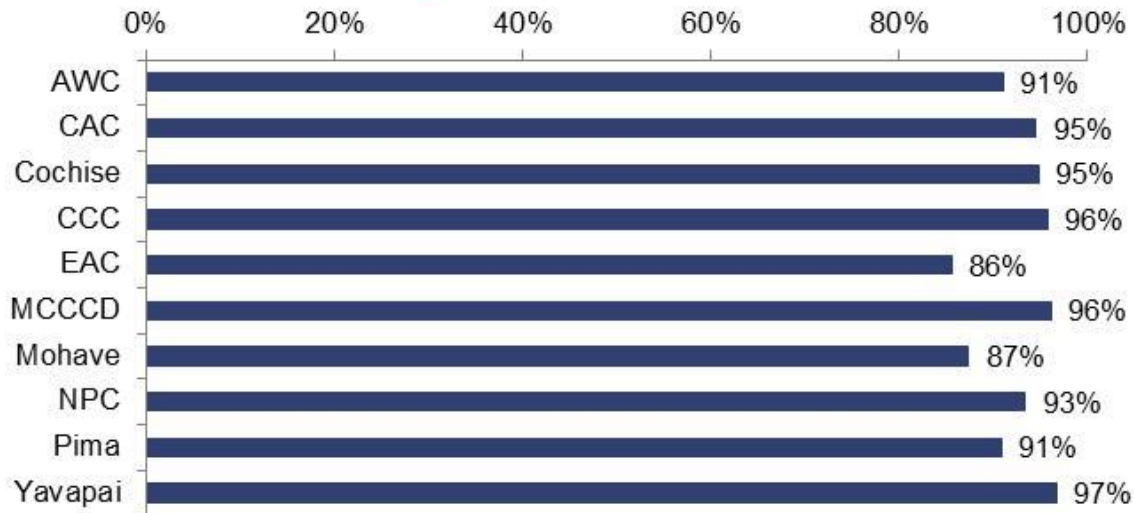
Statewide, 80 percent of learners in the 2006 credential-seeking cohort achieved a successful outcome within six years, up from 77 percent for the 2005 cohort.

This definition of a successful community college outcome is aligned with AACC’s VFA project, and recognizes that learners enter community colleges with diverse education and training goals, often attend part-time and for more than 6 years, and frequently earn credits from more than one institution en route to the university or to a degree or certificate.

Aggregate outcomes measures such as this are receiving increased attention at the national level. In summer 2013 six national associations (AACC, AACSCU, ACE, AAU, APLGU, and NAICU) endorsed the aggregate Student Achievement Measure, which in many ways mirrors this one.



## Percent of Occupational Completers Earning an Industry-Recognized Credential



Out of all learners the statewide 2009 occupational completers/leavers cohort who took a technical skill or end-of-program assessment aligned with industry-recognized standards up to one year after college exit, 94 percent passed the assessment and/or earned an industry-recognized credential. This level of performance far exceeds the 2009-10 national average of 80 percent.<sup>5</sup>

The percentage of occupational completers earning industry-recognized credentials ranged from 86 to 97 percent among Arizona's 10 community college districts. Clearly, Arizona's community colleges provide excellent occupational training and preparation for industry-aligned assessments.

Examples of occupational programs leading to industry-recognized credentials include, among others, aviation technology, building and construction, dental hygiene, education, emergency medical technician, fashion, fire science, nursing, solar technologies, and veterinary technologies.

# APPENDIX: ACCESS INDICATORS

## 2013 STRATEGIC VISION STUDENT PROGRESS AND OUTCOMES DATA (BY DISTRICT)

ACCESS INDICATORS	STATEWIDE COMPARISON	NATIONAL COMPARISON	AWC	CAC	Cochise	CCC	EAC	MCCCD	Mohave	NPC	Pima	Yavapai
1. 2011-12 full-time student equivalent (FTSE) enrollment	141,474	-	5,636	5,246	9,468	2,355	4,223	83,024	3,450	2,070	22,028	3,974
2a. Enrollment of underserved populations (underserved minorities)	36%	38% <sup>6</sup>	64%	43%	48%	37%	31%	35%	22%	39%	40%	13%
2b. Enrollment of underserved populations (age 25+)	44%	40% <sup>6</sup>	35%	51%	48%	36%	54%	42%	52%	39%	46%	55%
2c. Enrollment of underserved populations (Pell recipients)	36%	30% <sup>6</sup>	58%	41%	33%	27%	22%	35%	51%	32%	36%	31%
3. Percent of 2011-12 credit hours earned via alternative delivery methods and/or at alternative times or places	62%	-	56%	69%	85%	50%	35%	63%	64%	66%	52%	54%
4. Community college-going rate	42%	27% <sup>7</sup>	43%	38%	31%	9%	22%	29%	31%	15%	41%	27%
5. Overall college-going rate	58% <sup>8</sup>	68% <sup>7</sup>	-	-	-	-	-	-	-	-	-	-
6. Success after developmental math rate	30%	20% <sup>9</sup>	34%	28%	28%	30%	44%	34%	22%	23%	25%	37%
7. Success after developmental English/reading rate	45%	37% <sup>9</sup>	44%	50%	47%	51%	73%	42%	38%	22%	49%	32%
8. Cost of attendance as a percentage of Arizona (or county) median household income	15%	-	21%	10%	10%	18%	16%	14%	22%	22%	6%	13%

<sup>6</sup>U.S. Department of Education, National Center for Education Statistics. (2012). *Digest of Education Statistics*. Washington, DC: Author.

<sup>7</sup>U.S. Department of Labor, Bureau of Labor Statistics. (2012). *College enrollment and work activity of 2011 high school graduates*. Washington, DC: Author.

<sup>8</sup>Postsecondary Education Opportunity. (2013). *Chance for College by Age 19 by State, 2010*. Oskaloosa, IA: The Mortenson Seminar on Public Policy Analysis and Opportunity for Postsecondary Education.

<sup>9</sup>Bailey, T., Jeong, D. W., & Cho, S. W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review*, 29, 155-270.

# APPENDIX: RETENTION INDICATORS

2013 STRATEGIC VISION STUDENT PROGRESS AND OUTCOMES DATA (BY DISTRICT, CONT.)

RETENTION INDICATORS	STATEWIDE COMPARISON	NATIONAL COMPARISON	AWC	CAC	Cochise	CCC	EAC	MCCCD	Mohave	NPC	Pima	Yavapai
9. Developmental course success rate	60%	VFA	60%	48%	66%	69%	62%	66%	52%	73%	52%	66%
10. College-level course success rate	72%	VFA	64%	74%	79%	78%	83%	73%	77%	77%	64%	74%
11a. Percent of first college-level credit hours successfully completed (English Comp. I)	70%	70% <sup>10</sup>	62%	46%	70%	82%	73%	71%	77%	77%	59%	71%
11b. Percent of first college-level credit hours successfully completed (English Comp. II)	72%	69% <sup>10</sup>	66%	58%	74%	79%	74%	72%	81%	82%	78%	72%
11c. Percent of first college-level credit hours successfully completed (Speech)	73%	77% <sup>10</sup>	80%	46%	92%	91%	53%	74%	84%	N/A	76%	77%
11c. Percent of first college-level credit hours successfully completed (College Algebra)	60%	61% <sup>10</sup>	51%	42%	56%	82%	79%	60%	73%	86%	63%	69%
12a. Percent of full-time learners completing 42 credits by the end of the second academic year	41%	VFA	59%	44%	27%	36%	46%	42%	32%	47%	32%	38%
12b. Percent of part-time learners completing 24 credits by the end of the second academic year	50%	VFA	76%	52%	47%	46%	55%	50%	47%	54%	45%	50%
13. Fall-to-next-term retention rate	92%	VFA	97%	90%	90%	90%	83%	93%	90%	89%	91%	96%
14. Fall-to-fall retention rate	77%	53% <sup>11</sup>	87%	71%	62%	63%	54%	79%	73%	66%	79%	75%

<sup>10</sup>National Community College Benchmark Project. (2012). *Report of national aggregate data*. Overland Park, KS: Author.

<sup>11</sup>NCHEMS. (2010). *Retention rates - First-time college freshmen returning their second year* (two-year public institutions). Boulder, CO: Author.

# APPENDIX: COMPLETION INDICATORS

## 2013 STRATEGIC VISION STUDENT PROGRESS AND OUTCOMES DATA (BY DISTRICT, CONT.)

COMPLETION INDICATORS	STATEWIDE COMPARISON	NATIONAL COMPARISON	AWC	CAC	Cochise	CCC	EAC	MCCCD	Mohave	NPC	Pima	Yavapai
15. Percent of learners achieving stated education or training goal	This indicator is in development. It will be incorporated into the Strategic Vision once enough time has passed to link intention to completion data.											
16. Number of degrees and certificates awarded in 2011-12	39,696	-	1,645	1,031	3,223	306	1,328	23,947	1,088	421	5,899	808
17. Graduation (degree/certificate completion) rate	30%	25% <sup>12</sup>	27%	46%	30%	11%	28%	30%	34%	14%	32%	25%
18. Percent of learners who complete an AGECE within six years	16%	-	19%	11%	10%	11%	14%	16%	7%	5%	23%	18%
19. Number of in-state university transfers in 2011-12	10,141	-	360	269	255	232	154	6,958	179	104	1,817	305
20. Percent of 2011-12 transfers with an AGECE and/or degree at time of transfer	59%	-	70%	73%	66%	52%	69%	57%	67%	54%	61%	61%
21. In-state university transfer rate (2005-06 cohort)	29%	-	24%	30%	19%	48%	22%	31%	13%	16%	29%	25%
22. Overall transfer rate (2006-07 cohort)	29%	25% <sup>13</sup>	27%	24%	27%	32%	29%	29%	23%	18%	30%	28%
23. Percent of learners achieving a successful community college outcome	80%	VFA	90%	92%	70%	79%	73%	77%	85%	74%	97%	67%
24. Percent of 2008-09 full-time transfers to Arizona public universities who earn a bachelor's degree in four years	70%	-	73%	66%	59%	65%	63%	71%	65%	57%	71%	74%

<sup>12</sup>U.S. Department of Education, National Center for Education Statistics. (2011). *Digest of Education Statistics*. Washington, DC: Author.

<sup>13</sup>Center for the Study of Community Colleges. (2002). *National transfer rates are up! Results of the 2001 Transfer Assembly Project*. Los Angeles: Author.

# APPENDIX: COMPLETION INDICATORS

## 2013 STRATEGIC VISION STUDENT PROGRESS AND OUTCOMES DATA (BY DISTRICT, CONT.)

COMPLETION INDICATORS, CONT.	STATEWIDE COMPARISON	NATIONAL COMPARISON	AWC	CAC	Cochise	CCC	EAC	MCCCD	Mohave	NPC	Pima	Yavapai
25. Percent of all 2008-09 transfers who earn a bachelor's degree in four years	43%	60% <sup>14</sup>	46%	47%	26%	40%	69%	43%	11%	31%	70%	44%
26. Percent of occupational program completers earning an industry-recognized credential within one year	94%	VFA	91%	95%	95%	96%	86%	96%	87%	93%	91%	97%
27. Percent of occupational program completers either employed with a livable wage or enrolled in further education	This indicator is in development. It will be incorporated into the Strategic Vision once adjustments have been made to account for disparities in wages across various community college service areas.											
28. Percent of ABE/GED learners who enter employment	76%	-	100%	96%	97%	89%	-	73%	49%	72%	69%	72%
29. Percent of ABE/GED completers enrolled in postsecondary education or training	80%	-	100%	87%	98%	89%	-	61%	69%	64%	91%	83%
30a. Percent of adults in Arizona (or county) with some college or an associate degree	34%	29% <sup>15</sup>	32 - 35%	37%	38%	33%	36% - 38%	33%	38%	38%	34%	39%
30b. Percent of adults in Arizona (or county) with a bachelor's or higher degree	26%	28% <sup>15</sup>	9% - 14%	18%	22%	31%	12% - 16%	29%	12%	14%	30%	24%

<sup>14</sup>National Student Clearinghouse. (2012). *Snapshot Report: Transfer Outcomes (Four Years After Transfer)*. Herndon, VA: Author.

<sup>15</sup>U.S. Bureau of the Census. (2013). *Educational attainment: 2007-2011 American Community Survey 5-year estimates*. Washington, DC: Author.



## REVIEW OF 2012-2013 APACHE COUNTY ANALYSIS

**Summary:**

Under the provisions of the Intergovernmental Agreement to provide educational services to Apache County, an analysis is completed each fiscal year. The completed analysis for fiscal year 2012-13 is attached and will be reviewed.

As a result of the 2012-13 analysis, Apache County will be billed \$50,467.96 for services rendered by the College that are in excess of revenues received from and attributed to Apache County.

Staff continues to work closely with the Apache County Higher Education Committee and Apache County officials to provide quality services. This analysis and the attendant billing to Apache County document that the cost of program delivery to Apache County creates no burden on the tax payers of Navajo County.



**APACHE COUNTY ANALYSIS**  
**FISCAL YEAR 2012/2013**  
**As of June 30, 2013**

REVENUES	<u>Amount</u>
Tuition & Class Fees - net	\$ 639,912.87
State Aid - Operating & Capital	222,374.39
Apache County IGA	600,000.00
NAVIT Net Revenues	<u>166,493.00</u>
Total	\$1,628,780.26

EXPENSES	
Direct expenses	1,031,204.00
Indirect expenses	609,362.00
Designated expenses	<u>38,682.22</u>
Total	\$1,679,248.22
Surplus/(Deficit)	<u><u>\$ (50,467.96)</u></u>

**Apache County Analysis  
Revenues  
As of June 30, 2013**

Apache County Full Time Student Equivalent (FTSE) Percent	13.16%
	\$ (3,978,262)
<b>Total NPC</b>	
Tuition	\$ 3,978,262
Class Fees	\$ 884,082
Total Tuition & Class Fees	<u>\$ 4,862,344</u>
State Aid - Operating & Capital	\$ 1,689,700
<b>Apache County (calculated based on FTSE)</b>	
Total Tuition & Class Fees - Net	<b>\$ 639,913</b>
State Aid - Operating & Capital	<b>\$ 222,374</b>

**Apache County Analysis  
NAVIT Net Revenues  
As of June 30, 2013**

**Apache County NAVIT FTSE by Center:**

		<b>Fall '12</b>	<b>Spring '13</b>	<b>Total FTSE</b>	<b>FTSE %</b>
<b>Location Name &amp; Number</b>					
St. Johns	72	42.07	45.07	43.57	18.63%
Springerville	74	13.93	14.53	14.23	6.08%
<b>Total - Apache County</b>		<b>56.00</b>	<b>59.60</b>	<b>57.80</b>	<b>24.71%</b>
Total - NAVIT		247.47	220.33	233.90	

	<u><b>Fall '12</b></u>	<u><b>Spring '13</b></u>	<u><b>Total</b></u>
<b>NAVIT Instruction Revenues:</b>	\$ 313,048.66	\$ 360,700.69	\$ 673,749.35
FTSE % (see above)			24.71%
<b>Net NAVIT Revenues:</b>			<u><u>\$ 166,493.00</u></u>

**Apache County Analysis**  
**Direct Expenses**  
**As of June 30, 2013**

	<b>St Johns 72 *</b>	<b>Springerville 74</b>	<b>Apache CO Misc 75 +</b>	<b>Apache CO CDA 76</b>	<b>Total</b>
Salaries and Wages	401,943	287,163	3,744	10,069	702,919
Fringe Benefits	91,441	75,217	314	905	167,877
Contractual Services	3,190	4,108			7,298
Supplies and Materials	35,412	3,577	227		39,216
Fixed Charges	570	6,250	1,000		7,820
Utilities and Comm	20,572	28,547			49,119
Travel	7,011	5,965		7,404	20,380
Misc +	8,192	27,612		771	36,575
<b>Total</b>	<b>568,331</b>	<b>438,439</b>	<b>5,285</b>	<b>19,149</b>	<b>1,031,204</b>
Check Total	568,331	438,439	5,285	19,149	1,031,204
Diff	-	-	-	-	

Note:

\* Excludes expenses of Apache County Coordinator (00-1577-5xxx-72)

+ Includes expenses for Employee Tuition & Media Fee Waivers (00-5100-5xxx-xx)



**Apache County Analysis  
Indirect Expenses  
As of June 30, 2013**

Allocation Method	Dept #	Department Name	Department Total	Allocated Amount
FTSE	3250	Dean of Career & Technical Ed	181,746	23,919
FTSE	3260	Dean of Arts & Science	179,183	23,582
FTSE	4010	Dean of Students	170,082	22,384
	^	<b>Subtotal for Deans</b>	<b>531,011</b>	<b>69,885</b>
FTSE	3500 +	Library/Audio Visual	76,746	10,100
FTSE	4,020	High School Programs	26,138	3,440
FTSE	4,025	Career Services	5,495	723
FTSE	4100	Admissions	72,846	9,587
FTSE	4150	Financial Assistance	443,842	58,412
FTSE	4190	Registrar's Office	244,868	32,226
FTSE	5010	District Governing Board	5,576	734
FTSE	5030	Office of the President	303,491	39,941
FTSE	5060	VP, Administrative Services	211,424	27,825
FTSE	5070 #	Information Services	600,000	78,964
FTSE	5080	VP, Learning/Student Services	290,503	38,232
FTSE	5100 *	Business Office	465,770	61,298
FTSE	5110	Payroll	129,313	17,018
FTSE	5120	Financial Services	144,226	18,981
FTSE	5200	Human Resources	218,194	28,716
FTSE	5350 **	General Institution	332,777	43,795
FTSE	5550	Purchasing	52,366	6,892
FTSE	5700	Printing & Duplicating	143,901	18,938
FTSE	5850	Institutional Effectiveness	173,957	22,894
FTSE	5920	Mktg & Public Relations	575,450	75,733
FTSE	6100 ++	Operations and Maintenance	113,315	14,913
		<b>Total Indirect Expenses</b>	<b>\$4,630,197</b>	<b>\$609,362</b>

**Notes:**

FTSE - Apache County FTSE, see page 6 for detail **13.16%**

^ Excludes Dean for Nursing

^^ Excludes Higher Learning Commission

\* Excludes Tuition & Fee waivers; Apache Co included in direct expenses

\*\* Excludes Employee Tuition & Fee waivers

+ Includes salary & benefits for Head Librarian only

"++ Includes salary & benefits for Director of Facilities & Vehicles only

# Includes set amount based on historical spending; new allocation is needed

**Apache County Analysis  
Designated Expenses  
As of June 30, 2013**

<b>Basis of allocation</b>	<b>Description</b>	<b>Total Cost</b>	<b>Allocated Cost</b>
4 Sites in Apache Co	Audio/Video Instruction	174,070	38,682
<b>Total Designated Expenses</b>			<b>\$38,682</b>

**Apache County Analysis**  
**Full Time Student Equivalent (FTSE) for Apache County**  
**As of June 30, 2013**

<b>Location Name &amp; Number</b>	<b>Fall '12</b>	<b>Spring '13</b>	<b>Summer &amp; Short Term</b> <small>(See detail below)</small>	<b>Total FTSE</b>	<b>FTSE %</b>
St. Johns 72	84.60	90.93	10.57	98.34	5.06%
Springerville 74	72.47	70.20	3.60	74.94	3.86%
Apache Co. Misc 75	48.10	52.07	9.73	59.82	3.08%
Apache Co. CDA 76	19.73	15.60	4.87	22.54	1.16%
<b>Total - Apache County</b>	<b>224.90</b>	<b>228.80</b>	<b>28.77</b>	<b>255.62</b>	<b>13.16%</b>
Total - NPC	1743.4	1697.45	221.89	1,942.32	

*Detail of Short Term FTSE summarized above:*

<b>Location Name &amp; Number</b>	<b>Short Term Fall '12</b>	<b>Short Term Spring '13</b>	<b>Total</b>
St. Johns 72	4.85	1.27	6.12
Springerville 74	0.03	0.82	0.85
Apache Co. Misc 75	1.33	4.13	5.46
Apache Co. CDA 76	1.17	1.87	3.04
<b>Total - Apache County</b>	<b>7.38</b>	<b>8.09</b>	<b>15.47</b>
Total - NPC	67.27	78.17	145.44

*Detail of Summer FTSE summarized above:*

<b>Location Name &amp; Number</b>	<b>Sum '12</b>	<b>Total</b>
St. Johns 72	4.45	4.45
Springerville 74	2.75	2.75
Apache Co. Misc 75	4.27	4.27
Apache Co. CDA 76	1.83	1.83
<b>Total - Apache County</b>	<b>13.30</b>	<b>13.30</b>
Total - NPC	76.45	76.45



# Northland Pioneer College

Post Office Box 610  
Holbrook, AZ 86025-0610  
928.524.7480 / Fax: 928.524.7476

## BUSINESS OFFICE

**Invoice No. APACHE2013**

Name	Apache County		
	Attn: Tamara Martin, Coordinator		
Address	PO Box 3150		
City	St Johns	State	AZ ZIP 85936
Phone	(928) 337-2271	Fax	

Date: 6/30/2013

PO Number: \_\_\_\_\_

Qty	Description	Unit Price	TOTAL
	FY13 - per IGA Apache County Analysis		50,467.96
			50,467.96

Apply to: 00- -4226-05

Please send payment to:  
**Northland Pioneer College**  
 P.O. Box 610  
 Holbrook AZ 86025-0610

*Thank You*

Sub-Total	
Taxes	
Shipping & Handling	
<b>TOTAL</b>	<b>\$50,467.96</b>

**Please reference Invoice Number on your payment**

For questions regarding this invoice contact Lauren Sedillo, GL Accountant, (928) 524-7487



## Strategic Plan

2014-2017

### Presidential Strategic Initiatives, January 2014

Northland Pioneer College's updated 2014-2017 Strategic Plan is thorough and well-thought out, with broad participation from across the college community. However, the president of the college has identified certain strategic initiatives that must move rapidly to the forefront of college planning, decision-making and implementation. Additionally, the Higher Learning Commission's Open Pathway mandates immediate attention to these initiatives.

The president is issuing the following strategic initiatives as a preface to the NPC Strategic Plan and a vision for the direction of NPC; these strategic initiatives must be the main focus of our work together for the next several years.

1. Successful entry into HLC Academy for student persistence and retention.
2. Strengthen relationships and partnerships with K-12, counties and communities through shared resources, projects and programs.
3. Align the culture of all areas of college to goals of student completion, retention, persistence.
4. Sustain and improve use of network connectivity to support student success.
5. Facilitate resolution of year round college, fast track schedules, new scholarships and other recently introduced topics all oriented toward student success. Accurately track short and long-term results of each project.
6. Connect current, past and future students more closely to the college.
7. Find opportunities for students and staff to have fun.



**Pillar 1: Improve Student Learning and Success in all Instructional Areas**

Overall Responsibility: Vice President for Learning and Student Services

**Priority 1: Continue to Improve Student Learning**

Next Major Milestone: June 30, 2014

Responsibility: Vice President for Learning and Student Services, Deans and Directors

**Goals:**

**1.1.1 Develop learning opportunities to assist with student goals and community needs.**

*Supports HLC core components 2DE, 3ABCD, 4ABC, 5AC*

- Develop operational and innovative plans to support student goals and community needs in all instructional areas.
- Assess the need for alternative curriculum, scheduling, and delivery systems in each division.
- Provide adequate facilities to support student learning.
- Provide a culture of continuous improvements in all courses/programs that reflects current standards, technology and global knowledge.
- Develop a schedule in each division to audit and evaluate curriculum to assess current viability.

**1.1.2 Create adequate support services to enhance student success.**

*Supports HLC core components 2DE, 3CD, 4AC*

- Strengthen the link of information sharing between advisors and instruction.
- Strengthen and enhance the tutoring program.
- Expand scholarship opportunities for students.
- Establish and implement processes for student access to faculty.

**1.1.3 Promote faculty and staff development activities that contribute to student learning**

*Supports HLC core components 2ADE, 3CD, 4A*

- Promote sabbatical opportunities.
- Promote conference participation.
- Encourage all faculty members and staff to participate in in-house professional development workshops.
- Improve pedagogical strategies and techniques to enhance student learning in all divisions.

**1.1.4 Continue to develop, evaluate and assess student learning.**

*Supports HLC core components 3BCD, 4ABC, 5C*

- Establish a schedule to provide summative assessments for all courses.
- Utilize student data to evaluate, document and improve learning.
- Develop and implement internal processes that allow an increase in student completion rates.

- Evaluate, revise and improve student evaluations.
- Evaluate and improve the assessment of student knowledge (ASK).
- Strengthen department assessment projects and participation.

**Pillar 2: Strengthen Institutional Planning and Accountability**

Overall Responsibility: President

**Priority 1: Support Student Success**

*Next Major Milestone: Ongoing*

*Responsibility: Vice President for Learning and Student Services, Director of Information Services, Director of Institutional Effectiveness, Director of Marketing and Public Relations, Academic Deans, Dean of Students and staff, Career Services Advisor*

**Goals:**

**2.1.1 Facilitate student enrollment in a variety of learning opportunities**

*Supports HLC Core Components 1ABCD, 2B, 3B, 4AC, 5AC*

- Conduct environmental scanning, including student, personal interest/lifelong learning for all age ranges, and employer markets (Spring 2014: community survey completed, student and employer market surveys pending)
- Work with local public school districts to identify and educate students on college-ready skills and college options (Ongoing: GEAR UP grant in development, coordination of regional science fair underway)
- Educate eligible district residents of GED and high school graduation options; provide preparation courses and support for GED aspirants (Ongoing)

**2.1.2 Support enrolled students' educational goals**

*Supports HLC Core Components 1ACD, 2BE, 3ABCDE, 4ABC, 5ABCD*

- Support emerging Open Pathways Quality Initiative project focused on student retention and persistence
- Support (if accepted) NPC participation in HLC Retention Academy project.
- Develop baseline set of current retention and persistence activities as foundation for Open Pathways Quality Initiative project

**2.1.3 Promote and measure student attainment of post-completion goals**

*Supports HLC Core Components 1D, 2B, 3CDE, 4AC, 5BCD*

- Develop alumni communication and tracking strategy (Ongoing: tracking software in place, email communication tools and usage upcoming in next academic year)
- Develop plan for cultivating alumni loyalty, commitment, and identification with NPC (Ongoing: marketing "Reconnect" plan completed, implementation phase in upcoming academic year)
- Initiate feasibility study for development of alumni mentoring program (May 2014, with alumni and community mentoring currently in pilot phase at LCC)

- In conjunction with TAACCCT and Perkins grants, develop procedure for tracking and recording graduate/completer employment data (Summer 2014)

### Pillar 3: Strengthen Technology to Support Learning and Service

Overall Responsibility: Director of Information Services

**Priority 1:** Provide technology solutions to increase student success.

Next Major Milestone: August 31, 2014

Responsibility: Director of Information Services, Faculty & Staff

#### Goals:

**3.1.1 Increase technology availability, access, and support that focuses on student needs.**  
*Supports HLC Core Components 1ABD, 2E, 3D, 5ABCD*

- Assess student technology needs.
- Provide technology training for students.
- Improve student access to NPC technology resources.

**Priority 2:** Develop and maintain a reliable, safe, progressive, and efficient technology infrastructure to support the essential functions of the College.

Next Major Milestone: August 31, 2014

Responsibility: Director of Information Services

#### Goals:

**3.2.1 Enhance technology resources and infrastructure to increase and improve support for all College operations.**  
*Supports HLC Core Components 1ABD, 2E, 3AD, 5ABCD*

- Increase network capacity.
- Assess employee technology needs.
- Provide technology training for employees.
- Provide and support new technologies to improve business processes and student retention.
- Provide effective technologies and processes to enhance communications.
- Implement technology solutions to enhance classroom and other facility spaces.
- Reengineer technology systems and processes to improve access and security.
- Promote processes and new technologies to increase data resolution and accuracy.

#### Goals:

**3.2.2 Sustain the College's technology infrastructure and service levels in order to support transformative and strategic initiatives.**  
*Supports HLC Core Components 1ABD, 2E, 3AD, 5ABCD*

- Provide effective and prompt technology support to students and employees.
- Provide high availability and redundancy for critical technology systems.
- Support effective online and distance education course development and usage.



- Support updates and upgrades to all distance-learning systems.
- Maintain standardized technology infrastructure aligned with College and industry standards.
- Ensure all computer and communications systems comply with federal and state laws, regulations, and policies
- Strengthen and support existing network infrastructure through discovery, documentation, and remediation efforts.
- Establish and maintain professional organization memberships.
- Provide continuous training for Information Services staff members.
- Increase Information Services positions to meet increased service demands due to rapidly emerging technologies.
- Continue to develop and implement a set of best practices for IT service management and IT.

**Pillar 4: Strengthen Human Resources and Employee Relations**

Overall Responsibility: Vice President for Administrative Services

**Priority 1: Foster an institutional environment that encourages teamwork, pride in job and institution, professional growth and development in support of student learning and success**

*Next Major Milestone: June 30, 2014*

*Responsibility: Executive Team, Dean of Students, Human Resources Director, Employee Relations Committee*

**Goals:**

**4.1.1 Provide support to student success in job search and employment skills**

*Supports HLC Core Components 1AC, 2E, 3BC, 5D*

- Collaborate between divisions and departments to determine needs and opportunities
- Develop methods to foster student success through training and support activities

**4.1.2 Establish consistency, compliance, and excellence of College staff and services through enhanced training**

*Supports HLC Core Components 1AD, 2AE, 3BC, 5D*

- Improved new employee orientation and ongoing customer service training
- Provide and track ongoing mandatory workplace training
- Develop and respond to employee training priorities based on information obtained through regular feedback mechanisms

**4.1.3 Strengthen hiring, evaluation and compensation standards**

*Supports HLC Core Components 1ABC, 2BCDE, 3CDE, 4A, 5AD*

- Develop improved hiring and job performance assessment processes
- Seek to improve compensation structure and hiring placement procedures
- Address adjunct faculty hiring and employment standards

**4.1.4 Seek to continuously improve communications**

*Supports HLC Core Components 1ACD, 2AB, 3D, 5C*

- Promote use of existing resources
- Determine best practices and methods to implement college-wide
- Establish written communication protocols

**4.1.5 Encourage an institutional environment of excellence**

*Supports HLC Core Components 1AC, 2ABD, 3BCDE, 5AD*

- Foster effective team-building activities focused on community service
- Promote and support professional development activities

- Continue to provide a comprehensive employee benefits package, including an improved wellness program
- Support recognition of individual and group achievement

**Pillar 5: Strengthen Fiscal Resources to Innovate Critical Programs and Services**

Overall Responsibility: Vice President for Administrative Services

**Priority 1: Support, identify and prioritize fiscal responsibility and funding opportunities to improve student success**

*Next Major Milestone:* June 2014

*Responsibility:* President, Vice President of Administrative Services, Vice President for Learning & Student Services, Director of Financial Services, Director of Institutional Effectiveness, Director of Small Business Development, Dean of CTE

**Goals:**

**5.1.1 Improve grants management function**

*Support HLC Core Components 3D1, 5A 5B, 5C, 5D*

- Assess need for a grant writer and grant coordinator
- Identify and evaluate grant opportunities
- Expand use of grant search tools to identify grant opportunities
- Improve grant proposal writing strategies
- Consider impact of initial grant requirements and long-term sustainability

**5.1.2 Strengthen community partnerships**

*Support HLC Core Components 3D4, 5A 5B, 5C, 5D*

- Develop and provide supporting technical documentation for future grant opportunities
- Actively seek partnership engagement and resources

**Priority 2: Support long-term financial planning**

Next Major Milestone: Ongoing

Responsibility: President, Vice President for Administrative Services, Vice President for Learning and Student Services, Director of Financial Services, Academic Deans, Dean of Students

**Goals:**

**5.1.1 Identify future funding challenges and seek long-term solutions**

*Supports HLC Core Components 2A, 5ACD*

- Address expenditure limitation issues

- Seek to stabilize and enhance all state funding sources
- Develop potential alternative funding sources

**5.1.2 Increase availability and use of multiple-year planning resources**

*Supports HLC Core Components 5ABCD*

- Improve current capital budget and planning practices at department, division, and college-wide levels
- Explore additional multiple-year planning options
- Strengthen linkage between program review and assessment to multiple-year planning



**Pillar 6: Strengthen Facilities through Planning, Development and Renewal**

Overall Responsibility: President, Vice President for Administrative Services

**Priority 1: Improve facility planning and development by incorporating a broad range of considerations into current and future facility use**

Next Major Milestone: May 31, 2014

Responsibility: Vice President for Administrative Services, Director of Facilities, Academic Deans, Dean of Students, Campus & Center Managers

**Goals:**

**6.1.1 Implement facility resources to improve student success**

*Supports HLC Core Components 1C, 2AE, 3CDE, 4ABC, 5CD*

- Regularly review current research identifying role of facilities in improving student success
- Maintain current set of implementation recommendations

**6.1.2 Improve availability and use of facilities**

*Supports HLC Core Components 1A, 2B, 3DE, 4A, 5ACD*

- Prioritize implementation of Master Facilities Plan to respond to current needs and provide for growth opportunities
- Create an effective and transparent room availability management system to promote effective use
- Investigate options for expanded use of classrooms equipped with flexible location combinations
- Explore partnership opportunities for facility and new program development

**6.1.3 Maintain current facilities and equipment**

*Supports HLC Core Components 1C, 2B, 5ACD*

- Maintain sufficient resources for ongoing preventative maintenance for facilities and equipment
- Maintain a current use catalog and listing of future program plans
- Maintain retention and disposal plans for equipment and materials

**6.1.4 Implement safety and emergency plan**

*Supports HLC Components 1D, 2BE, 5CD*

- Consider emergency response planning and management in development and renewal of facilities
- Implement ongoing crisis/safety training and annual drills

**6.1.5 Implement the Higher Education Presidents Climate Commitment**

*Supports HLC Core Components 1CD, 2ABE, 4A, 5ACD*

- Evaluate opportunities to implement assurances to and recommendations from the Higher Education Presidents Climate Commitment at individual and local levels
- Include climate leadership concepts in planning process and development processes
- Identify funding resources to implement plans
- Develop climate commitment curriculum

## **REQUEST TO APPROVE 2014-2015 STRATEGIC PLANNING AND BUDGET DEVELOPMENT CALENDAR**

### **Recommendation:**

Staff recommends approval of the 2014-15 Strategic Planning and Budget Development Calendar.

### **Summary:**

Staff will provide an overview of proposed strategic planning and budget development for 2014-15. The proposed calendar is attached. The addition of including the Board's involvement in the strategic planning process will improve documentation of link between the strategic plan and the budget. It is expected that future calendars will be presented in October of each year.

Staff will seek Board input and guidance in order to develop a set of budget assumptions and guidelines for Board approval in December. Net Assessed Valuation and State Aid trend information is attached to assist in the ongoing discussions.



**STRATEGIC PLANNING  
AND BUDGET DEVELOPMENT CALENDAR**  
FISCAL YEAR 2014 – 2015  
PROPOSED

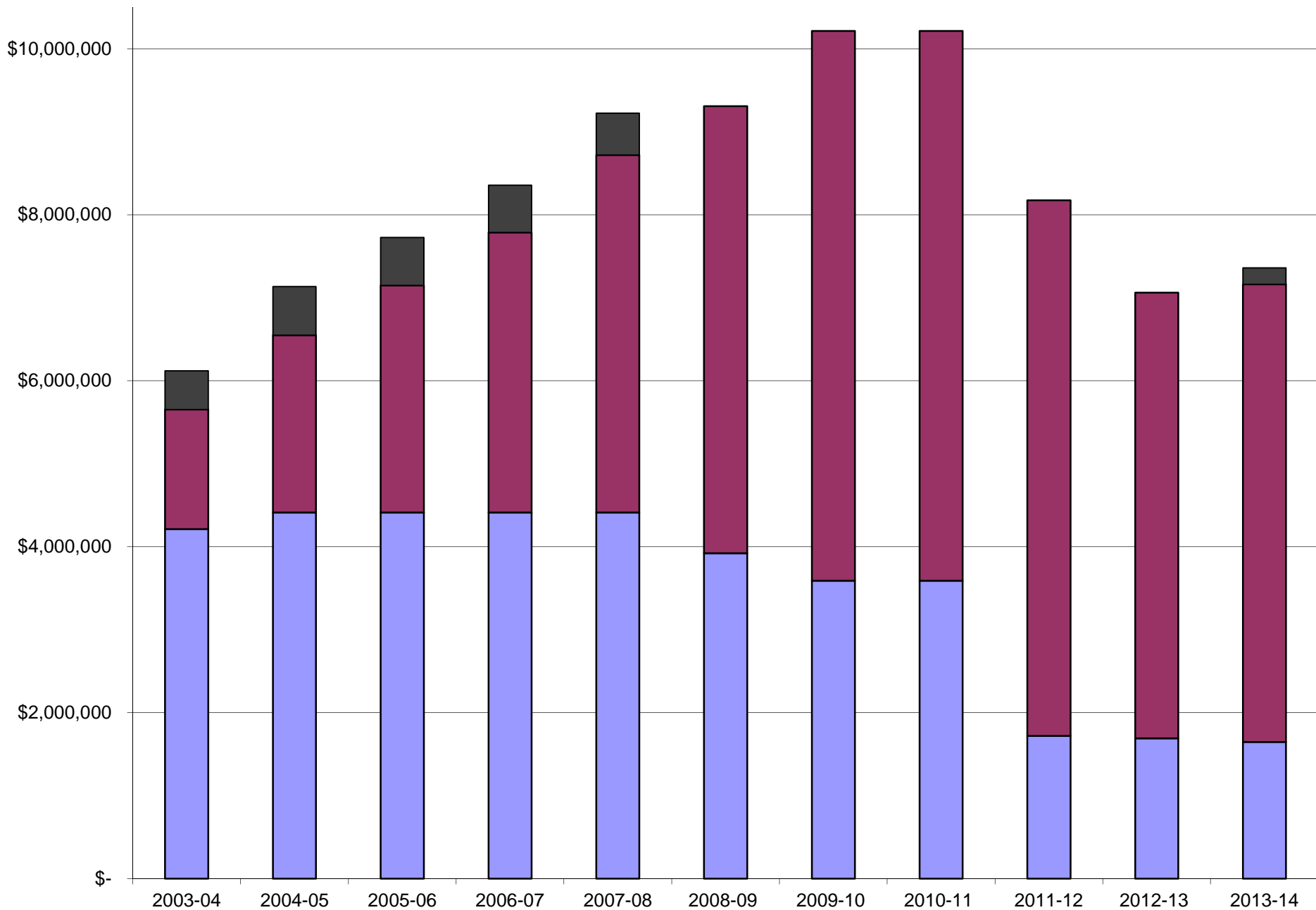
ACTIVITY	RESOURCE	DUE BY
1. Receive and approve budget calendar	DGB	19 November
2. Receive proposed three-year strategic plan	DGB	19 November
3. College Council review of wage/salary recommendations	ERC-FA-CASO	13 December
4. Approve three-year strategic plan	DGB	17 December
5. Receive and approve budget assumptions & overview	DGB	17 December
6. Distribute materials for departmental operational & capital	Ellison	3 January
7. College President receives wage & salary recommendation	College Council	4 January
8. Receive departmental operational & capital requests	Executive Team	3 February
9. Executive review of operational & capital budget	Executive Team	10 February
10. Receive introductory budget analysis	DGB	18 February
11. Receive wage and salary recommendation	DGB	18 February
12. Receive tuition and fee schedules	DGB	18 February
13. Budget hearings	Budget Managers	3 March
14. Receive preliminary budget analysis	DGB	18 March
15. Approve tuition and fee schedules	DGB	18 March
16. Approve salary schedules	DGB	18 March
17. Receive complete budget analysis	DGB	16 April
18. Approve budget publication	DGB	16 April
19. Adopt tentative current budget & three-year capital budget	DGB	16 April
20. Publish notice of budget public hearing/TNT hearing	Hatch/Ellison	2 May
21. Notice of TNT hearing second publication	Hatch/Ellison	9 May
22. Publish notice of budget public hearing/TNT hearing	Hatch/Ellison	16 May
23. Public hearing conducted for taxpayers	DGB	20 May
24. Final current budget and three-year capital budget adopted	DGB	20 May
25. Notify PTOC of primary property tax levy	Hatch/Ellison	21 May
26. Submit Tax levy to Navajo County	Hatch/Ellison	21 May

✓ **Completed**

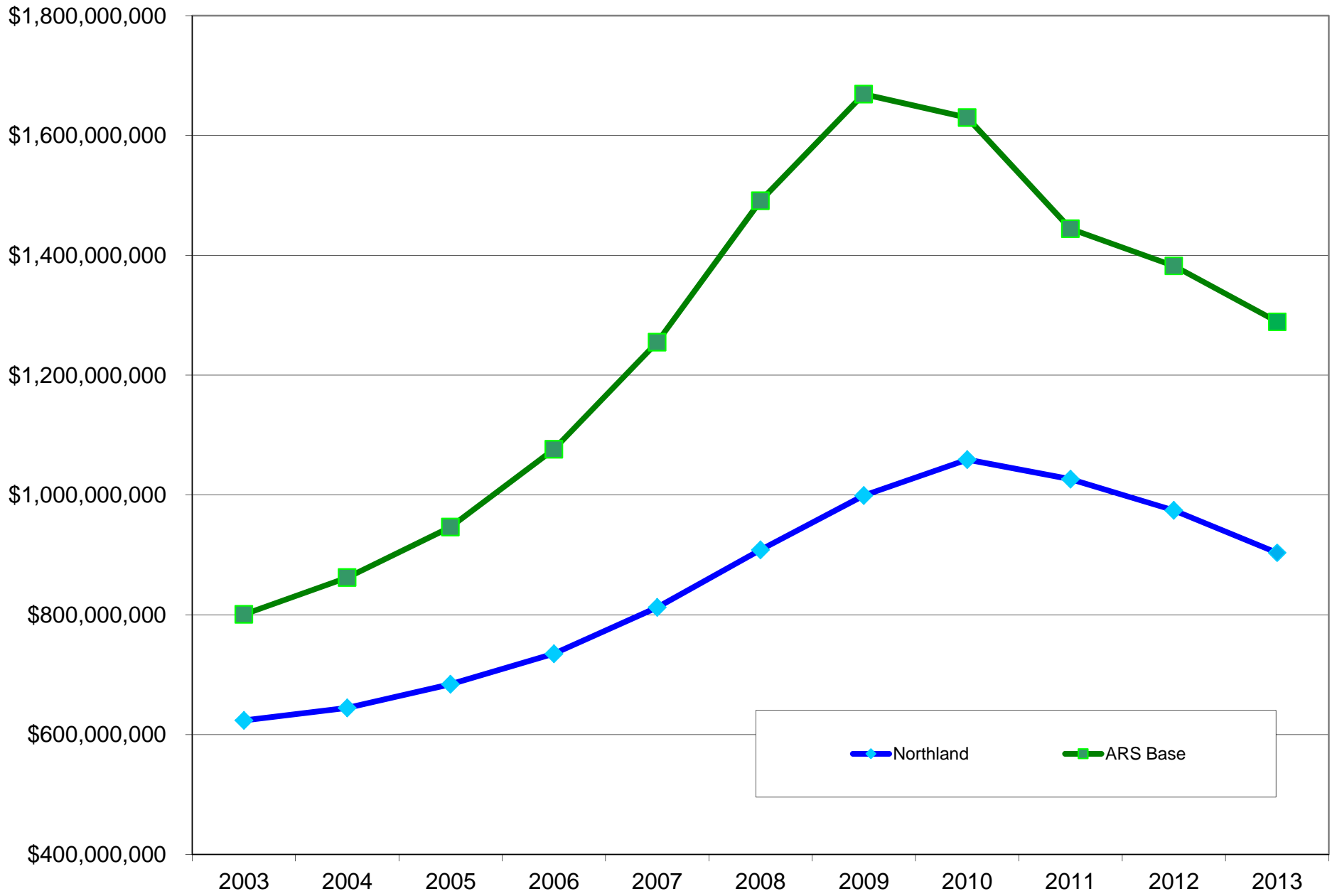
\* *Not completed*

# NPC State Aid Revenues

■ OPERATING STATE AID   ■ EQUALIZATION AID   ■ CAPITAL OUTLAY



# Property Tax Assessed Valuation





## **REQUEST TO ACCEPT UPDATED EXHIBITS TO AGREEMENT WITH NORTHEAST ARIZONA VOCATIONAL INSTITUTE OF TECHNOLOGY (NAVIT)**

### **Recommendation:**

Staff recommends acceptance of the updated Exhibits A and C of the Intergovernmental Agreement with Northeast Arizona Vocational Institute of Technology (NAVIT).

### **Summary:**

The current agreement to provide educational courses to NAVIT students on College facilities is a continuation of an ongoing arrangement with NAVIT. Staff continues to work closely with NAVIT administration to provide quality programs. The cost of program delivery is equally divided between the College and NAVIT.

The existing agreement is effective from July 1, 2010 to June 30, 2015. Staff requests the acceptance of updated exhibits that will be incorporated into the agreement. The updated Exhibit A details estimated expenditures for the current year and Exhibit C lists the courses offered.



Exhibit A

**Northland Pioneer College  
Estimated Costs**

□

GL Code	Class	Department	%	Wages & Benefits	Instruction Expenses	Total Expenses	NAVIT Related \$	Invoiced @ 50%	Total NAVIT
00-1110	ATO	Auto	71.8%	\$ 202,904	\$ 11,307	\$ 214,211	\$ 153,727.89	\$ 76,863.95	\$ 76,863.95
00-1120	BUS	Business Admin	4.0%	\$ 111,835	\$ 1,006	\$ 112,841	\$ 4,500.59	\$ 2,250.30	\$ 2,250.30
00-1155	IMO	Industrial Maint Op	21.4%	\$ 291,113	\$ 43,503	\$ 334,616	\$ 71,727.60	\$ 35,863.80	\$ 35,863.80
00-1160	AIS	Admin Info Sys	6.0%	\$ 342,023	\$ 22,607	\$ 364,630	\$ 21,877.80	\$ 10,938.90	\$ 10,938.90
00-1170	WLD	Welding	66.1%	\$ 388,350	\$ 91,850	\$ 480,200	\$ 317,412.20	\$ 158,706.10	\$ 158,706.10
00-1225	EDU	Education	12.0%	\$ 199,327	\$ 20,577	\$ 219,904	\$ 26,388.48	\$ 13,194.24	\$ 13,194.24
00-1230	ENL	English	5.6%	\$ 377,713	\$ 21,956	\$ 399,669	\$ 22,381.46	\$ 11,190.73	\$ 11,190.73
00-1235	GEO	Geography	28.8%	\$ 21,242	\$ 372	\$ 21,614	\$ 6,227.76	\$ 3,113.88	\$ 3,113.88
00-1240	HIS	History	14.1%	\$ 31,776	\$ 142	\$ 31,918	\$ 4,510.15	\$ 2,255.08	\$ 2,255.08
00-1265	PHL	Philosophy	17.8%	\$ 7,206	\$ -	\$ 7,206	\$ 1,282.42	\$ 641.21	\$ 641.21
00-1270	PSY	Psychology	13.6%	\$ 75,185	\$ 173	\$ 75,358	\$ 10,250.90	\$ 5,125.45	\$ 5,125.45
00-1310	BIO	Biology	6.2%	\$ 247,208	\$ 37,864	\$ 285,072	\$ 17,633.32	\$ 8,816.66	\$ 8,816.66
00-1325	COS	Cosmetology	42.3%	\$ 720,179	\$ 52,979	\$ 773,158	\$ 327,045.83	\$ 163,522.92	\$ 163,522.92
00-1336	FRS	Fire Science	67.5%	\$ 388,671	\$ 41,652	\$ 430,323	\$ 290,468.03	\$ 145,234.01	\$ 145,234.01
00-1360	MAT	Math	33.3%	\$ 549,568	\$ 27,470	\$ 577,038	\$ 192,153.65	\$ 96,076.83	\$ 96,076.83
00-1370	NAT	Nursing Assist	23.2%	\$ 511,689	\$ 32,809	\$ 544,498	\$ 126,323.54	\$ 63,161.77	\$ 63,161.77
00-1377	HES	Health Science	40.7%	\$ 391,244	\$ 26,473	\$ 417,717	\$ 170,010.82	\$ 85,005.41	\$ 85,005.41
		Tuition & Misc							\$ 355,000.00
		<b>Totals</b>		<b>\$ 4,857,233</b>	<b>\$ 432,740</b>	<b>\$ 5,289,973</b>	<b>\$ 1,763,922</b>	<b>\$ 881,961</b>	<b>\$ 1,236,961.23</b>

Tue, Nov. 12, 2013

Northland Pioneer College  
FA 2013 NAVIT Enrollment Classes by Location

Page 1

NURSING

Camp	Room	CrsNo	Sc	RefNo	ClassTitle	Enr	Lab	Days	Times	Instructor	Hrs	StartDate
<b>LCC - NAVIT (NAVI)</b>												
NAVI		EMT104	02	64915	CPR AND FIRST AID	9	0	-----S	8:00a- 4:59p	O'CONNELL,	.50	08/10/2013
08/10/2013											40	
NAVI	L134	HES099X	01	65182	CAREER SKILLS FOR H	3	0	---W---	8:00a-10:59a	MOORE, MAT	.00	08/19/2013
12/09/2013												
NAVI		HES145	75	64301	NUTRITION	12	0	--T----	8:00a-10:59a	MOORE, MAT	3.00	08/19/2013
12/09/2013											98	
NAVI	MODL	HES170	75	64354	MEDICAL TERM CLINCL	10	8095	-----F-	8:00a-10:59a	MOORE, MAT	3.00	08/19/2013
12/09/2013			98	24	30							
NAVI	RHB	MDA124	76	64274	CLINICAL PROCEDURES	1	8085	---WRF-	8:00a-10:59a	HAGEMAN, R	5.00	08/19/2013
12/09/2013			98	10	15							
NAVI	RHD	NAT101	27	62706	NURSING ASSISTANT	8	0	-M-WR--	8:00a-10:59a	KELLEY, DI	5.00	08/19/2013
12/09/2013											98	
<b>SCC - NAVIT (NAVI)</b>												
NAVI	MODL	HES170	77	64356	MEDICAL TERM CLINCL	9	8095	-----F-	8:00a-10:59a	MOORE, MAT	3.00	08/19/2013
12/09/2013			98	12	30							
NAVI	MODL	HES145	78	64303	NUTRITION	10	8100	--T----	8:00a-10:59a	STEWART, C	3.00	08/19/2013
12/09/2013			98	12	37							
NAVI		MDA124	75	64272	CLINICAL PROCEDURES	5	8081	---WRF-	8:00a-10:59a	HEADRICK,	5.00	08/19/2013
12/09/2013			98	7	15							
NAVI	S116	NAT101	04	62693	NURSING ASSISTANT	9	0	-M-WR--	8:00a-10:59a	FISCHER, M	5.00	08/19/2013
12/09/2013											98	

## EXHIBIT C

## SPE - NAVIT (NAVI)

NAVI	HES170	79	64358	MEDICAL TERM CLINCL	8	0	-----F-	8:00a-10:59a	MCNEILL, W	3.00	08/19/2013
12/09/2013 98											
NAVI MODL	HES145	80	64305	NUTRITION	15	8100	--T----	8:00a-10:59a	STEWART, C	3.00	08/19/2013
12/09/2013 98 23 37											
NAVI	NAT101	07	62695	NURSING ASSISTANT	3	8298	-M-WR--	8:00a-10:59a	REIDHEAD,	5.00	08/19/2013
12/09/2013 98 6 10											

## STJ - NAVIT (NAVI)

NAVI	EMT104	76	65194	CPR AND FIRST AID	3	0	-----S	8:30a- 5:29p	KIRK, JEAN	.50	08/31/2013
08/31/2013 98											

## WMC - NAVIT (NAVI)

NAVI	EMT104	03	64914	CPR AND FIRST AID	8	0	-----S	8:30a- 5:29p	EVANS, DAN	.50	08/10/2013
08/10/2013 98											
NAVI M4	EMT104	07	64900	CPR AND FIRST AID	10	0	-----S	8:30a- 5:29p	JOHNSON, S	.50	09/07/2013
09/07/2013 98											
NAVI M4	EMT104	75	65193	CPR AND FIRST AID	10	0	-----S	8:30a- 5:29p	CUNNINGHAM	.50	08/24/2013
08/24/2013 98											
NAVI	HES099X	02	65181	CAREER SKILLS FOR H	19	0	---W---	8:00a-10:59a	WARREN, CO	.00	08/19/2013
12/09/2013											
NAVI L110	HES145	79	64304	NUTRITION	27	0	--T----	8:00a-10:59a	WARREN, CO	3.00	08/19/2013
12/09/2013 98											
NAVI L110	HES170	78	64357	MEDICAL TERM CLINCL	27	0	-----F-	8:00a-10:59a	WARREN, CO	3.00	08/19/2013
12/09/2013 98											
NAVI P103	NAT101	75	64290	NURSING ASSISTANT	16	0	-M-WR--	8:00a-10:59a	FISCHER, M	5.00	08/19/2013
12/09/2013 98											

Tue, Nov. 12, 2013

Northland Pioneer College  
FA 2013 NAVIT Enrollment Classes by Location

Page 1

BTEC

Camp	Room	CrsNo	Sc	RefNo	ClassTitle	Enr	Lab	Days	Times	Instructor	Hrs	StartDate
LCC - NAVIT (NAVI)												
NAVI		BUS103	75	65605	SUCCESS ON YOUR JOB	4	0	-MTWRF-	8:00a-10:59a	MUCHMORE,	2.00	12/10/2013
01/09/2014		98										
NAVI	L135	BUS112	75	65189	FUNDAMENTALS OF BOO	3	0	----R--	8:00a-10:59a	MUCHMORE,	3.00	08/19/2013
12/09/2013		98										
NAVI	L135	BUS119	75	65192	MEDICAL OFFICE ADMI	4	0	-M-----	8:00a-10:59a	MUCHMORE,	3.00	08/19/2013
12/09/2013		98										
NAVI	COS	COS113	09	64817	INTRODUCTION TO COS	10	0	-MTWRF-	8:00a-10:59a	SAM, FERRY	10.00	08/01/2013
12/20/2013		98										
NAVI	COS	COS116	75	65212	THEORY OF COS IV-HA	0	8285	-MTWRF-	8:00a-10:59a	SAM, FERRY	2.00	08/01/2013
12/20/2013		98	20	100								
NAVI	COS	COS202	75	65309	BASIC CLINICAL PRAC	0	8285	-MTWRF-	8:00a-10:59a	SAM, FERRY	4.00	08/01/2013
12/20/2013		98	20	100								
NAVI	COS	COS203	75	65213	BASIC CLINICAL PRAC	0	8285	-MTWRF-	8:00a-10:59a	SAM, FERRY	4.00	08/01/2013
12/20/2013		98	20	100								
NAVI	COS	COS204	75	65214	ADVANCED CLINICAL P	0	8285	-MTWRF-	8:00a-10:59a	SAM, FERRY	4.00	08/01/2013
12/20/2013		98	20	100								
NAVI	COS	COS205	75	65234	ADVANCED CLINICAL P	0	8285	-MTWRF-	8:00a-10:59a	SAM, FERRY	4.00	08/01/2013
12/20/2013		98	20	100								
NAVI		COS116	76	65487	THEORY OF COS IV-HA	5	8348	-MTWRF-	12:30p- 4:29p	ASHCRAFT,	2.00	08/01/2013
12/20/2013		98	20	20								
NAVI		COS202	76	65488	BASIC CLINICAL PRAC	2	8348	-MTWRF-	12:30p- 4:29p	ASHCRAFT,	4.00	08/01/2013
12/20/2013		98	20	20								
NAVI		COS202	77	66027	BASIC CLINICAL PRAC	2	8348	-MTWRF-	12:30p- 4:29p	ASHCRAFT,	4.00	10/03/2013
12/20/2013		98	5	20								
NAVI		COS203	76	65489	BASIC CLINICAL PRAC	5	8348	-MTWRF-	12:30p- 4:29p	ASHCRAFT,	4.00	08/01/2013
12/20/2013		98	20	20								
NAVI		COS204	76	65490	ADVANCED CLINICAL P	1	8348	-MTWRF-	12:30p- 4:29p	ASHCRAFT,	4.00	08/01/2013
12/20/2013		98	20	20								

## EXHIBIT C

## PDC - NAVIT (NAVI)

NAVI T209 CON099X 35 64969 CONSTRUCTION SKILLS 12/20/2013	5	0	-----F-	8:00a-10:59a	WILK, KENN	.00	08/01/2013
NAVI T209 CON100 75 64963 CONSTRUCTION MATH A 12/20/2013 98 10 100	5	8243	-MTWR--	8:00a-10:59a	WILK, KENN	3.00	08/01/2013
NAVI T209 CON105 75 64965 ENGINEER PRINC AND 12/20/2013 98 10 100	5	8243	-MTWR--	8:00a-10:59a	WILK, KENN	3.00	08/01/2013
NAVI T209 CON110 75 64964 PLAN READ SITE LAYO 12/20/2013 98 10 100	5	8243	-MTWR--	8:00a-10:59a	WILK, KENN	3.00	08/01/2013
NAVI T209 CON125 75 64966 CONCRETE SYSTEMS 12/20/2013 98 10 100	5	8243	-MTWR--	8:00a-10:59a	WILK, KENN	3.00	08/01/2013
NAVI IMO201 02 62456 INTRO TO INDUSTRIAL 12/20/2013 98 20 120	5	8135	---WRF-	12:15p- 3:14p	CALDERON,	4.00	08/01/2013
NAVI IMO231 07 62480 MECHANICL MAINTENAN 12/20/2013 98 20 120	6	8135	---WRF-	12:15p- 3:14p	CALDERON,	6.00	08/01/2013
NAVI IMO210 02 62461 POWER PRINCIPLES I 12/20/2013 98 20 120	5	8201	-MT----	12:15p- 3:14p	CALDERON,	6.00	08/01/2013
NAVI IMO212 03 62469 POWER PRINCIPLES II 12/20/2013 98 20 120	6	8201	-MT----	12:15p- 3:14p	CALDERON,	6.00	08/01/2013
NAVI WLD100 25 63723 SAFETY AND MATH 12/20/2013 98 20 130	5	8153	-MTWRF-	8:15a-11:15a	HOSKINS, R	2.00	08/01/2013
NAVI WLD150 25 63751 SYMBOLS-DRAWINGS-ME 12/20/2013 98 20 130	5	8153	-MTWRF-	8:15a-11:15a	HOSKINS, R	2.00	08/01/2013
NAVI WLD151 26 63771 CUTTING PROCESS AND 12/20/2013 98 20 130	5	8153	-MTWRF-	8:15a-11:15a	HOSKINS, R	3.00	08/01/2013
NAVI WLD152 25 63791 SMAW PLATE I 12/20/2013 98 20 130	5	8153	-MTWRF-	8:15a-11:15a	HOSKINS, R	3.00	08/01/2013
NAVI WLD153 25 63810 SMAW PLATE II 12/20/2013 98 20 130	5	8153	-MTWRF-	8:15a-11:15a	HOSKINS, R	3.00	08/01/2013
NAVI WLD265 16 63911 GMAW PIPE 12/20/2013 98 20 130	4	8153	-MTWRF-	8:15a-11:15a	HOSKINS, R	3.00	08/01/2013
NAVI WLD266 16 63931 FCAW PIPE 12/20/2013 98 20 130	4	8153	-MTWRF-	8:15a-11:15a	HOSKINS, R	3.00	08/01/2013
NAVI WLD267 17 63952 GTAW PIPE I 12/20/2013 98 20 130	4	8153	-MTWRF-	8:15a-11:15a	HOSKINS, R	3.00	08/01/2013
NAVI WLD268 16 63971 GTAW PIPE II 12/20/2013 98 20 130	4	8153	-MTWRF-	8:15a-11:15a	HOSKINS, R	3.00	08/01/2013
NAVI WLD290 26 63991 WELDING FABRICATION 12/20/2013 98 20 130	0	8153	-MTWRF-	8:15a-11:15a	HOSKINS, R	3.00	08/01/2013



## EXHIBIT C

NAVI	WLD291	01	64003	INTERNSHIP FOR WELD	0	8153	-MTWRF-	8:15a-11:15a	HOSKINS, R	2.00	08/01/2013
12/20/2013	98	20	130								
NAVI	WLD100	28	63726	SAFETY AND MATH	10	8154	-MTWRF-	12:30p- 3:29p	HOSKINS, R	2.00	08/01/2013
12/20/2013	98	0	0								
NAVI	WLD150	27	63753	SYMBOLS-DRAWINGS-ME	10	8154	-MTWRF-	12:30p- 3:29p	HOSKINS, R	2.00	08/01/2013
12/20/2013	98	0	0								
NAVI	WLD151	28	63773	CUTTING PROCESS AND	10	8154	-MTWRF-	12:30p- 3:29p	HOSKINS, R	3.00	08/01/2013
12/20/2013	98	0	0								
NAVI	WLD152	26	63792	SMAW PLATE I	10	8154	-MTWRF-	12:30p- 3:29p	HOSKINS, R	3.00	08/01/2013
12/20/2013	98	0	0								
NAVI	WLD153	26	63811	SMAW PLATE II	10	8154	-MTWRF-	12:30p- 3:29p	HOSKINS, R	3.00	08/01/2013
12/20/2013	98	0	0								
NAVI	WLD265	18	63913	GMAW PIPE	8	8154	-MTWRF-	12:30p- 3:29p	HOSKINS, R	3.00	08/01/2013
12/20/2013	98	0	0								
NAVI	WLD266	18	63933	FCAW PIPE	8	8154	-MTWRF-	12:30p- 3:29p	HOSKINS, R	3.00	08/01/2013
12/20/2013	98	0	0								
NAVI	WLD267	18	63953	GTAW PIPE I	8	8154	-MTWRF-	12:30p- 3:29p	HOSKINS, R	3.00	08/01/2013
12/20/2013	98	0	0								
NAVI	WLD268	18	63973	GTAW PIPE II	8	8154	-MTWRF-	12:30p- 3:29p	HOSKINS, R	3.00	08/01/2013
12/20/2013	98	0	0								
NAVI	WLD290	28	63993	WELDING FABRICATION	0	8154	-MTWRF-	12:30p- 3:29p	HOSKINS, R	3.00	08/01/2013
12/20/2013	98	0	0								
NAVI	WLD291	03	64005	INTERNSHIP FOR WELD	0	8154	-MTWRF-	12:30p- 3:29p	HOSKINS, R	2.00	08/01/2013
12/20/2013	98	0	0								

## EXHIBIT C

## SCC - NAVIT (NAVI)

NAVI NATC FRS100 12/20/2013 98	04	64809	FIRE SERVC ORIENTN	11	0	-MTWRF-	7:40a-10:39a	HANCOCK, P	2.00	08/01/2013
NAVI NATC FRS116 12/20/2013 98	02	64810	INTR RESPRATORY PRO	11	0	-MTWRF-	7:40a-10:39a	HANCOCK, P	2.00	08/01/2013
NAVI NATC FRS117 12/20/2013 98	01	64802	INTRO TO FORCIBLE E	11	0	-MTWRF-	7:40a-10:39a	HANCOCK, P	1.00	08/01/2013
NAVI NATC FRS118 12/20/2013 98	01	64803	INTRO FIRE HOSE-STR	11	0	-MTWRF-	7:40a-10:39a	HANCOCK, P	2.00	08/01/2013
NAVI NATC FRS119 12/20/2013 98	02	64804	INTRO FIRE PUMPS AN	11	0	-MTWRF-	7:40a-10:39a	HANCOCK, P	2.00	08/01/2013
NAVI NATC FRS120 12/20/2013 98	05	64430	EMERGENCY VEHICLE D	11	0	-MTWRF-	7:40a-10:39a	SOLOMON, B	1.00	08/01/2013
NAVI NATC FRS122 12/20/2013 98	01	64805	FIRE SERVICE VENTIL	11	0	-MTWRF-	7:40a-10:39a	HANCOCK, P	2.00	08/01/2013
NAVI NATC FRS126 12/20/2013 98	02	64429	ROPE RESCUE I	11	0	-MTWRF-	7:40a-10:39a	SOLOMON, B	1.00	08/01/2013
NAVI NATC FRS126 12/20/2013 98	04	64806	ROPE RESCUE I	11	0	-MTWRF-	7:40a-10:39a	HANCOCK, P	1.00	08/01/2013
NAVI NATC FRS127 12/20/2013 98	02	64428	ROPE RESCUE II	11	0	-MTWRF-	7:40a-10:39a	SOLOMON, B	1.00	08/01/2013
NAVI NATC FRS128 12/20/2013 98	04	64427	ROPE RESCUE III	10	0	-MTWRF-	7:40a-10:39a	SOLOMON, B	1.00	08/01/2013
NAVI NATC FRS129 12/20/2013 98	04	64426	FIREFIGHTR FITNESS	11	0	-MTWRF-	7:40a-10:39a	SOLOMON, B	2.00	08/01/2013
NAVI NATC FRS130 12/20/2013 98	01	64807	THE INCIDENT COMMAN	11	0	-MTWRF-	7:40a-10:39a	HANCOCK, P	1.00	08/01/2013
NAVI NATC FRS150 12/20/2013 98	02	64425	WILDLAND FIREFIGHTE	11	0	-MTWRF-	7:40a-10:39a	SOLOMON, B	2.00	08/01/2013
NAVI NATC FRS150 12/20/2013 98	04	64808	WILDLAND FIREFIGHTE	11	0	-MTWRF-	7:40a-10:39a	HANCOCK, P	2.00	08/01/2013
NAVI NATC FRS199 12/20/2013 98	06	64421	SERVICE LEARNING	11	0	-MTWRF-	7:40a-10:39a	SOLOMON, B	2.00	08/01/2013
NAVI NATC FRS199 12/20/2013 98	07	64422	INTRO TO FIRE SERVI	11	0	-MTWRF-	7:40a-10:39a	SOLOMON, B	1.00	08/01/2013
NAVI NATC FRS199 12/20/2013 98	09	64423	FIRE DEPARTMENT INT	11	0	-MTWRF-	7:40a-10:39a	SOLOMON, B	2.00	08/01/2013
NAVI NATC FRS199 12/20/2013 98	10	64424	CONFINED SPACE OPER	11	0	-MTWRF-	7:40a-10:39a	SOLOMON, B	2.00	08/01/2013

## EXHIBIT C

## SPE - NAVIT (NAVI)

NAVI	BUS112	77	65187	FUNDAMENTALS OF BOO	6	0	----	R--	7:30a-10:29a	BAUM, CLOV	3.00	08/19/2013
12/09/2013	98											
NAVI	BUS119	77	65190	MEDICAL OFFICE ADMI	12	0	-M----		7:30a-10:29a	BAUM, CLOV	3.00	08/19/2013
12/09/2013	98											

## STJ - NAVIT (NAVI)

NAVI	COS113	14	64858	INTRODUCTION TO COS	12	8218	-MTWR--		7:30a-10:29a	PECK, JULI	10.00	08/01/2013
12/20/2013	98	20	100									
NAVI	COS114	06	64859	THEORY OF COSMETOLO	0	8218	-MTWR--		7:30a-10:29a	PECK, JULI	3.00	08/01/2013
12/20/2013	98	20	100									
NAVI	COS115	06	64860	THEORY OF COS III-G	0	8218	-MTWR--		7:30a-10:29a	PECK, JULI	3.00	08/01/2013
12/20/2013	98	20	100									
NAVI	COS116	11	65211	THEORY OF COS IV-HA	5	8218	-MTWR--		7:30a-10:29a	PECK, JULI	2.00	08/01/2013
12/20/2013	98	20	100									
NAVI	COS201	21	64861	BASIC CLINICAL PRAC	0	8218	-MTWR--		7:30a-10:29a	PECK, JULI	4.00	08/01/2013
12/20/2013	98	20	100									
NAVI	COS202	11	64862	BASIC CLINICAL PRAC	3	8218	-MTWR--		7:30a-10:29a	PECK, JULI	4.00	08/01/2013
12/20/2013	98	20	100									
NAVI	COS203	11	64863	BASIC CLINICAL PRAC	5	8218	-MTWR--		7:30a-10:29a	PECK, JULI	4.00	08/01/2013
12/20/2013	98	20	100									
NAVI	COS204	09	64864	ADVANCED CLINICAL P	2	8218	-MTWR--		7:30a-10:29a	PECK, JULI	4.00	08/01/2013
12/01/2013	98	20	100									
NAVI	COS205	10	64865	ADVANCED CLINICAL P	0	8218	-MTWR--		7:30a-10:29a	PECK, JULI	4.00	08/01/2013
12/20/2013	98	20	100									
NAVI	COS206	08	64866	ADVANCED CLINICAL P	0	8218	-MTWR--		7:30a-10:29a	PECK, JULI	4.00	08/01/2013
12/20/2013	98	20	100									
NAVI	COS207	06	64867	ADVANCED CLINICAL P	0	8218	-MTWR--		7:30a-10:29a	PECK, JULI	4.00	08/01/2013
12/20/2013	98	20	100									
NAVI	COS208	08	64868	ADVANCED CLINICAL P	0	8218	-MTWR--		7:30a-10:29a	PECK, JULI	4.00	08/01/2013
12/20/2013	98	20	100									
NAVI	IMO210	01	62460	POWER PRINCIPLES I	1	8229	-MT----		7:30a-10:30a	WAKEFIELD,	6.00	08/01/2013
12/20/2013	98	15	20									
NAVI	IMO212	04	62470	POWER PRINCIPLES II	2	8229	-MT----		7:40a-10:39a	WAKEFIELD,	6.00	08/01/2013
12/20/2013	98	15	20									
NAVI SRP	IMO201	01	62455	INTRO TO INDUSTRIAL	1	8230	---WRF-		7:30a-10:29a	WAKEFIELD,	4.00	08/01/2013
12/20/2013	98	15	20									
NAVI SRP	IMO231	01	62477	MECHANICL MAINTENAN	2	8230	---WRF-		7:30a-10:30a	WAKEFIELD,	6.00	08/01/2013
12/20/2013	98	15	20									

## EXHIBIT C

NAVI	WLD100	33	63730	SAFETY AND MATH	11	8187	-MTWRF-	7:30a-10:29a	PINNELL, F	2.00	08/01/2013
12/20/2013	98	18	120								
NAVI	WLD150	33	63758	SYMBOLS-DRAWINGS-ME	11	8187	-MTWRF-	7:30a-10:29a	PINNELL, F	2.00	08/01/2013
12/20/2013	98	18	120								
NAVI	WLD151	33	63778	CUTTING PROCESS AND	11	8187	-MTWRF-	7:30a-10:29a	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	120								
NAVI	WLD152	32	63797	SMAW PLATE I	11	8187	-MTWRF-	7:30a-10:29a	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	120								
NAVI	WLD153	32	63817	SMAW PLATE II	11	8187	-MTWRF-	7:30a-10:29a	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	120								
NAVI	WLD265	24	63919	GMAW PIPE	8	8187	-MTWRF-	7:30a-10:29a	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	120								
NAVI	WLD266	24	63939	FCAW PIPE	8	8187	-MTWRF-	7:30a-10:29a	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	120								
NAVI	WLD267	24	63959	GTAW PIPE I	8	8187	-MTWRF-	7:30a-10:29a	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	120								
NAVI	WLD268	24	63979	GTAW PIPE II	8	8187	-MTWRF-	7:30a-10:29a	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	120								
NAVI	WLD290	34	63999	WELDING FABRICATION	0	8187	-MTWRF-	7:30a-10:29a	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	120								
NAVI	WLD291	09	64011	INTERNSHIP FOR WELD	0	8187	-MTWRF-	7:30a-10:29a	PINNELL, F	2.00	08/01/2013
12/20/2013	98	18	120								
NAVI	WLD100	35	63732	SAFETY AND MATH	10	8188	-MTWRF-	12:00p- 2:59p	PINNELL, F	2.00	08/01/2013
12/20/2013	98	18	80								
NAVI	WLD150	35	63760	SYMBOLS-DRAWINGS-ME	10	8188	-MTWRF-	12:00p- 2:59p	PINNELL, F	2.00	08/01/2013
12/20/2013	98	18	80								
NAVI	WLD151	35	63780	CUTTING PROCESS AND	10	8188	-MTWRF-	12:00p- 2:59p	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	80								
NAVI	WLD152	34	63799	SMAW PLATE I	10	8188	-MTWRF-	12:00p- 2:59p	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	80								
NAVI	WLD153	34	63819	SMAW PLATE II	10	8188	-MTWRF-	12:00p- 2:59p	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	80								
NAVI	WLD265	26	63921	GMAW PIPE	4	8188	-MTWRF-	12:00p- 2:59p	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	80								
NAVI	WLD266	26	63941	FCAW PIPE	4	8188	-MTWRF-	12:00p- 2:59p	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	80								
NAVI	WLD267	26	63961	GTAW PIPE I	4	8188	-MTWRF-	12:00p- 2:59p	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	80								
NAVI	WLD268	26	63981	GTAW PIPE II	4	8188	-MTWRF-	12:00p- 2:59p	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	80								
NAVI	WLD290	37	64002	WELDING FABRICATION	0	8188	-MTWRF-	12:00p- 2:59p	PINNELL, F	3.00	08/01/2013
12/20/2013	98	18	80								
NAVI	WLD291	11	64013	INTERNSHIP FOR WELD	0	8188	-MTWRF-	12:00p- 2:59p	PINNELL, F	2.00	08/01/2013
12/20/2013	98	18	80								

## EXHIBIT C

## WMC - NAVIT (NAVI)

NAVI AUSB ATO103 12/20/2013 98 20 80	02 60469	SAFETY AND HAZARDOU	12	8190	-MTWRF-	8:00a-10:59a	MUNDE, THO	2.00	08/01/2013
NAVI AUSB ATO111 12/20/2013 98 20 80	02 60474	ENGINE PERFORMANCE	1	8190	-MTWRF-	8:00a-10:59a	MUNDE, THO	3.00	08/01/2013
NAVI AUSB ATO112 12/20/2013 98 20 80	02 60478	AUTOMATIC TRANSMISS	1	8190	-MTWRF-	8:00a-10:59a	MUNDE, THO	3.00	08/01/2013
NAVI AUSB ATO113 12/20/2013 98 20 80	02 60482	AUTOMATIC TRANSMISS	1	8190	-MTWRF-	8:00a-10:59a	MUNDE, THO	3.00	08/01/2013
NAVI AUSB ATO205 12/20/2013 98 20 80	02 60486	SUSPENSION AND STEE	1	8190	-MTWRF-	8:00a-10:59a	MUNDE, THO	4.00	08/01/2013
NAVI AUSB ATO207 12/20/2013 98 20 80	02 60490	ELECTRICL AND ELECT	12	8190	-MTWRF-	8:00a-10:59a	MUNDE, THO	3.00	08/01/2013
NAVI AUSB ATO208 12/20/2013 98 20 80	02 60494	ELECTRICL AND ELECT	12	8190	-MTWRF-	8:00a-10:59a	MUNDE, THO	3.00	08/01/2013
NAVI AUSB ATO209 12/20/2013 98 20 80	02 60498	ELECTRICL AND ELECT	12	8190	-MTWRF-	8:00a-10:59a	MUNDE, THO	3.00	08/01/2013
NAVI BUS103 01/09/2014 98	76 65595	SUCCESS ON YOUR JOB	24	0	-MTWRF-	8:00a-10:59a	BISHOP, JE	2.00	12/10/2013
NAVI BUS112 12/09/2013 98	76 65188	FUNDAMENTALS OF BOO	11	0	----R--	8:00a-10:59a	BISHOP, JE	3.00	08/19/2013
NAVI L134 BUS119 12/09/2013 98	76 65191	MEDICAL OFFICE ADMI	12	0	-M-----	8:00a-10:59a	BISHOP, JE	3.00	08/19/2013
NAVI COS COS113 12/20/2013 98	10 64869	INTRODUCTION TO COS	13	0	-MTWRF-	8:00a-10:59a	REIDHEAD,	10.00	08/01/2013
NAVI COS COS113 12/20/2013 98	12 64871	INTRODUCTION TO COS	4	0	-MTWRF-	1:00p- 3:59p	HICKS, BAR	10.00	08/01/2013
NAVI COS COS116 12/20/2013 98 20 100	03 64893	THEORY OF COS IV-HA	3	8236	-MTWRF-	1:00p- 3:59p	CHRISTENSE	2.00	08/01/2013
NAVI COS COS202 12/20/2013 98 20 100	08 64894	BASIC CLINICAL PRAC	1	8236	-MTWRF-	1:00p- 3:59p	CHRISTENSE	4.00	08/01/2013
NAVI COS COS203 12/20/2013 98 20 100	03 64895	BASIC CLINICAL PRAC	2	8236	-MTWRF-	1:00p- 3:59p	CHRISTENSE	4.00	08/01/2013
NAVI COS COS204 12/20/2013 98 20 100	03 65215	ADVANCED CLINICAL P	2	8236	-MTWRF-	1:00p- 3:59p	CHRISTENSE	4.00	08/01/2013
NAVI COS COS205 12/20/2013 98 20 100	03 65239	ADVANCED CLINICAL P	1	8236	-MTWRF-	1:00p- 3:59p	CHRISTENSE	4.00	08/01/2013
NAVI COS COS114 12/20/2013 98 20 100	55 65216	THEORY OF COSMETOLO	1	8287	-MTWRF-	8:00a-10:59a	HICKS, BAR	3.00	08/01/2013

## EXHIBIT C

NAVI COS	COS115	55	65217	THEORY OF COS III-G	1	8287	-MTWRF-	8:00a-10:59a	HICKS, BAR	3.00	08/01/2013
12/20/2013	98	20	100								
NAVI COS	COS116	55	65218	THEORY OF COS IV-HA	10	8287	-MTWRF-	8:00a-10:59a	HICKS, BAR	2.00	08/01/2013
12/20/2013	98	20	100								
NAVI COS	COS201	55	65219	BASIC CLINICAL PRAC	0	8287	-MTWRF-	8:00a-10:59a	HICKS, BAR	4.00	08/01/2013
12/20/2013	98	20	100								
NAVI COS	COS202	55	65220	BASIC CLINICAL PRAC	7	8287	-MTWRF-	8:00a-10:59a	HICKS, BAR	4.00	08/01/2013
12/20/2013	98	20	100								
NAVI COS	COS203	55	65221	BASIC CLINICAL PRAC	10	8287	-MTWRF-	8:00a-10:59a	HICKS, BAR	4.00	08/01/2013
12/20/2013	98	20	100								
NAVI COS	COS204	55	65222	ADVANCED CLINICAL P	4	8287	-MTWRF-	8:00a-10:59a	HICKS, BAR	4.00	08/01/2013
12/20/2013	98	20	100								
NAVI	WLD100	29	63727	SAFETY AND MATH	9	8223	-MTWRF-	8:00a-10:59a	CASEY, CUR	2.00	08/01/2013
12/20/2013	98	20	115								
NAVI	WLD150	30	63755	SYMBOLS-DRAWINGS-ME	9	8223	-MTWRF-	8:00a-10:59a	CASEY, CUR	2.00	08/01/2013
12/20/2013	98	20	115								
NAVI	WLD151	29	63774	CUTTING PROCESS AND	9	8223	-MTWRF-	8:00a-10:59a	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	115								
NAVI	WLD152	28	63794	SMAW PLATE I	9	8223	-MTWRF-	8:00a-10:59a	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	115								
NAVI	WLD153	28	63813	SMAW PLATE II	9	8223	-MTWRF-	8:00a-10:59a	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	115								
NAVI	WLD265	20	63915	GMAW PIPE	7	8223	-MTWRF-	8:00a-10:59a	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	115								
NAVI	WLD266	20	63935	FCAW PIPE	7	8223	-MTWRF-	8:00a-10:59a	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	115								
NAVI	WLD267	20	63955	GTAW PIPE I	7	8223	-MTWRF-	8:00a-10:59a	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	115								
NAVI	WLD268	20	63975	GTAW PIPE II	7	8223	-MTWRF-	8:00a-10:59a	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	115								
NAVI	WLD290	30	63995	WELDING FABRICATION	0	8223	-MTWRF-	8:00a-10:59a	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	115								
NAVI	WLD291	05	64007	INTERNSHIP FOR WELD	0	8223	-MTWRF-	8:00a-10:59a	CASEY, CUR	2.00	08/01/2013
12/20/2013	98	20	115								
NAVI	WLD100	31	63728	SAFETY AND MATH	10	8224	-MTWRF-	1:00p- 3:59p	CASEY, CUR	2.00	08/01/2013
12/20/2013	98	20	80								
NAVI	WLD150	31	63756	SYMBOLS-DRAWINGS-ME	10	8224	-MTWRF-	1:00p- 3:59p	CASEY, CUR	2.00	08/01/2013
12/20/2013	98	20	80								
NAVI	WLD151	31	63776	CUTTING PROCESS AND	10	8224	-MTWRF-	1:00p- 3:59p	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	80								
NAVI	WLD152	30	63795	SMAW PLATE I	10	8224	-MTWRF-	1:00p- 3:59p	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	80								

## EXHIBIT C

NAVI	WLD153	30	63815	SMAW PLATE II	10	8224	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	80									
NAVI	WLD265	22	63917	GMAW PIPE	4	8224	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	80									
NAVI	WLD266	22	63937	FCAW PIPE	4	8224	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	80									
NAVI	WLD267	22	63957	GTAW PIPE I	4	8224	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	80									
NAVI	WLD268	22	63977	GTAW PIPE II	4	8224	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	80									
NAVI	WLD290	32	63997	WELDING FABRICATION	0	8224	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	08/01/2013
12/20/2013	98	20	80									
NAVI	WLD291	07	64009	INTERNSHIP FOR WELD	0	8224	-MTWRF-	1:00p-	3:59p	CASEY, CUR	2.00	08/01/2013
12/20/2013	98	20	80									



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NURSING

Camp	Room	CrsNo	Sc	RefNo	ClassTitle	Enr	Lab	Days	Times	Instructor	Hrs	StartDate
<b>LCC - NAVIT (NAVI)</b>												
NAVI	WCA	EMT104	06	71788	CPR AND FIRST AID	0	0	-----S	8:00a- 4:59p	S T A F F	.50	01/11/2014
01/11/2014 98												
NAVI	L134	HES099X	02	73857	SKILLS FOR HEALTH P	0	0	----R--	8:00a-10:59a	MOORE, MAT	.00	01/13/2014
05/10/2014 98												
NAVI	AUDI	HES180	91	72010	BASIC PHARMACOLOGY	0	9181	-----F-	8:00a-10:59a	WEIERMANN,	3.00	01/13/2014
05/10/2014 98 11 30												
NAVI	MODL	HES145	90	71986	NUTRITION	0	9191	--T----	8:00a-10:59a	MOORE, MAT	3.00	01/13/2014
05/10/2014 98 10 60												
NAVI	MODL	HES170	80	74567	MEDICAL TERM CLINCL	0	9193	-----F-	8:00a-10:59a	MOORE, MAT	3.00	01/13/2014
05/10/2014 98 10 60												
NAVI	VID2	HES170	20	72001	MEDICAL TERM CLINCL	0	9236	----R--	8:00a-10:59a	WEIERMANN,	3.00	01/13/2014
05/10/2014 98 10 60												
NAVI	MODL	HES120	77	74449	LAW-ETHICS HEALTH C	0	9251	---W---	8:00a-10:59a	WARREN, CO	3.00	01/13/2014
05/10/2014 98 20 30												
NAVI	RHB	MDA125	75	73821	CLINICAL PROCEDURES	0	9001	--TW-F-	8:00a-10:59a	PARRIS, GE	5.00	01/13/2014
05/10/2014 98 10 20												
NAVI	RHD	NAT101	17	72395	NURSING ASSISTANT	0	0	-M-WR--	8:00a-10:59a	ARTZ-HOWAR	5.00	01/13/2014
05/10/2014 98												
<b>PDC - NAVIT (NAVI)</b>												
NAVI	AUDI	HES180	93	72012	BASIC PHARMACOLOGY	0	9181	-----F-	8:00a-10:59a	WEIERMANN,	3.00	01/13/2014
05/10/2014 98 12 30												

## EXHIBIT C

## SCC - NAVIT (NAVI)

NAVI AUDI HES180	94	72013	BASIC PHARMACOLOGY	0	9181	-----F-	8:00a-10:59a	WEIERMANN,	3.00	01/13/2014	
05/10/2014	98	10	30								
NAVI MODL HES145	92	71988	NUTRITION	0	9191	--T----	8:00a-10:59a	MOORE, MAT	3.00	01/13/2014	
05/10/2014	98	10	60								
NAVI MODL HES170	79	74460	MEDICAL TERM CLINCL	0	9193	-----F-	8:00a-10:59a	MOORE, MAT	3.00	01/13/2014	
05/10/2014	98	10	60								
NAVI VID2 HES170	76	74443	MEDICAL TERM CLINCL	0	9236	----R--	8:00a-10:59a	WEIERMANN,	3.00	01/13/2014	
05/10/2014	98	10	60								
NAVI MODL HES120	76	74447	LAW-ETHICS HEALTH C	0	9251	---W---	8:00a-10:59a	WARREN, CO	3.00	01/13/2014	
05/10/2014	98	20	30								
NAVI	MDA125	76	73822	CLINICAL PROCEDURES	0	9017	--TW-F-	7:40a-10:39a	S T A F F	5.00	01/13/2014
05/10/2014	98	10	20								
NAVI S116	NAT101	45	72399	NURSING ASSISTANT	0	0	-M-WR--	8:00a-10:59a	FISCHER, M	5.00	01/13/2014
05/10/2014	98										

## SPE - NAVIT (NAVI)

NAVI AUDI HES180	95	72014	BASIC PHARMACOLOGY	0	9181	-----F-	8:00a-10:59a	WEIERMANN,	3.00	01/13/2014	
05/10/2014	98	11	30								
NAVI MODL HES145	91	71987	NUTRITION	0	9191	--T----	8:00a-10:59a	MOORE, MAT	3.00	01/13/2014	
05/10/2014	98	10	60								
NAVI MODL HES170	81	74568	MEDICAL TERM CLINCL	0	9193	-----F-	8:00a-10:59a	MOORE, MAT	3.00	01/13/2014	
05/10/2014	98	10	60								
NAVI MODL HES120	20	71958	LAW-ETHICS HEALTH C	0	9251	---W---	8:00a-10:59a	WARREN, CO	3.00	01/13/2014	
05/10/2014	98	20	30								
NAVI	NAT101	07	72391	NURSING ASSISTANT	0	0	-M-WR--	8:00a-10:59a	REIDHEAD,	5.00	01/13/2014
05/10/2014	98										

## STJ - NAVIT (NAVI)

NAVI	EMT104	90	71808	CPR AND FIRST AID	0	0	-----S	8:30a- 5:29p	KIRK, JEAN	.50	01/11/2014
01/11/2014	98										

## WMC - NAVIT (NAVI)

NAVI M4	EMT104	12	74066	CPR AND FIRST AID	0	0	-----S	8:30a- 5:29p	CUNNINGHAM	.50	01/18/2014
01/18/2014 98											
NAVI M4	EMT104	19	71795	CPR AND FIRST AID	0	0	-----S	8:30a- 5:29p	WOOD, DEVI	.50	01/11/2014
01/11/2014 98											
NAVI M4	EMT104	24	71798	CPR AND FIRST AID	0	0	-----S	8:30a- 5:29p	JOHNSON, S	.50	01/25/2014
01/25/2014 98											
NAVI	HES099X	01	73856	SKILLS FOR HEALTH P	0	0	----R--	8:00a-10:59a	WARREN, CO	.00	01/13/2014
05/10/2014 98											
NAVI AUDI	HES180	92	72011	BASIC PHARMACOLOGY	0	9181	-----F-	8:00a-10:59a	WEIERMANN,	3.00	01/13/2014
05/10/2014 98 12 30											
NAVI MODL	HES145	93	71989	NUTRITION	0	9191	--T----	8:00a-10:59a	MOORE, MAT	3.00	01/13/2014
05/10/2014 98 20 60											
NAVI MODL	HES170	78	74459	MEDICAL TERM CLINCL	0	9193	-----F-	8:00a-10:59a	MOORE, MAT	3.00	01/13/2014
05/10/2014 98 20 60											
NAVI VID2	HES170	75	74350	MEDICAL TERM CLINCL	0	9236	----R--	8:00a-10:59a	WEIERMANN,	3.00	01/13/2014
05/10/2014 98 20 60											
NAVI MODL	HES120	75	73977	LAW-ETHICS HEALTH C	0	9251	---W---	8:00a-10:59a	WARREN, CO	3.00	01/13/2014
05/10/2014 98 20 30											
NAVI P103	NAT101	15	72394	NURSING ASSISTANT	0	0	-M-WR--	8:00a-10:59a	FISCHER, M	5.00	01/13/2014
05/10/2014 98											

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BTEC

Camp	Room	CrsNo	Sc	RefNo	ClassTitle	Enr	Lab	Days	Times	Instructor	Hrs	StartDate
EndDate	TC	Cap	Lab									

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LCC - NAVIT (NAVI)

NAVI	L135	BUS231	76	74184	MS OFFICE LEVEL I	0	0	--T----	8:00a-10:59a	MUCHMORE,	3.00	01/13/2014
05/10/2014	98											

NAVI	L134	CIS105	75	74174	COMPUTER APPL AND I	0	0	-M-----	8:00a-10:59a	CHAPIN, JO	3.00	01/13/2014
05/10/2014	98											

## PDC - NAVIT (NAVI)

NAVI	SKLC	CON100	75	73971	CONSTRUCTION MATH A	0	9139	-MTWRF-	8:00a-10:59a	WILK, KENN	3.00	01/06/2014
05/09/2014	98	10	20									

NAVI	SKLC	CON110	75	73970	PLAN READ SITE LAYO	0	9139	-MTWRF-	8:00a-10:59a	WILK, KENN	3.00	01/06/2014
05/09/2014	98	10	20									

NAVI	SKLC	CON124	75	73967	MASONRY SYSTEMS	0	9139	-MTWRF-	8:00a-10:59a	WILK, KENN	3.00	01/06/2014
05/09/2014	98	10	20									

NAVI	SKLC	CON126	75	73968	FRAMING SYSTEMS	0	9139	-MTWRF-	8:00a-10:59a	WILK, KENN	4.00	01/06/2014
05/09/2014	98	10	20									

NAVI	SKLC	CON145	75	73966	ROOF THERML MOISTUR	0	9139	-MTWRF-	8:00a-10:59a	WILK, KENN	3.00	01/06/2014
05/09/2014	98	10	20									

NAVI	SKLC	CON227	75	73969	ELECTRICL MECHANICL	0	9139	-MTWRF-	8:00a-10:59a	WILK, KENN	3.00	01/06/2014
05/09/2014	98	10	20									

NAVI	CHOL	IMO211	02	72141	POWER PRINCIPLES II	0	9126	-MT----	12:30p- 3:29p	CALDERON,	6.00	01/13/2014
05/10/2014	98	15	80									

NAVI	CHOL	IMO213	03	72149	POWER PRINCIPLES IV	0	9126	-MT----	12:30p- 3:29p	CALDERON,	6.00	01/13/2014
05/10/2014	98	15	80									

NAVI	CHOL	IMO230	04	72155	MECHANICL MAINTENAN	0	9217	---WRF-	12:30p- 3:29p	CALDERON,	6.00	01/06/2014
05/09/2014	98	15	80									

NAVI	CHOL	IMO232	03	72162	MECHANICL MAINTENAN	0	9217	---WRF-	12:30p- 3:29p	CALDERON,	6.00	01/06/2014
05/09/2014	98	15	80									

NAVI	SKLC	WLD154	14	73477	GMAW PLATE	0	9137	-MTWRF-	12:30p- 3:29p	HOSKINS, R	3.00	01/06/2014
05/09/2014	98	20	20									

NAVI	SKLC	WLD155	14	73495	GTAW PLATE	0	9137	-MTWRF-	12:30p- 3:29p	HOSKINS, R	3.00	01/06/2014
05/09/2014	98	20	20									

## EXHIBIT C

NAVI SKLC WLD156	13	73512	AWS LEVEL I CERTIFI	0	9137	-MTWRF-	12:30p-	3:29p	HOSKINS, R	2.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD157	14	73532	AWS LEV I CERT (ENT	0	9137	-MTWRF-	12:30p-	3:29p	HOSKINS, R	4.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD260	13	73553	FIT UP-INSPECT-META	0	9137	-MTWRF-	12:30p-	3:29p	HOSKINS, R	2.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD261	13	73570	SMAW OPEN V BUTTS-P	0	9137	-MTWRF-	12:30p-	3:29p	HOSKINS, R	3.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD262	13	73588	SMAW OPEN V BUTTS-P	0	9137	-MTWRF-	12:30p-	3:29p	HOSKINS, R	3.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD263	14	73606	SMAW OPEN ROOT-PIPE	0	9137	-MTWRF-	12:30p-	3:29p	HOSKINS, R	3.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD264	14	73624	SMAW OPEN ROOT-PIPE	0	9137	-MTWRF-	12:30p-	3:29p	HOSKINS, R	3.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD154	02	73467	GMAW PLATE	0	9138	-MTWRF-	8:00a-	10:59a	HOSKINS, R	3.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD155	15	73496	GTAW PLATE	0	9138	-MTWRF-	8:00a-	10:59a	HOSKINS, R	3.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD156	14	73513	AWS LEVEL I CERTIFI	0	9138	-MTWRF-	8:00a-	10:59a	HOSKINS, R	2.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD157	15	73533	AWS LEV I CERT (ENT	0	9138	-MTWRF-	8:00a-	10:59a	HOSKINS, R	4.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD260	14	73554	FIT UP-INSPECT-META	0	9138	-MTWRF-	8:00a-	10:59a	HOSKINS, R	2.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD261	14	73571	SMAW OPEN V BUTTS-P	0	9138	-MTWRF-	8:00a-	10:59a	HOSKINS, R	3.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD262	14	73589	SMAW OPEN V BUTTS-P	0	9138	-MTWRF-	8:00a-	10:59a	HOSKINS, R	3.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD263	15	73607	SMAW OPEN ROOT-PIPE	0	9138	-MTWRF-	8:00a-	10:59a	HOSKINS, R	3.00	01/06/2014
05/09/2014 98 20 20											
NAVI SKLC WLD264	17	73626	SMAW OPEN ROOT-PIPE	0	9138	-MTWRF-	8:00a-	10:59a	HOSKINS, R	3.00	01/06/2014
05/09/2014 98 20 20											

## EXHIBIT C

## SCC - NAVIT (NAVI)

NAVI NATC FRS102	75 74022	FIRE SERVICE FIRST	0	9107	-MTWRF-	7:40a-10:39a	HANCOCK, P	2.00	01/06/2014
05/09/2014 98	20 20								
NAVI NATC FRS104	75 74023	FIREFIGHTER I AND I	0	9107	-MTWRF-	7:40a-10:39a	HANCOCK, P	10.00	01/06/2014
05/09/2014 98	20 20								
NAVI NATC FRS110	75 74024	HAZ MAT FIRST RESPO	0	9107	-MTWRF-	7:40a-10:39a	HANCOCK, P	2.00	01/06/2014
05/09/2014 98	20 20								
NAVI NATC FRS121	75 74025	EMERG STABILIZATION	0	9107	-MTWRF-	7:40a-10:39a	HANCOCK, P	1.00	01/06/2014
05/09/2014 98	20 20								
NAVI NATC FRS102	76 74030	FIRE SERVICE FIRST	0	9108	-MTWRF-	7:40a-10:39a	SOLOMON, B	2.00	01/06/2014
05/09/2014 98	20 20								
NAVI NATC FRS104	76 74031	FIREFIGHTER I AND I	0	9108	-MTWRF-	7:40a-10:39a	SOLOMON, B	10.00	01/06/2014
05/09/2014 98	20 20								
NAVI NATC FRS110	76 74032	HAZ MAT FIRST RESPO	0	9108	-MTWRF-	7:40a-10:39a	SOLOMON, B	2.00	01/06/2014
05/09/2014 98	20 20								
NAVI NATC FRS121	76 74033	EMERG STABILIZATION	0	9108	-MTWRF-	7:40a-10:39a	SOLOMON, B	1.00	01/06/2014
05/09/2014 30	20 20								

## SPE - NAVIT (NAVI)

NAVI	BUS231	77 74221	MS OFFICE LEVEL I	0	0	--T----	7:30a-10:29a	BAUM, CLOV	3.00	01/13/2014
05/10/2014 98										
NAVI	CIS105	77 74186	COMPUTER APPL AND I	0	0	-M-----	7:30a-10:29a	BAUM, CLOV	3.00	01/13/2014
05/10/2014 98										

## STJ - NAVIT (NAVI)

NAVI	COS113	98	70732	INTRODUCTION TO COS	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	10.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS114	98	70743	THEORY OF COSMETOLO	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	3.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS115	98	70754	THEORY OF COS III-G	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	3.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS140	98	70762	BASIC THEORY OF MAN	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	3.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS141	98	70764	ADVANCED THEORY OF	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	2.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS150	98	70766	BASIC THEORY OF COS	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	3.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS151	98	70768	ADVANCED THEORY OF	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	2.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS160	98	70774	BASC THEORY PERM-SH	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	3.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS161	98	70780	ADV THEORY PERM-SHM	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	2.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS170	98	70788	BASC THEORY HAIR-SC	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	3.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS171	98	70796	ADV THEORY HAIR-SCA	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	2.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS201	98	70807	BASIC CLINICAL PRAC	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS202	98	70815	BASIC CLINICAL PRAC	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS203	98	70822	BASIC CLINICAL PRAC	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS204	98	70830	ADVANCED CLINICAL P	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS205	98	70837	ADVANCED CLINICAL P	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS206	98	70844	ADVANCED CLINICAL P	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS207	98	70853	ADVANCED CLINICAL P	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS208	98	70861	ADVANCED CLINICAL P	0	9034	-MTWRF-	7:30a-10:29a	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS114	96	70742	THEORY OF COSMETOLO	0	9042	-MTWRF-	12:00p- 3:59p	PECK, JULI	3.00	01/06/2014
05/29/2014	98	20	100								
NAVI	COS115	96	70753	THEORY OF COS III-G	0	9042	-MTWRF-	12:00p- 3:59p	PECK, JULI	3.00	01/06/2014
05/29/2014	98	20	100								



## EXHIBIT C

NAVI	COS140	96	70761	BASIC THEORY OF MAN	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	3.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS141	96	70763	ADVANCED THEORY OF	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	2.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS150	96	70765	BASIC THEORY OF COS	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	3.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS151	96	70767	ADVANCED THEORY OF	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	2.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS160	96	70773	BASC THEORY PERM-SH	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	3.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS161	96	70779	ADV THEORY PERM-SHM	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	2.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS170	96	70787	BASC THEORY HAIR-SC	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	3.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS171	96	70795	ADV THEORY HAIR-SCA	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	2.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS201	96	70806	BASIC CLINICAL PRAC	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS202	96	70814	BASIC CLINICAL PRAC	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS203	96	70821	BASIC CLINICAL PRAC	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS204	96	70829	ADVANCED CLINICAL P	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS205	96	70836	ADVANCED CLINICAL P	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS206	96	70843	ADVANCED CLINICAL P	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS207	96	70852	ADVANCED CLINICAL P	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100									
NAVI	COS208	96	70860	ADVANCED CLINICAL P	0	9042	-MTWRF-	12:00p-	3:59p	PECK, JULI	4.00	01/06/2014
05/29/2014	98	20	100									
NAVI	IMO211	01	72140	POWER PRINCIPLES II	0	0	-MT----	7:30a-	10:29a	WAKEFIELD,	6.00	01/13/2014
05/10/2014	98											
NAVI	IMO213	10	72150	POWER PRINCIPLES IV	0	0	-MT----	7:30a-	10:29a	WAKEFIELD,	6.00	01/13/2014
05/10/2014	98											
NAVI	IMO230	02	72153	MECHANICL MAINTENAN	0	0	---W-F-	7:30a-	10:29a	WAKEFIELD,	6.00	01/13/2014
05/10/2014	98											
NAVI	IMO232	05	72164	MECHANICL MAINTENAN	0	0	---W-F-	7:30a-	10:29a	WAKEFIELD,	6.00	01/13/2014
05/10/2014	98											
NAVI	WLD154	17	73478	GMAW PLATE	0	9195	-MTWRF-	12:00p-	2:59p	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									

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NAVI	WLD155	19	73498	GTAW PLATE	0	9195	-MTWRF-	12:00p-	2:59p	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD156	15	73514	AWS LEVEL I CERTIFI	0	9195	-MTWRF-	12:00p-	2:59p	PINNELL, F	2.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD157	16	73534	AWS LEV I CERT (ENT	0	9195	-MTWRF-	12:00p-	2:59p	PINNELL, F	4.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD260	16	73555	FIT UP-INSPECT-META	0	9195	-MTWRF-	12:00p-	2:59p	PINNELL, F	2.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD261	16	73572	SMAW OPEN V BUTTS-P	0	9195	-MTWRF-	12:00p-	2:59p	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD262	16	73590	SMAW OPEN V BUTTS-P	0	9195	-MTWRF-	12:00p-	2:59p	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD263	18	73609	SMAW OPEN ROOT-PIPE	0	9195	-MTWRF-	12:00p-	2:59p	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD264	19	73628	SMAW OPEN ROOT-PIPE	0	9195	-MTWRF-	12:00p-	2:59p	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD152	02	73435	SMAW PLATE I	0	9229	-MTWRF-	7:30a-	10:29a	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD153	02	73452	SMAW PLATE II	0	9229	-MTWRF-	7:30a-	10:29a	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD154	23	73482	GMAW PLATE	0	9229	-MTWRF-	7:30a-	10:29a	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD155	22	73500	GTAW PLATE	0	9229	-MTWRF-	7:30a-	10:29a	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD156	23	73519	AWS LEVEL I CERTIFI	0	9229	-MTWRF-	7:30a-	10:29a	PINNELL, F	2.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD157	13	73531	AWS LEV I CERT (ENT	0	9229	-MTWRF-	7:30a-	10:29a	PINNELL, F	4.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD260	22	73559	FIT UP-INSPECT-META	0	9229	-MTWRF-	7:30a-	10:29a	PINNELL, F	2.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD261	21	73576	SMAW OPEN V BUTTS-P	0	9229	-MTWRF-	7:30a-	10:29a	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD262	18	73592	SMAW OPEN V BUTTS-P	0	9229	-MTWRF-	7:30a-	10:29a	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD263	20	73611	SMAW OPEN ROOT-PIPE	0	9229	-MTWRF-	7:30a-	10:29a	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD264	22	73630	SMAW OPEN ROOT-PIPE	0	9229	-MTWRF-	7:30a-	10:29a	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD265	11	73638	GMAW PIPE	0	9229	-MTWRF-	7:30a-	10:29a	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD266	02	73644	FCAW PIPE	0	9229	-MTWRF-	7:30a-	10:29a	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD267	02	73655	GTAW PIPE I	0	9229	-MTWRF-	7:30a-	10:29a	PINNELL, F	3.00	01/06/2014
05/09/2014	98	20	120									

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NAVI WLD268 07 73669 GTAW PIPE II  
05/09/2014 98 20 120  
NAVI WLD290 04 73677 WELDING FABRICATION  
05/09/2014 98 20 120

0 9229 -MTWRF- 7:30a-10:29a PINNELL, F 3.00 01/06/2014  
0 9229 -MTWRF- 7:30a-10:29a PINNELL, F 3.00 01/06/2014

## WMC - NAVIT (NAVI)

NAVI	ATO107	04	70236	ENGINE REPAIR I	0	9372	-MTWRF-	8:00a-10:59a	MUNDE, THO	3.00	01/06/2014	
05/09/2014 98 16 120												
NAVI	ATO108	04	70241	ENGINE REPAIR II	0	9372	-MTWRF-	8:00a-10:59a	MUNDE, THO	2.00	01/06/2014	
05/09/2014 98 16 120												
NAVI	ATO109	04	70245	ENGINE PERFORMANCE	0	9372	-MTWRF-	8:00a-10:59a	MUNDE, THO	3.00	01/06/2014	
05/09/2014 98 16 120												
NAVI	ATO110	06	70251	ENGINE PERFORMANCE	0	9372	-MTWRF-	8:00a-10:59a	MUNDE, THO	3.00	01/06/2014	
05/09/2014 98 16 120												
NAVI	ATO114	04	70255	BRAKE SYSTEMS I	0	9372	-MTWRF-	8:00a-10:59a	MUNDE, THO	3.00	01/06/2014	
05/09/2014 98 16 120												
NAVI	ATO115	04	70259	BRAKE SYSTEMS II	0	9372	-MTWRF-	8:00a-10:59a	MUNDE, THO	2.00	01/06/2014	
05/09/2014 98 16 120												
NAVI	ATO210	04	70263	HEATING AND AIR CON	0	9372	-MTWRF-	8:00a-10:59a	MUNDE, THO	4.00	01/06/2014	
05/09/2014 98 16 120												
NAVI	ATO212	03	70267	MANUAL DRIVE TRAIN	0	9372	-MTWRF-	8:00a-10:59a	MUNDE, THO	4.00	01/06/2014	
05/09/2014 98 16 120												
NAVI	L111	BUS231	75	74078	MS OFFICE LEVEL I	0	0	--T----	8:00a-10:59a	BISHOP, JE	3.00	01/13/2014
05/10/2014 98												
NAVI	L111	CIS105	76	74185	COMPUTER APPL AND I	0	0	-M-----	8:00a-10:59a	SEELY, DOU	3.00	01/13/2014
05/10/2014 98												
NAVI	COS	COS113	95	70730	INTRODUCTION TO COS	0	0	-MTWRF-	8:00a-10:59a	REIDHEAD,	10.00	01/06/2014
05/29/2014 98												
NAVI	COS	COS113	97	70731	INTRODUCTION TO COS	0	0	-MTWRF-	1:00p- 3:59p	HICKS, BAR	10.00	01/06/2014
05/29/2014 98												
NAVI	COS	COS114	75	74041	THEORY OF COSMETOLO	0	9117	-MTWRF-	1:00p- 3:59p	CHRISTENSE	3.00	01/06/2014
05/29/2014 98 20 140												
NAVI	COS	COS115	75	74042	THEORY OF COS III-G	0	9117	-MTWRF-	1:00p- 3:59p	CHRISTENSE	3.00	01/06/2014
05/29/2014 98 20 140												
NAVI	COS	COS116	75	74043	THEORY OF COS IV-HA	0	9117	-MTWRF-	1:00p- 3:59p	CHRISTENSE	2.00	01/06/2014
05/29/2014 98 20 140												
NAVI	COS	COS117	75	74044	THEORY COS V-SKIN A	0	9117	-MTWRF-	1:00p- 3:59p	CHRISTENSE	2.00	01/06/2014
05/29/2014 98 20 140												
NAVI	COS	COS201	75	74045	BASIC CLINICAL PRAC	0	9117	-MTWRF-	1:00p- 3:59p	CHRISTENSE	4.00	01/06/2014
05/29/2014 98 20 140												
NAVI	COS	COS202	75	74046	BASIC CLINICAL PRAC	0	9117	-MTWRF-	1:00p- 3:59p	CHRISTENSE	4.00	01/06/2014
05/29/2014 98 20 140												
NAVI	COS	COS203	75	74047	BASIC CLINICAL PRAC	0	9117	-MTWRF-	1:00p- 3:59p	CHRISTENSE	4.00	01/06/2014
05/29/2014 98 20 140												

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NAVI COS	COS204	75	74048	ADVANCED CLINICAL P	0	9117	-MTWRF-	1:00p-	3:59p	CHRISTENSE	4.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS205	75	74049	ADVANCED CLINICAL P	0	9117	-MTWRF-	1:00p-	3:59p	CHRISTENSE	4.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS206	75	74050	ADVANCED CLINICAL P	0	9117	-MTWRF-	1:00p-	3:59p	CHRISTENSE	4.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS207	77	74051	ADVANCED CLINICAL P	0	9117	-MTWRF-	1:00p-	3:59p	CHRISTENSE	4.00	01/06/2013
05/29/2014	98	20	140									
NAVI COS	COS208	75	74052	ADVANCED CLINICAL P	0	9117	-MTWRF-	1:00p-	3:59p	CHRISTENSE	4.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS114	77	74054	THEORY OF COSMETOLO	0	9120	-MTWRF-	8:00a-	10:59a	HICKS, BAR	3.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS115	77	74129	THEORY OF COS III-G	0	9120	-MTWRF-	8:00a-	10:59a	HICKS, BAR	3.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS116	77	74130	THEORY OF COS IV-HA	0	9120	-MTWRF-	8:00a-	10:59a	HICKS, BAR	2.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS117	77	74131	THEORY COS V-SKIN A	0	9120	-MTWRF-	8:00a-	10:59a	HICKS, BAR	2.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS201	77	74132	BASIC CLINICAL PRAC	0	9120	-MTWRF-	8:00a-	10:59a	HICKS, BAR	4.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS202	77	74133	BASIC CLINICAL PRAC	0	9120	-MTWRF-	8:00a-	10:59a	HICKS, BAR	4.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS203	77	74134	BASIC CLINICAL PRAC	0	9120	-MTWRF-	8:00a-	10:59a	HICKS, BAR	4.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS204	77	74135	ADVANCED CLINICAL P	0	9120	-MTWRF-	8:00a-	10:59a	HICKS, BAR	4.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS205	77	74136	ADVANCED CLINICAL P	0	9120	-MTWRF-	8:00a-	10:59a	HICKS, BAR	4.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS206	77	74137	ADVANCED CLINICAL P	0	9120	-MTWRF-	8:00a-	10:59a	HICKS, BAR	4.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS207	78	74138	ADVANCED CLINICAL P	0	9120	-MTWRF-	8:00a-	10:59a	HICKS, BAR	4.00	01/06/2014
05/29/2014	98	20	140									
NAVI COS	COS208	77	74058	ADVANCED CLINICAL P	0	9120	-MTWRF-	8:00a-	10:59a	HICKS, BAR	4.00	01/06/2014
05/29/2014	98	20	140									
NAVI	WLD100	45	73389	SAFETY AND MATH	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	2.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD150	23	73411	SYMBOLS-DRAWINGS-ME	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	2.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD151	23	73430	CUTTING PROCESS AND	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD152	21	73448	SMAW PLATE I	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									

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NAVI	WLD153	16	73464	SMAW PLATE II	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD154	24	73483	GMAW PLATE	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD155	25	73501	GTAW PLATE	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD156	18	73516	AWS LEVEL I CERTIFI	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	2.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD157	23	73538	AWS LEV I CERT (ENT	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	4.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD260	23	73560	FIT UP-INSPECT-META	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	2.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD261	23	73577	SMAW OPEN V BUTTS-P	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD262	23	73595	SMAW OPEN V BUTTS-P	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD263	23	73613	SMAW OPEN ROOT-PIPE	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD264	23	73631	SMAW OPEN ROOT-PIPE	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD265	14	73641	GMAW PIPE	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD266	14	73652	FCAW PIPE	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD267	08	73660	GTAW PIPE I	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD268	08	73670	GTAW PIPE II	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD290	05	73678	WELDING FABRICATION	0	9226	-MTWRF-	1:00p-	3:59p	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD154	09	73473	GMAW PLATE	0	9227	-MTWRF-	8:00a-	10:59a	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD155	09	73490	GTAW PLATE	0	9227	-MTWRF-	8:00a-	10:59a	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD156	12	73511	AWS LEVEL I CERTIFI	0	9227	-MTWRF-	8:00a-	10:59a	CASEY, CUR	2.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD157	12	73530	AWS LEV I CERT (ENT	0	9227	-MTWRF-	8:00a-	10:59a	CASEY, CUR	4.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD260	09	73549	FIT UP-INSPECT-META	0	9227	-MTWRF-	8:00a-	10:59a	CASEY, CUR	2.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD261	09	73567	SMAW OPEN V BUTTS-P	0	9227	-MTWRF-	8:00a-	10:59a	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									
NAVI	WLD262	10	73585	SMAW OPEN V BUTTS-P	0	9227	-MTWRF-	8:00a-	10:59a	CASEY, CUR	3.00	01/06/2014
05/09/2014	98	20	120									

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NAVI WLD263 13 73605 SMAW OPEN ROOT-PIPE  
05/09/2014 98 20 120  
NAVI WLD264 13 73623 SMAW OPEN ROOT-PIPE  
05/09/2014 98 20 120

0 9227 -MTWRF- 8:00a-10:59a CASEY, CUR 3.00 01/06/2014  
0 9227 -MTWRF- 8:00a-10:59a CASEY, CUR 3.00 01/06/2014



## **REQUEST TO APPROVE AMENDED AGREEMENT WITH NORTHEAST ARIZONA TECHNICAL INSTITUTE OF VOCATIONAL EDUCATION (NATIVE)**

### **Recommendation:**

Staff recommends approval of the amended Exhibit B of the Intergovernmental Agreement with Northeast Arizona Technical Institute of Vocational Education (NATIVE).

### **Summary:**

The Board approved an IGA with NATIVE at the regular meeting in August 2013 with the understanding that Spring 2014 course work would subsequently be identified. Exhibit B as amended is attached and lists the approved courses.



**EXHIBIT B**  
**Amended**

**TYPE OF INSTRUCTION**  
**DUAL ENROLLMENT COURSES**

**COURSES AND CREDITS**

For complete course descriptions, refer to the current College catalog.

All courses listed with an asterisk are also offered to freshmen and sophomore students.

The number of students admitted for any Dual Enrollment Course shall not be less than **six (6)** students per section and shall not exceed a maximum of **thirty (30)** students per section.

Course	Title	Credits	Semester	Location	Instructor
HES170	Medical Terminology	3	Fall 2013	Chinle HS	Kathy Reynolds
HES170	Medical Terminology	3	Fall 2013	Ganado HS	Kathy Reynolds
HES170	Medical Terminology	3	Fall 2013	Pinon HS	Kathy Reynolds
HES170	Medical Terminology	3	Fall 2013	Red Mesa HS	Kathy Reynolds
HES170	Medical Terminology	3	Fall 2013	Monument Valley HS	Kathy Reynolds
HES170	Medical Terminology	3	Fall 2013	Window Rock HS	Kathy Reynolds
HES170	Medical Terminology	3	Fall 2013	Tuba City HS	Kathy Reynolds
HES170	Medical Terminology	3	Fall 2013	Valley HS	Kathy Reynolds
HES170	Medical Terminology	3	Fall 2013	Red Valley/Cove HS	Kathy Reynolds
NAT101	Nurse Assistant Training	5	Spring 2013	Chinle HS	K. Reynolds/TBD
NAT101	Nurse Assistant Training	5	Spring 2013	Ganado HS	K. Reynolds/E. Paddock
NAT101	Nurse Assistant Training	5	Spring 2013	Pinon HS	K. Reynolds
NAT101	Nurse Assistant Training	5	Spring 2013	Red Mesa HS	K. Reynolds/B. Lee
NAT101	Nurse Assistant Training	5	Spring 2013	Monument Valley HS	K. Reynolds/S. Roop
NAT101	Nurse Assistant Training	5	Spring 2013	Window Rock HS	K. Reynolds/A. Shields
NAT101	Nurse Assistant Training	5	Spring 2013	Tuba City HS	K. Reynolds/S. Newland
NAT101	Nurse Assistant Training	5	Spring 2013	Valley HS	K. Reynolds/L. Hute

## Fall Semester Enrollment Change, 2012-2013

	TOTAL FTSE		NAVIT FTSE		DUAL FTSE		REGULAR FTSE	
	2012	2013	2012	2013	2012	2013	2012	2013
Little Colorado	184	172	29	19	16	20	139	133
Painted Desert	179	190	32	35	42	47	105	108
Silver Creek	223	143	39	31	53	43	132	69
White Mountain	526	470	92	78	121	53	313	340
Subtotal	1112	975	192	163	232	163	689	650
ALU	2	1	0.0	0.0	0.0	0.0	2	1
CDA	53	46	0.0	0.0	0.0	0.0	53	46
DOC	61	14	0.0	0.0	0.0	0.0	61	14
Hopi	43	47	0.0	0.0	5	4	38	42
Internet	162	100	0.0	0.0	0.0	0.0	162	100
Kayenta	27	24	0.0	0.0	4	3	23	21
Springerville-Eagar	73	43	14	9	28	12	31	23
St Johns	85	89	42	42	2	2	41	45
Whiteriver	73	64	0.0	0.0	12	24	63	40
Apache Co Misc	48	42	0.0	0.0	29	32	19	10
Navajo Co Misc	5	2	0.0	0.0	2	2	3	0
Subtotal	631	473	56	51	81	79	494	341
<b>TOTAL</b>	<b>1743</b>	<b>1447</b>	<b>247</b>	<b>214</b>	<b>313</b>	<b>242</b>	<b>1183</b>	<b>991</b>

Regular Enrollment percentage change, Fall 2012-Fall 2013: -16.7%  
 Total Enrollment percentage change, Fall 2012-Fall 2013: -17.0%  
 Arizona community college average enrolment change, Fall 2011-Fall 2012: ???%

### HEADCOUNT

2012 – 3718  
 2013 – 3234 (-13%, with 70% of the decline coming from reduced headcount in BUS department)

# Fall Semester Enrollment Change, 2012-2013

## What is driving down enrollment?

FTSE decline falls into four categories: 1) FTSE moved from this count into short term; 2) FTSE moved from Fall to Spring; 3) FTSE lost due to specific instructor/program issues; 4) FTSE lost due to everything else

Total FTSE decline: 296

### FTSE moved from this count into short term

Department of Corrections (45-50 FTSE), TLC (10)

### FTSE moved from Fall to Spring

Law Enforcement (35), Blue Ridge HS Dual Enrollment (76, though we may not recover all of this in Spring)

### FTSE lost due to specific instructor/program issues

Comparison: AIS/BUS 2012 (154), BUS 2013 (77) We are down almost 70 teaching load points (approximately 20 course sections) this fall due to unexpected late retirements of full time and adjunct faculty, coupled with a major revision of this curriculum. We hope to begin recovering this enrollment in Fall 2014.

### FTSE losses due to changes in Pell funding, declining third party payer capacity, etc.

These losses are more difficult to establish causation, but consider the following – half of our regular campus/center students receive some form of assistance with costs. In Fall 2009, we denied (all reasons) 17.5% of all Pell applicants. In Fall 2013, we denied 27.8% of all Pell applicants, in a year during which a higher percentage of our regular enrollment is Pell-reliant. During this same time frame (Fall 2010 to Fall 2013), we have had a 32% decline in the number of students receiving financial support from third parties. These third parties are typically state or tribal agencies.

### Summary:

**FTSE Loss: 296**  
-50 (Dept of Corrections)  
-10 (TLC)  
-35 (Law Enforcement)  
-76 (Blue Ridge HS Dual Enrollment)  
-77 (BUS program offerings shortages)  
-48 (All other causes – we have high confidence that Pell and third party declines are the primary drivers)

**We will receive credit for DOC and TLC in the short term count. We will recover much of Law Enforcement and Dual in Spring semester. We will recover much of BUS in Fall 2014, assuming faculty in place and sections back on line. We continue to face enrollment erosion driven by the declining ability of students and their traditional means of support to pay the cost of education.**

**Human Resources UPDATE**  
**DGB-November 19, 2013**

**FILLED**

1. **Assistant to the Campus Manager (part-time)** – LCC – Leilani Cochran started on September 16, 2013. She has a Bachelor of Science from Northern Arizona University and a Master of Business Administration from Western New Mexico University.
2. **Career Coach** - John Spadaccini started on September 23, 2013. He received his Bachelor of Science from Central Connecticut University and his Master of Science from Northeastern University.
3. **Whiteriver Center Manager** – Kelley Harvey-Brannon transitioned from the Center Advisor/Library Technician.
4. **Springerville Center Manager** – Tamara Osborne transitioned from the Center Assistant/Monitor.
5. **IS Tech 1** – Ian Graham started September 16, 2013. Ian is currently working on his Associate of Applied Science at Northland Pioneer College

**OPEN**

6. **Faculty in Business** – Closes November 15, 2013; 11 applicants
7. **Faculty in Business and Computer Information Systems** – Closed October 15, 2013; 21 applicants
8. **Head Librarian** – Closed September 27, 2013; 6 applicants
9. **Purchasing and Fixed Asset Specialist** – Extended to November 13, 2013; 6 applicants
10. **Systems Analyst** – Extended to October 25, 2013; 8 applicants
11. **Faculty in Cosmetology** – Extended to November 30, 2013; 4 applicants
12. **Academic Advisor and Student Activities Coordinator** – Closes November 25, 2013; 15 applicants
13. **Campus Monitor** – Closes November 15, 2013; 15 applicants
14. **Audio/Video Support Technician**; Closed November 1, 2013; 11 applicants
15. **Center Assistant/Monitor** – Closes November 15, 2013; 2 applicants