

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 meet for a Special Meeting, to hold an Executive Session, on **August 20, 2019 beginning at 9:30 a.m.** Immediately following will be a Work Session, open to the public, on **August 20, 2019 tentatively beginning at 10:00 a.m.** ***No action will be taken at this meeting.*** Following that the Board will hold a regular District Governing Board Meeting, open to the public, on **August 20, 2019 tentatively beginning at 10:30 a.m.** The meetings 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 meetings by telephone if necessary.

The public is invited to check on addenda that may 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. If any disabled person needs any type of accommodation, please notify Paul Hempsey at the above address or telephone number at least 24 hours prior to the scheduled start time.

The Board may vote to hold an executive session for discussion or consideration of a personnel matter(s) pursuant to A.R.S. §38-431.03(A)(1). 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, Paul Hempsey, certify that this notice of public meeting, prepared pursuant to A.R.S. § 38-431.02, was posted on or before the 19th day of August 2019, at 9:30 a.m.

Paul Hempsey
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. COUNTRY MOUNTAIN AIRWAVES [KQAZ/KTHQ/KNKI RADIO]
8. KWKM RADIO
9. WHITE MOUNTAIN RADIO
10. NPC WEB SITE
11. NPC ADMINISTRATORS AND STAFF
12. NPC FACULTY ASSOCIATION PRESIDENT
13. NPC CLASSIFIED AND ADMINISTRATIVE SUPPORT ORGANIZATION PRESIDENT
14. NPC STUDENT GOVERNMENT ASSOCIATION PRESIDENT



Northland Pioneer College Mission:

NPC provides, supports and promotes lifelong learning.

Our Shared Vision:

NPC provides a learner-centered environment, responds to community needs through effective and innovative service to our students, and fosters professional growth and collegial collaboration.

Our Shared Values:

NPC upholds the following values:

- A quality learning environment
- Diversity and accessibility
- Integrity and accountability
- Collaboration toward success



Northland Pioneer College

Northland Pioneer College EXPANDING MINDS • TRANSFORMING LIVESSM

Governing Board Special Meeting Agenda

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

Date: August 20, 2019

Time: 9:30 a.m. (MST)

<u>Item</u>	<u>Description</u>	<u>Resource</u>
1.	Call to Order.....	Chair Lucero
2.	Adoption of the Agenda.....(Action)	Chair Lucero
3.	New Business: A. Executive Session Pursuant to A.R.S. 38-431.03.A.3- Legal Advice Pursuant to ARS 38-431.03(A) (3), the Board may vote to hold an executive session for discussion or consultation with its attorney to receive legal advice concerning a legal claim against the college..... (Action)	Chair Lucero
4.	Adjournment.....	Chair Lucero

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).
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Northland Pioneer College

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

District Governing Board Work Session Agenda

Painted Desert Campus, Tiponi Community Center
2251 East Navajo Boulevard, Holbrook, Arizona
Tuesday, August 20th, 2019 at 10:00 a.m.

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

OUR MISSION

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

Accreditation Training

Recap: How Accreditation Works

- Assess how well the college is doing based on **standards** HLC develops for **major areas of college operations**
 - Development of standards (criteria)
 - Criterion 1: Mission - Realizing its mission?
 - Criterion 2: Ethics and Integrity - Acting with integrity?
 - Criterion 3: Teaching and Learning I - Providing high equality teaching and learning?
 - Criterion 4: Teaching and Learning II - Continually assessing and improving all student-related functions and intended outcomes?
 - Criterion 5: Resource Planning and Institutional Effectiveness
 - Planning and allocating resources that reflect good practices and institutional priorities?

Recap: How Accreditation Works

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

Recap: How Accreditation Works

Year 10 – Comprehensive Evaluation

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

HLC Peer Review Team List

Peer Reviewer	Title	Areas of Expertise
Dr. Bradley Piazza (Chair)	VP-Learning Waukesha County Technical College	Planning; Program/Curriculum Design and Development
Mrs. Cassandra Jean Watson	Teacher Education Faculty College of Menominee Nation	Assessment of Student Learning; Program Review/Evaluation; Grants and Sponsored Research
Dr. Steve Nunez	VP of Academics and Student Services Sauk Valley Community College	Assessment of Student Learning; Institutional Research/Data Collection; Planning; Program Review/Evaluation; Benchmarking
Mrs. Lori J. Voss	VP of Administration Minnesota West Community and Technical College	Business/Finance; Facilities/Physical Plant; Human Resource/Personnel Management; Financial Aid
Dr. Theodore Joseph Kalthoff	Vice Chancellor for Academic Affairs Arkansas State University-Beebe	Assessment of Student Learning; Budgeting/Finance; Distance Education (Online); Planning; Faculty Evaluation, Development, Promotion/Personnel

Recap: Sample Question Review for Strategic Planning

- How does the board participate in strategic planning?
 - To what extent does the board know about the college's strategic planning process?
 - What are NPC's current strategic priorities?
 - Examples of the kind of input given by the board to the college in strategic planning?
 - How does the board review the college's proposed strategic priorities?

Recap: Sample Question Review for Fiscal Oversight

- How does the board manage fiscal oversight?
 - What is the goal of the board's fiscal oversight?
 - How does the board perform its fiscal oversight?
 - What information does the board look at?
 - How frequent?
 - Any examples?

Sample Question Review: Educational Oversight

- How much time is relatively spent during board meetings on academic issues versus financial issues, including budget?
- How do board members learn about their fiduciary responsibilities related to NPC's program and student learning outcomes?
- What are some of the most recent program reviews you have been updated on?
- What are some of the student learning outcomes after completing their education at NPC?

Sample Question Review: Educational Oversight

- What is the process of program review and/or student learning assessment at NPC?
- How often do you receive updates on program reviews and/or student learning outcomes?
- What are some of the actions the board has taken after receiving the information?

Program Review Schedule

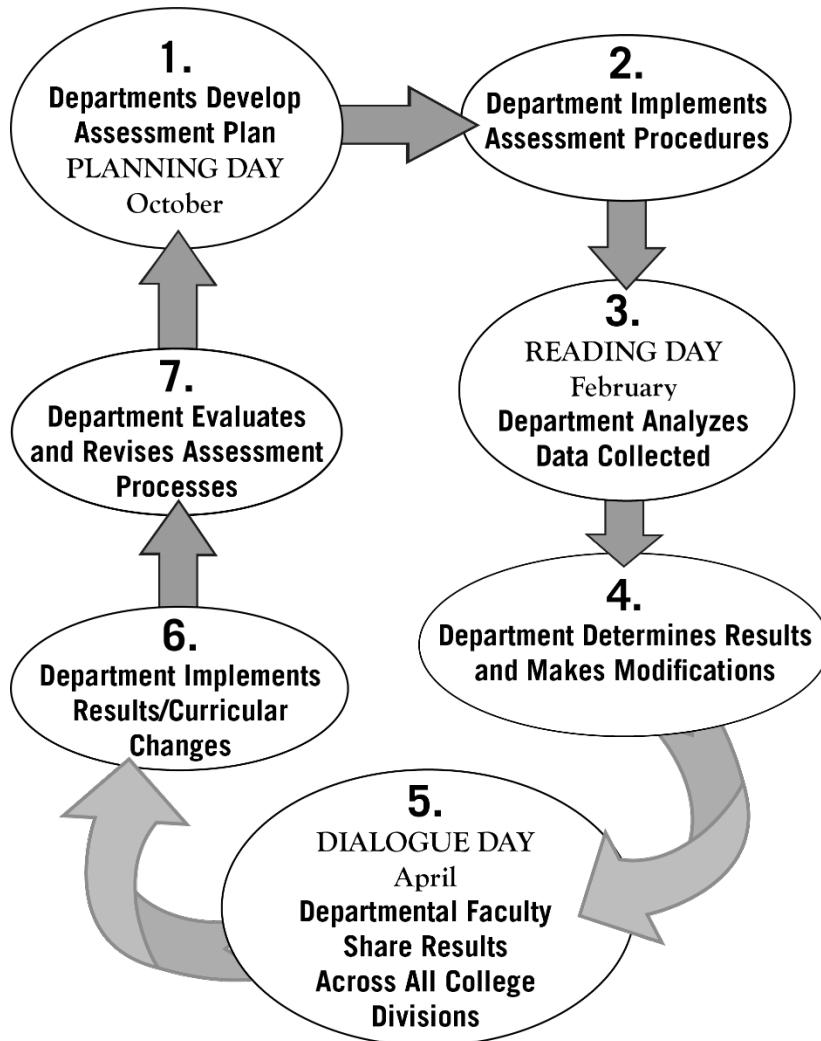
PROGRAM REVIEW SCHEDULE, 2018-2024

DIVISION	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Arts and Sciences					Early Childhood Development Film and Digital Video General Education	
Career and Technical Education	Automotive Cosmetology (Received 05-30-19) Industrial Maint./Mechatronics Programs Deleted Computer Information Systems (Received 05-30-19)	Law Enforcement Academy Fire Science Welding	Community & Corporate Learning Business Construction Energy & Industrial Technician			Automotive Cosmetology Computer Information Systems
Nursing and Allied Health	Nursing Assistant Nursing *Allied Health Programs (Phlebotomy and Pharmacy Technician)	Medical Assistant	EMT			Nursing Assistant *Nursing Allied Health programs (Phlebotomy and Pharmacy Technician)
College and Career Preparation/Education					College and Career Preparation Education	

Student Learning Outcomes - Emphasis on General Education Values

- Departments and programs are encouraged to choose to measure one or more of NPC's general education outcomes:
 - **Critical Thinking**/Critical Inquiry
 - **Effective Communication**
 - Quantitative Reasoning
 - Scientific Inquiry
 - Information Literacy
 - Diversity

NPC Assessment Process



The **Assessment of Student Knowledge (ASK)** subcommittee (under the Instructional Council) supports individual departments in this process.

Governing Board Meeting Agenda

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

Date: August 20, 2019

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

<u>Item</u>	<u>Description</u>	<u>Resource</u>
1.	Call to Order and Pledge of Allegiance	Chair Lucero
2.	Adoption of the Agenda (Action)	Chair Lucero
3.	Call for Public Comment <small>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.</small>	Chair Lucero
4.	Reports:	
	A. Financial Position	VPAS Ellison
	B. NPC Friends and Family	Betsyann Wilson
	C. NPC Faculty Association	Inez Schaechterle
	D. Human Resources	Written Report
	E. CASO	Written Report
	F. NPC Student Government Association	No Report
5.	Consent Agenda (Action)	Chair Lucero
	A. June 18, 2019 Regular Board Meeting Minutes	
	B. June 18, 2019 Work Session Minutes	
	C. June 18, 2019 Executive Session Minutes	
	D. Dual Enrollment Intergovernmental Agreements between Navajo County Community College District and Chinle USD; Heber-Overgaard USD; Whiteriver USD; Winslow USD.	
6.	Old Business: None.	
7.	New Business:	
	A. Assessment of Student Knowledge Report	Chair Landy
	B. Institutional Effectiveness Quarterly Update	Director Yip-Reyes
	C. Financial Aid Update	Director Raisor
	D. Program Reviews 1. Automotive Technology 2. Nursing Programs 3. Nursing Assistant Training 4. Allied Health: Pharmacy Technician and Phlebotomy	VPLSS Clark
	E. Request to Release Funds for Construction at NATC (Action)	VPLSS Clark
	F. Request to Appoint VPLSS Clark to the NATC Board	President Vest
	G. Executive Session: Pursuant to 38-431.03(A)(1), the District Governing Board may vote to enter Executive Session for discussion of personnel issues related to the President's evaluation (Action)	Chair Lucero
	H. Possible Action from President's Evaluation	Chair Lucero
8.	Standing Business:	
	A. Strategic Planning and Accreditation Steering Committee Report	Colleen Readel/Kevin Jones
	B. President's Report	President Vest
	C. DGB Agenda Items and Informational Needs for Future Meetings	Chair Lucero
9.	Board Report/Summary of Current Events	Board Members
10.	Announcement of Next Regular Meeting September 17, 2019	Chair Lucero
11.	Adjournment (Action)	Chair Lucero

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.



Northland Pioneer College

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NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT

Statement of Financial Position

July 1, 2018 to June 30, 2019

Budget Period Expired

100%

Tax Supported Funds				
General Unrestricted				
	Current Month			
	Budget	Actual	Y-T-D Actual	%
REVENUES				
Primary Tax Levy	15,055,197	246,008	15,085,536	100%
State Aid:				
Maintenance and Operations	1,576,500	-	1,576,500	100%
Equalization	7,107,100	-	7,107,100	100%
Tuition and Fees	4,860,000	248,343	5,108,971	105%
Investment earnings	139,900	118,337	1,178,872	843%
Grants and Contracts	1,500,000	3,407	1,869,605	125%
Other Miscellaneous	-	23,394	255,299	
Fund Balance	650,000		-	
Transfers	(2,900,000)	(626,652)	(2,684,746)	93%
TOTAL REVENUES	\$ 27,988,697	\$ 12,837	\$ 29,497,137	105%
EXPENDITURES				
Salaries and Wages	18,406,016	2,059,443	17,036,179	93%
Operating Expenditures	9,582,681	678,485	7,154,348	75%
Capital Expenditures				
TOTAL EXPENDITURES	\$ 27,988,697	\$ 2,737,928	\$ 24,190,527	86%
Unrestricted Plant				
	Current Month			
	Budget	Actual	Y-T-D Actual	%
REVENUES				
State Aid:				
Capital/STEM	342,600	-	342,600	100%
Other Miscellaneous	400	-	-	
Fund Balance	9,100,000	228,937	228,937	3%
Transfers	2,000,000	603,892	2,000,000	100%
TOTAL REVENUES	\$ 11,443,000	\$ 832,829	\$ 2,571,537	22%
EXPENDITURES				
Salaries and Wages				
Operating Expenditures				
Capital Expenditures	11,443,000	832,829	2,571,537	22%
TOTAL EXPENDITURES	\$ 11,443,000	\$ 832,829	\$ 2,571,537	22%

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
 Statement of Financial Position
 July 1, 2018 to June 30, 2019

Budget Period Expired 100%

Restricted and Auxiliary Funds

	Restricted			
	Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
Grants and Contracts	6,000,000	214,675	4,347,746	72%
Fund Balance	-			
Transfers	600,000	-	424,420	71%
TOTAL REVENUES	\$ 6,600,000	\$ 214,675	\$ 4,772,166	72%
EXPENDITURES				
Salaries and Wages	828,551	61,216	1,196,804	144%
Operating Expenditures	5,771,449	121,595	3,356,162	58%
Capital Expenditures				
TOTAL EXPENDITURES	\$ 6,600,000	\$ 182,811	\$ 4,552,966	69%

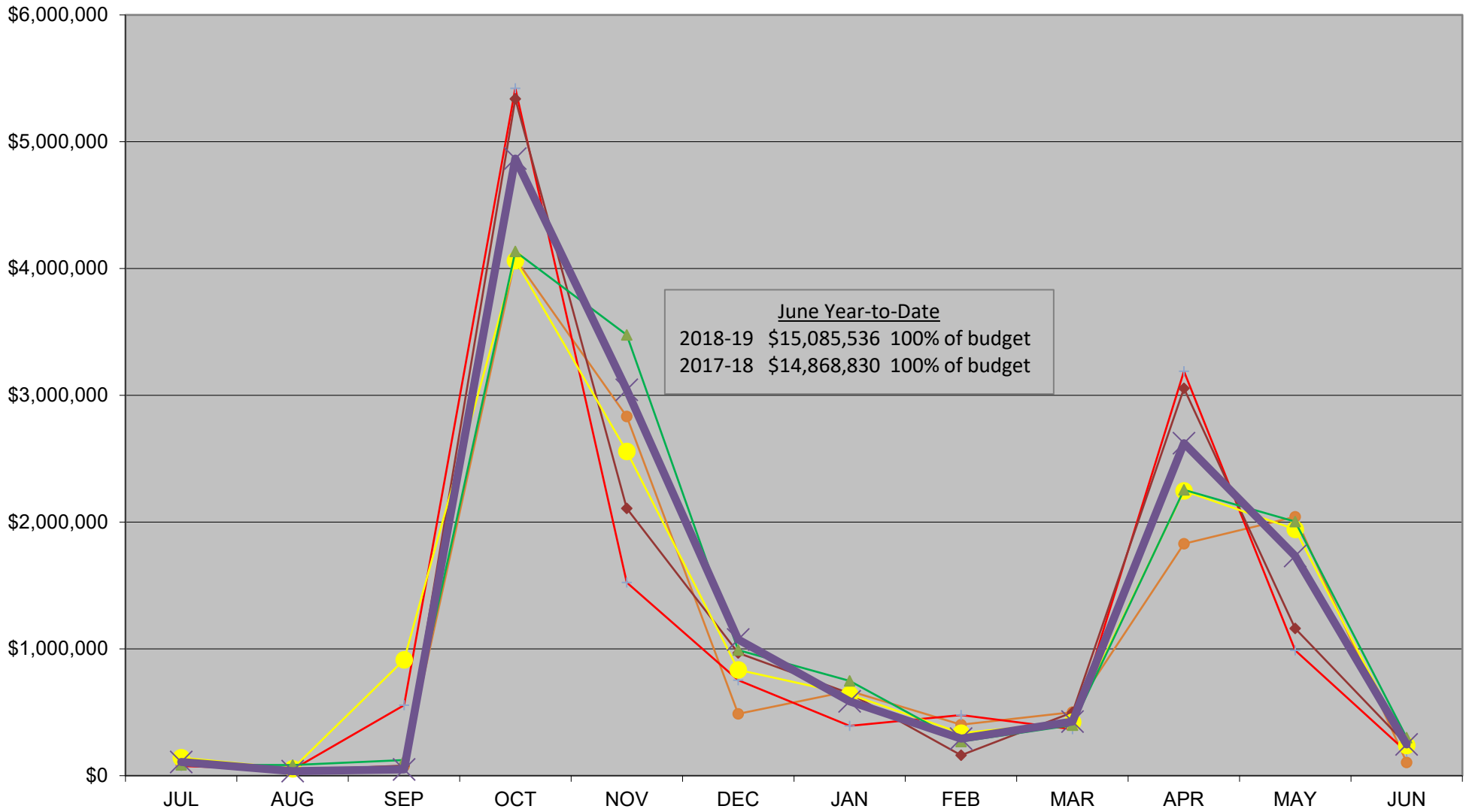
	Auxiliary			
	Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
Sales and Services	300,000	9,914	157,698	53%
Fund Balance	-			
Transfers	300,000	22,760	260,326	87%
TOTAL REVENUES	\$ 600,000	\$ 32,674	\$ 418,024	70%
EXPENDITURES				
Salaries and Wages	296,914	21,734	276,875	93%
Operating Expenditures	303,086	10,939	141,149	47%
Capital Expenditures				
TOTAL EXPENDITURES	\$ 600,000	\$ 32,673	\$ 418,024	70%

Cash Flows

Cash flows from all activities (YTD)	\$37,258,864
Cash used for all activities (YTD)	\$31,733,054
Net Cash for all activities (YTD)	\$5,525,810

Monthly Primary Property Tax Receipts

● 2013-14
 ▲ 2014-15
 ◆ 2015-16
 ● 2016-17
 ▲ 2017-18
 ◆ 2018-19 June YTD



June Year-to-Date
 2018-19 \$15,085,536 100% of budget
 2017-18 \$14,868,830 100% of budget

**DGB Human Resources Update
August 20, 2019**

OPEN POSITIONS

1. **Director of Information Services – Open until filled. 51 applicants.**
2. **Systems Engineer – Open until filled. 1 applicant.**
3. **Faculty in Energy and Industrial Technician – Open until filled. 3 applicants.**
4. **Administrative Systems Analyst – Open until filled. 16 applicants.**
5. **Construction Manager – Open until filled. 28 applicants.**
6. **SBDC Business Analyst and Event Coordinator – Open until filled. 5 applicants.**
7. **Secretary to the Associate Dean of Education & College and Career Preparation – Open until filled. 6 applicants.**

CLOSED: IN REVIEW

8. **Accounting Manager – Closed June 14, 2019. 6 applicants.**
9. **Graphic Design and Digital Media Specialist – Closed**
10. **Manager of Emergency Services and Public Safety – Closed June 18, 2019. 2 applicants.**
11. **Library Specialist II or III – Closed – Will be reposted.**
12. **Recruitment Specialist – Closed August 2, 2019. 7 applicants**
13. **Audio/Video Support Technician – Closed August 2, 2019. 2 applicants.**
14. **Early Childhood Learning Collaborative Coordinator – Closed July 24, 2019. 2 applicants.**
15. **St. Johns Center Manager – Closed August 9, 2019. 5 applicants.**
16. **Faculty in Early Childhood Development (Interim – 1 year position) – Closed July 12, 2019. 7 applicants.**
17. **Financial Aid Systems Technician – Closed August 16, 2019. 7 applicants.**
18. **Instructional Support Specialist – Closed August 15, 2019. 5 applicants.**

FILLED

19. **Accounting Clerk – Aaliyah Foster started July 1, 2019. Aaliyah was previously a part-time Accounting Clerk.**
20. **Director of Budget & Payroll – Lauren Maestas started on July 1, 2019. Lauren was previously the Accounting Manager.**
21. **Director of Financial Services/Controller – Amber Hill started July 1, 2019. Amber was previously the Controller.**
22. **Assistant to Facilities Coordinator (2 positions) – Jeanette Hancock started July 1, 2019. Jeanette was previously a part-time office clerk. Shawntel Skousen started July 1, 2019. Shawntel was previously a Lab Aide for Career and Technical Education.**
23. **Financial Aid Office Assistant (2 positions) – Josephine Worker started August 1, 2019. Josephine was previously a part-time Financial Aid Specialist. Desirae Silvers starts September 1, 2019. Desiree received her Bachelor's degree from Northern Arizona University.**
24. **Media Relations Coordinator – Lia Keenan started July 8, 2019. Lia received her Bachelor's degree from the University of New Mexico.**
25. **Information Services Support Technician – Norvita Charleston started August 1, 2019. Norvita received her Bachelor's degree from Navajo Technical University.**

CASO Report August 2019

CASO will be sponsoring a Silent Auction in conjunction with August convocation to raise money for student scholarships.

CASO awards four \$500 scholarships throughout the academic year; two for fall semester and two for spring semester. The silent auction is the primary fundraiser for the scholarship fund.

Items for the auction are donated by college employees from throughout the college district. There is no cost to CASO or to the college for the auction.

Ina Sommers
CASO President

Navajo County Community College District Governing Board Meeting Minutes

June 18, 2019 – 10:00 a.m.
Painted Desert Campus, Tiponi Community Center
2251 East Navajo Boulevard, Holbrook, Arizona

Governing Board Member Present: Mr. Frank Lucero; Mr. James Matteson; Mr. Daniel Peaches; Mr. Derrick Leslie; Mr. Elias Jouen.

Governing Board Member Present by Phone:

Governing Board Member Absent:

Staff Present: President Mark Vest; Vice President for Administrative Services (VPAS) Maderia Ellison; Interim Vice President for Learning and Student Services (VPLSS) Rickey Jackson; Recording Secretary to the Board Paul Hempsey.

Others Present: Kim Reed; Everett Robinson; Ann Hess; Judy Yip-Reyes; David Huish; Ryan Jones; Robert Theobald; Peggy Belknap; Matt Weber; Rebecca Hunt; Susan Hoffman; Kathy McPherson; Jill Sartain; Kenny Keith; Brooklee Finch; Brinley Finch; Shelly Finch; Shawn Keith; Allison Landy; Lauren Maestas; Amber Hill; Wei Ma; Tracy Mancuso; Jeremy Raisor; Inez Schaechterle; Toni Gibbons; Lori Moore; Shawntel Skousen; John Stigmon; Gail Campbell; Terrie Shevat; Chris Roediger.

Others Present by Phone:

Agenda Item 1: Call to Order and Pledge of Allegiance

Chair Lucero called the meeting to order at 10:03 a.m. and led the Pledge of Allegiance.

Agenda Item 2: Adoption of Agenda

*Mr. Matteson moved to adopt the agenda as presented. Mr. Leslie seconded the motion. **The vote passed upon a roll-call vote with Mr. Jouen, Mr. Matteson, Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.***

Agenda Item 3: Call for Public Comment

None.

Agenda Item 4: Reports

4.A. Financial Position – VPAS Ellison

VPAS Ellison addressed the Board and reviewed the Financial Position Report.

4.B. NPC Friends and Family – Director Wilson

No Report.



4.C. Faculty Association

Inez Schaechterle, Faculty Association President, addressed the Board and reviewed the decision by Faculty Association to nominate Kenny Keith for Emeritus status.

4.D. Human Resources

Written Report.

4.E. NPC CASO

Rebecca Hunt, incoming President of the CASO organization, introduced herself and reported that CASO does not meet during the summer but were currently gathering items for the Silent Auction that will take place during the August Convocation.

4.F. NPC Student Government Association

Lori Moore, addressed the Board and provided a background on her time as a student at Northland Pioneer College (NPC), noting the help that Betsyann Wilson, Director of Friends and Family, and Jennifer Bishop, Chair of the Business Department, provided. Ms. Moore then provided a report of her time with the Phi Theta Kappa - Alpha Gamma Tau chapter at NPC and the efforts to move the chapter forward and increase active membership.

Agenda Item 5: Consent Agenda

- A. **May 21, 2019 TNT Hearing Minutes**
- B. **May 21, 2019 Budget Hearing Minutes**
- C. **May 21, 2019 Special Board Meeting Minutes**
- D. **May 21, 2019 Regular Board Minutes**

Mr. Matteson made a motion to approve the consent agenda as presented. Mr. Leslie seconded. The vote passed upon a roll-call vote with Mr. Jouen, Mr. Matteson, Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.

Agenda Item 6: Old Business

None.

Agenda Item 7: New Business

7.A. Request to Approve Emeritus Status – Kenny Keith

President Vest addressed the Board and noted his support for the nomination of Kenny Keith as Faculty Emeritus.

Mr. Matteson made a motion to approve Emeritus Status for Kenny Keith. Mr. Leslie seconded. The vote passed upon a roll-call vote with Mr. Jouen, Mr. Matteson, Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.

7.B. Presentation of Emeritus Award – Kenny Keith

Inez Schaechterle presented Kenny Keith with a drawing of a snake that she just completed, as his actual award had not arrived. Mr. Keith thanked the college and hoped he would always be part of the NPC family.



7.C. Presentation from Small Business Development Center

Tracy Mancuso, Director of the Small Business Development Center (SBDC) at NPC, addressed the Board and provided a little background on the SBDC at the college and the impact they have in the college service center. Director Mancuso then introduced Robert Theobold, from the Arizona Commerce Authority (ACA), who the SBDC was partnering with, who provided a presentation for the Board. Mr. Theobold described the history of the ACA and their goals for the future.

Tracy Mancuso then provided some information on the SBDC Success Award Winner from last year, KSI Metals Inc. from Taylor, AZ and how they were able to use the partnership with the ACA to grow the business.

Mr. Matteson thanked Mr. Theobold and asked how the ACA and SBDC were getting their message out to local communities to invite small businesses to take advantage of what is on offer. Tracy Mancuso responded with some of the workshops and initiatives provided by the SBDC and some of the advertising they are allowed to do through their grant.

7.D. Presentation from Economic Collaborative of Northern Arizona

The Board received a PowerPoint presentation from John Stigmon, President & CEO of the Economic Collaborative of Northern Arizona (ECoNA), who provided some background on ECoNA, their partnerships, and the efforts to grow business within the Northern Arizona service area.

Chair Lucero asked if Holbrook was not involved as they did not have a membership. Mr. Stigmon confirmed that it was membership based and Winslow had reached out to them to join.

Mr. Jouen asked what type of business would benefit from the local area and what programs would be required to support them. Mr. Stigmon suggested Logistics, heavy industrial, and welding, but noted the issue with attracting businesses without a trained workforce to employ, suggesting it was a “chicken and egg” conundrum.

The Board took a ten-minute break.

7.E. Appropriation for NATC Capital Projects

VPLSS Jackson addressed the Board and reviewed the plans to utilize an appropriation received from the state to make capital improvements to the Northeast Arizona Training Center.

Chair Lucero asked if there was a breakdown of costs for each part of the project. VPLSS Jackson stated that they had estimates and the Board would be involved in approving the use of funds at each stage. President Vest suggested the NATC board would be back with more information and an initial spending request at the August meeting.

7.F. Scholarship Report

VPLSS Jackson reviewed the annual report on the College Bound and Finish Line Scholarships.



7.G. Request to Approve 2019-20 Revised Budget

VPAS Ellison reviewed the revisions to the 2019-20 budget noting that the Board had approved the college budget before the state had approved their budget and therefore an adjustment was required to reflect the correct amount of state appropriations.

Mr. Jouen made a motion to approve the 2019-20 Revised Budget as presented. Mr. Matteson seconded. The vote passed upon a roll-call vote with Mr. Jouen, Mr. Matteson, Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.

7.H. Request to Approve CFO Designation for Auditor General

VPAS Ellison noted that the Attorney General's Office had instigated a new requirement that the board designate somebody from the college as the Chief Fiscal Officer (CFO) who is authorized to submit the Annual Expenditure Limit Report. Staff recommend VPAS Ellison as that person.

Mr. Matteson made a motion to approve Maderia Ellison as the designated college CFO allowed to submit the Annual Expenditure Limit Report. Mr. Leslie seconded. The vote passed upon a roll-call vote with Mr. Jouen, Mr. Matteson, Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.

7.I. Request to Accept Navajo-Apache First Things First Grant

VPLSS Jackson reviewed the request to accept grant funds in the amount of \$225,000 and noted staff recommend the acceptance.

Mr. Matteson made a motion to accept the Navajo-Apache First Things First grant as presented. Mr. Leslie seconded. The vote passed upon a roll-call vote with Mr. Jouen, Mr. Matteson, Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.

7.J. Review of Higher Learning Commission (HLC) Financial Ratios

VPAS Ellison reviewed the HLC Financial Ratios with the board noting the college remained in good health.

Mr. Jouen confirmed that this was a Higher Learning Commission requirement and the thresholds in each category set out by the HLC.

7.K. Program Review(s)

VPLSS Jackson provided two program reviews from the Career and Technical Education division, one from Computer Information Systems and the other from Cosmetology.

The Board took another break to prepare for their Executive Session.

7.L. Executive Session Pursuant to 38-431.03(A)(1) – Personnel Matter

At 12:23 p.m. Mr. Matteson made a motion for the Board to go into Executive Session. Mr. Jouen seconded the motion. The vote passed upon a roll-call vote with Mr. Jouen, Mr. Matteson, Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.



At 1:24 p.m. The Board moved back into regular session and adjourned from executive session upon a motion by Mr. Matteson, seconded by Mr. Leslie. **The vote passed upon a roll-call vote with Mr. Jouen, Mr. Matteson, Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.**

7.M. Possible Action on Presidential Contract

Mr. Matteson made a motion to authorize the Recording Secretary to the Board to move forward as discussed in Executive Session. Mr. Leslie seconded. **The vote passed upon a roll-call vote with Mr. Jouen, Mr. Matteson, Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.**

Agenda Item 8: Standing Business

8.A. Strategic Planning and Accreditation Steering Committee (SPASC) Report

VPLSS Jackson introduced Ryan Jones, Chair of the English Department, who provided a report on the college's work on a Guided Pathways model and the recommendation that the college's uniqueness would require adopting their own pathway program rather than following a national model.

Mr. Leslie asked what staff felt could be improved at the college, through a guided pathways model, that would assist student completion and retention. Mr. Jones provided several ideas that he believed could be improved at the college and commented that many of the reasons that students don't complete their goal is not because of something the college can control.

Mr. Leslie asked if there was a plan to address the areas that are currently listed as "Not occurring" at NPC. Mr. Jones reminded the Board that this designation was given if the college, as a whole, was not following the essential practice as outlined in a guided pathways model but did not mean some areas of the college were not already making efforts, and there were plans to address each category in the future.

Mr. Leslie asked for an example of the Guided Pathways introduction being handled badly at an institution. Mr. Jones gave the example from one of the colleges he had contacted while researching for the NPC. President Vest also added some information on colleges that had used the initiative to downsize program offerings.

8.B. President's Report

President Vest mentioned the Arizona Association of Community College Trustees State-Wide Conference and asked for confirmation from any Board members who wished to attend.

8.C. Agenda Items/Informational Needs for future meetings

The Board asked for a Fall retreat after the Board meeting in September.
Update from the Financial Aid Office.



Agenda Item 9: Board Report/Summary of Current Event

Mr. Jouen noted that VPAS Ellison, Dr. Allison Landy, and Betsyann Wilson attended a recent meeting of the Winslow City Council to provide a quarterly report from the college which was well received. Mr. Matteson wondered if a Winslow City Council meeting could take place on the Winslow campus of Northland Pioneer College.

Agenda Item 10: Announcement of Next Regular Meeting: Regular District Governing Board meeting on Tuesday, August 20, 2019.

Agenda Item 11: Adjournment

The meeting was adjourned at 2:03 p.m. upon a motion by Mr. Matteson and a second by Mr. Jouen. The vote passed upon a roll-call vote with Mr. Jouen, Mr. Matteson, Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.

Respectfully submitted,



Paul Hempsey
Recording Secretary to the Board



Navajo County Community College District Governing Board Work Session Minutes

June 18, 2019 – 9:30 a.m.

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

Governing Board Member Present: Mr. Frank Lucero; Mr. James Matteson; Mr. Daniel Peaches; Mr. Elias Jouen; Mr. Derrick Leslie.

Governing Board Member Present by Phone:

Governing Board Member Absent:

Staff Present: President Mark Vest; Vice President for Administrative Services (VPAS) Maderia Ellison; Interim Vice President for Learning and Student Services (VPLSS) Rickey Jackson; Recording Secretary to the Board Paul Hempsey.

Others Present: Kim Reed; Everett Robinson; Ann Hess; Judy Yip-Reyes; David Huish; Ryan Jones; Robert Theobald; Peggy Belknap; Matt Weber; Rebecca Hunt; Susan Hoffman; Kathy McPherson; Jill Sartain; Kenny Keith; Brooklee Finch; Brinley Finch; Shelly Finch; Shawn Keith; Allison Landy; Lauren Maestas; Amber Hill; Wei Ma; Tracy Mancuso; Jeremy Raisor; Inez Schaechterle; Toni Gibbons; Lori Moore; Shawntel Skousen; John Stigmon; Gail Campbell; Terrie Shevat; Chris Roediger.

Others Present by Phone:

Agenda Item 1: Construction at the White Mountain Campus

VPAS Ellison addressed the Board and provided an update on the Construction projects at the White Mountain Campus noting that a committee had narrowed potential design companies down to a final two and a second interview could take place during the first week of July. VPAS Ellison also noted the status of hiring a Construction Manager.

Agenda Item 2: Accreditation

Dr. Judy Yip-Reyes, Director of Institutional Effectiveness, provided information on Accreditation to the Board and quizzed members with potential questions they may be asked by the reviewers. Director Yip-Reyes also answered questions from Board Members.

Respectfully submitted,



Paul Hempsey

Recording Secretary to the Board

Navajo County Community College District Governing Board Work Session – 6/18/19 – Page 1 of 1



Northland Pioneer College

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

**INTERGOVERNMENTAL AGREEMENT
BETWEEN
NORTHLAND PIONEER COLLEGE COMMUNITY COLLEGE DISTRICT
AND
CHINLE UNIFIED SCHOOL DISTRICT NO. 24**

This Intergovernmental Agreement (“Agreement”) is entered into 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(F), § 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 requirements.

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

“Dual Enrollment Course” shall have the same definition as set forth in A.R.S. § 15-101(11). Pursuant to A.R.S. § 15-1821.01(3), 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 2019/20 (“Term”).

**INTERGOVERNMENTAL AGREEMENT
BETWEEN
NORTHLAND PIONEER COLLEGE COMMUNITY COLLEGE DISTRICT
AND
HEBER-OVERGAARD UNIFIED SCHOOL DISTRICT NO. 6**

This Intergovernmental Agreement (“Agreement”) is entered into between Navajo County Community College District (“College”), and Heber-Overgaard Unified School District No. 6 (“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(F), § 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 requirements.

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

“Dual Enrollment Course” shall have the same definition as set forth in A.R.S. § 15-101(11). Pursuant to A.R.S. § 15-1821.01(3), 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 2019/20 (“Term”).

**INTERGOVERNMENTAL AGREEMENT
BETWEEN
NORTHLAND PIONEER COLLEGE COMMUNITY COLLEGE DISTRICT
AND
WHITERIVER UNIFIED SCHOOL DISTRICT NO. 20**

This Intergovernmental Agreement (“Agreement”) is entered into between Navajo County Community College District (“College”), and Whiteriver 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(F), § 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 requirements.

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

“Dual Enrollment Course” shall have the same definition as set forth in A.R.S. § 15-101(11). Pursuant to A.R.S. § 15-1821.01(3), 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 2019/20 (“Term”).

**INTERGOVERNMENTAL AGREEMENT
BETWEEN
NORTHLAND PIONEER COLLEGE COMMUNITY COLLEGE DISTRICT
AND
WINSLOW UNIFIED SCHOOL DISTRICT NO. 1**

This Intergovernmental Agreement (“Agreement”) is entered into 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(F), § 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 requirements.

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

“Dual Enrollment Course” shall have the same definition as set forth in A.R.S. § 15-101(11). Pursuant to A.R.S. § 15-1821.01(3), 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 2019/20 (“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 A attached to this Agreement.

C. Students enrolled in Dual Enrollment Courses shall be admitted to College for college level credit under the College's 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. For students under the age of 18, the College's admission policies shall comply, at a minimum, with the provisions of A.R.S. § 15-1805.01. In addition, the College may admit such students if they satisfy an alternative standard established by College.

D. College retains the right to refuse admission to and remove a student from Dual Enrollment Courses in accordance with College policy.

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 25% of the students enrolled in Dual Enrollment Courses by College. College shall have written criteria for waiving the requirement for each Dual Enrollment Course, which shall comply with A.R.S. § 15-1821.01(2)(b). College shall report all exceptions and the justification for each exception as required by A.R.S. § 15-1821.01(2)(b).

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 State Student ID number assigned to the student. School District will provide College with the State Student ID 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 Dual Enrollment Course selection and implementation, and in Dual Enrollment Course faculty selection, orientation, professional development and evaluation, as required by A.R.S. § 15-1821.01(4) & (5).

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 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.

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 the Family Educational Rights and Privacy Act of 1974, as amended ("FERPA"), and applicable regulations, 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 for a Dual Enrollment Course, College will cooperate with School District to ensure the instructor complies with Section 504 of the Rehabilitation Act of 1973, as amended, or the Individuals with Disabilities Education Act ("IDEA"), as applicable. College shall work with School District in determining appropriate accommodations or special education services; however, School District shall be responsible for ensuring that the student receives a free appropriate public education ("FAPE") in conformity with his or her 504 Plan or individualized education program ("IEP"), including special education and related services, as applicable, and shall continue to have the financial and administrative responsibility for providing and implementing all necessary accommodations or services. This Agreement does not relieve School District of any of its legal duties under applicable Federal or State law, including but not limited to School District's obligations relating to child find, evaluation, and placement of students with disabilities.

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 the 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 a School District facility.

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 State Student ID 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 School District instructors teaching Dual Enrollment Courses provide instruction in accordance with the 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 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

School District will designate a liaison officer to assist with dual enrollment activities and to meet with the College designated liaison as necessary to review Dual Enrollment Course outlines and School District's high school scope and sequence to review and amend the course outlines as necessary.

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 College admissions and registration process;
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 eligibility for College in-state tuition, if applicable under the terms of this Agreement.

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 Dual Enrollment Courses 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 and applicable regulations, 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 or the IDEA, as applicable, submit appropriate documentation on students with disabilities to the Disabilities Coordinator at College, and implement accommodations or special education services 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 or special education services. School District shall be responsible for ensuring that each qualified student receives a FAPE in conformity with his or her 504 Plan or IEP, including special education and related services, as applicable, and shall continue to have the financial and administrative responsibility for providing and implementing all necessary accommodations or services. This Agreement does not relieve School District of any of its legal duties under applicable Federal or State law, including but not limited to School District's obligations relating to child find, evaluation, and placement of students with disabilities.

5.6 Reporting

School District will provide to College in a timely fashion any data or other information that is required for the submission of any and all reports required by A.R.S. § 15-1821.01.

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, any local fire and safety regulations, and all other applicable federal and state laws.

B. Payment, if any, for facilities and ancillary services shall be designated in Exhibit B 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 a College 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 Students

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 applicable for Dual Enrollment Courses, 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.

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 prior 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 B 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 B.

B. College may provide grants, scholarships or financial aid in accordance with College policies and as set forth on Exhibit B. 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 student's eligibility for in-state tuition. Pursuant to A.R.S. § 15-1802(C), the residency of an unemancipated student under the age of 19 years will be that of the student's parent or legal guardian, and any student who does not meet the statutory requirements for in-state tuition will be charged out-of-state tuition rates, to the extent such separate rates are established by this Agreement.

7.4 Billing Format

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

8. RECORDS

All accounts, reports, files and other records relating to this Agreement shall be kept for a minimum of 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.

9. 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 District policies controlling the disclosure of personally identifiable information from a student’s education records.

10. TERMINATION/DISPOSITION OF PROPERTY

10.1 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 10, termination shall only be effective at the end of a semester, and no Dual Enrollment Course shall be terminated prior to such effective date.

10.2 No Relief from Obligations

Termination of this Agreement 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.

10.3 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.

11. RESPONSIBILITY

11.1 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.

11.2 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.

12. 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.

13. 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.

14. COMPLIANCE WITH NON-DISCRIMINATION LAWS

To the extent applicable, the Parties shall comply with all College non-discrimination policies and all state and federal non-discrimination laws and regulations, including Executive Order 2009-09.

15. 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.

16. 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.

17. 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.

18. 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.

19. 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:

Mark Vest, President
Northland Pioneer College
P.O. Box 610
Holbrook, AZ 86025

If to School District:

Cyndie Mattox, Superintendent
Winslow Unified School District No. 1
P O Box 580
Winslow, AZ 86047

COLLEGE

SCHOOL DISTRICT

By: Mark Vest
Title: President

Cyndie Mattox

By: Cyndie Mattox
Title: Superintendent


Date

7/8/19


Date

REVIEWED AND APPROVED AS TO FORM

Pursuant to A.R.S. §11-952(D), the attorney for each of the parties has determined that the foregoing Agreement is in proper form and is within the powers and authority granted under the laws of the State of Arizona to the party represented by such attorney.



By:
Title:
Counsel for Navajo County Community
College District
Dated: 7/30/19



By: Jesse Robinson
Title: MUSU
Counsel for School District
Dated: 7/3/19

EXHIBIT A

TYPE OF INSTRUCTION DUAL ENROLLMENT COURSES

COURSES AND CREDITS

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

The number of students admitted for any Dual Enrollment Course shall not be less than (6) students per section and shall not exceed a maximum of (30) students per section except and to the extent that the parties agree otherwise in writing in a specified circumstance. All courses listed with an asterisk are also offered to freshmen and sophomore students.

LCC WCO ENL101 76 33583 COLLEGE COMPOSITION	20 0	-MTWRF- 8:40a- 9:35a JACOBSEN, J	3.00 07/30/2018 12/21/2018 99
LCC WCO ENL101 77 33584 COLLEGE COMPOSITION	26 0	-MTWRF- 11:45a-12:40p JACOBSEN, J	3.00 07/30/2018 12/21/2018 99
LCC WCO ENL101 78 33661 COLLEGE COMPOSITION	1 0	-MTWRF- 8:40a- 9:35a JACOBSEN, J	3.00 10/04/2018 12/21/2018 99
LCC WCO MAT152 72 33581 ADVANCED ALGEBRA	16 0	-MTWRF- 7:40a- 8:35a LARSON, BRY	3.00 07/30/2018 12/21/2018 99
LCC WCO DRF120 71 33492 TECHNICAL DRAFTING I	0 5277	-MTWRF- 7:40a- 8:35a TURLEY, TOD	3.00 07/31/2018 12/21/2018 99
LCC WCO DRF130 71 33493 ARCHITECTURAL DRAFTI	0 5277	-MTWRF- 7:40a- 8:35a TURLEY, TOD	3.00 07/31/2018 12/21/2018 99
LCC WCO DRF230 71 33494 ARCHITECTURAL DRAFTI	0 5277	-MTWRF- 7:40a- 8:35a TURLEY, TOD	3.00 07/31/2018 12/21/2018 99
LCC WCO DRF250 72 33495 AUTOCAD II	0 5277	-MTWRF- 7:40a- 8:35a TURLEY, TOD	3.00 07/31/2018 12/21/2018 99
LCC WCO DRF230 73 33496 ARCHITECTURAL DRAFTI	0 5278	-MTWRF- 8:40a- 9:35a TURLEY, TOD	3.00 07/31/2018 12/21/2018 99
LCC WCO DRF250 73 33497 AUTOCAD II	0 5278	-MTWRF- 8:40a- 9:35a TURLEY, TOD	3.00 07/31/2018 12/21/2018 99
LCC WCO ENL102 10 41556 COLLEGE COMPOSITION	16 0	-MTWRF- 8:40a- 9:35a JACOBSEN, J	3.00 01/07/2019 05/23/2019 99
LCC WCO ENL102 70 41595 COLLEGE COMPOSITION	27 0	-MTWRF- 11:45a-12:40p JACOBSEN, J	3.00 01/07/2019 05/23/2019 99
LCC WCO MAT189 66 43335 PRECALCULUS ALGEBRA -	11 0	-MTWRF- 7:40a- 8:35a LARSON, BRY	3.00 01/07/2019 05/23/2019 99

EXHIBIT B

FINANCIAL PROVISIONS

*Fill in the blanks. If the information is not applicable, indicate N/A in the blank.
Additional directions for completing this form are in italics.*

1. INSTRUCTORS

Instructors shall be provided as follows: *(Check the appropriate line)*

- School District shall provide and pay all instructors.
- College shall provide and pay all instructors.
- Each party shall provide and pay for instructors as follows: _____

2. PAYMENTS TO THE SCHOOL DISTRICT

For each course for which the School District provides and pays for the instructor, the College shall pay the School District Ten Dollars (\$ 10) per credit hour for each properly enrolled student, capped at one hundred Dollars (\$100) per credit hour for each course. *(Indicate N/A if there is no cap.)*

Invoices from the School District to the College shall be based on College course rosters and include the information listed in Exhibit A of this Agreement.

3. PAYMENTS OF TUITION AND FEES/COSTS TO THE COLLEGE

TUITION:

College tuition is Seventy-seven Dollars (\$77) per credit hour for each in-state student and three hundred seventy Dollars (\$ 370) per credit hour for each student who, pursuant to A.R.S. §15-1802 or A.R.S. §15-1803, does not qualify for in-state student status.

ADDITIONAL FEES AND/OR COSTS:

Set out below are additional fees and costs and, for each, a designation as to whether the School District or student is responsible for payment of each fee or cost

Fees and Costs (Including special course fees; assessment costs, if any; etc.)	<i>For each fee or cost, check the appropriate line to indicate whether the School District or student is responsible for payment to the College of the fee or cost. .</i>
1. Media Fee	District _____ Student <u>X</u>
2. Course Fees	District _____ Student <u>X</u>
3.	District _____ Student _____

4. COLLECTION AND PAYMENT OF TUITION AND FEES/COSTS

Check the appropriate line:

- School District is responsible for payment of tuition to the College.
- Each student is responsible for payment of tuition to the College.

For tuition and fee/cost payments required to be made by the School District to the College:

- A. School District is authorized and retains the discretion to collect tuition and fee/cost payments from

- its students to the extent School District deems appropriate; and
- B. School District may reduce its required payment of tuition and fees/costs owed to the College pursuant to paragraph 3 by the amount of any payment owed to School District by the College pursuant to paragraph 2.

For any tuition and fee/cost payment required to be made by a student to the College, the College shall establish an individual billing account for that student and the billing for such tuition and/or fees and costs shall occur in accordance with College policies and procedures.

5. FINANCIAL AID

Except as indicated in this section, College offers no grant, scholarship or financial aid for the dual enrollment program.

[If grants, scholarships or financial aid are available, specify that information here]: N/A

If tuition and/or additional fees and costs are the responsibility of individual students, a student may be eligible for tuition and fee and cost scholarships in compliance with College policies and procedures.

6. FORMAT OF INVOICES BETWEEN THE SCHOOL DISTRICT AND COLLEGE

The School District and College shall send invoices to the other to the attention and at the address listed below no later than thirty (30) days after the end of each semester. Each invoice shall detail any payments due. Payments shall be due within thirty (30) days of receipt of an invoice.

Invoices to be sent to the College:
(specify administrator and address)

N/A

Invoices to be sent to the School District:
(specify administrator and address)

7. FULL TIME STUDENT EQUIVALENT FINANCIAL INFORMATION

Amount College received in FTSE in prior academic year:

(Specify dollar amount)

\$ 1,649,000

Portion of that FTSE distributed to School District:

(Specify percentage or dollar amount)

Less than 1%

Amount School District returned to College:

(Specify percentage or dollar amount)

-0-

Assessment of Student Knowledge Committee
Report to the District Governing Board
Respectfully Submitted August 13, 2019

Background:

The Assessment of Student Knowledge (ASK) Committee is a subcommittee of Instructional Council and is tasked with coordinating and supporting the process of assessing student knowledge across the college. The committee serves the college by facilitating the assessment cycle, sharing assessment information, and reviewing methods for student assessment. Specifically, the charges posed to ASK for the 2018-19 academic year were:

- a. *Implement a plan to help the individual departments assess student learning across modalities as applicable (amended October, 2018).*
- b. Continue with the assessment of student knowledge
- c. Send information to the Instructional Division about ASK events, including Planning Day, Reading Day and Dialogue Day
- d. Review methods for collecting assessment reporting
- e. Look at the implementation of having a Learning Outcomes Workshop prior to Planning Day

Committee Membership

The ASK committee membership includes six faculty members representing each division of the college (Arts and Science, Career and Technical Education, and Nursing and Allied Health). The committee also includes the Director of Institutional Research. A chair is selected and serves a two-year term. Dr. Michael Solomonson completed his term in 2017-18, and the committee selected Dr. Allison Landy as the next chair. Current membership of ASK includes: Dr. Allison Landy (A&S), Dr. Judy Yip-Reyes (DIR), Sam Harris (CTE), Terry Hayes (N&AH), Joan Valichnac (A&S), Cynthia Hutton (A&S), and Melody Niesen (A&S). Dr. Solomonson served the committee in the fall 2018 and assisted the transition to the new chair. Jianbo Guo also served in the fall 2018.

Committee Accomplishments and Activities:

The committee began the year by reviewing the ASK process from the 2017-18 academic year. Currently, the assessment process includes three main events: Planning Day (held in fall), Reading Day (held in winter) and Dialogue Day (held in spring). The current process works well for some departments, though not all. During the 18-19 year, ASK members began discussions around how to better support departments with their understanding of the assessment cycle and purpose. The committee started by reviewing the activities from the 2018 Dialogue Day and discussed how to continue supporting the college through similar opportunities.

The committee agreed that while the current process was useful overall, we needed greater alignment of the process to ensure an understanding of how the college was supporting student knowledge as a whole. From here, the committee began working with Instructional Council, the Strategic Planning and Accreditation Committee, and the Interim Vice President of Learning and Student Services to discuss the value of identifying college-wide student outcomes. The goal was to

create a set of outcomes that were aligned with the college mission and could be clearly addressed through assessment of student knowledge across all departments.

The process to develop institutional level outcomes included the following steps:

- November, 2018 - Joint meeting of committees to discuss institutional outcomes and garner consensus.
- January, 2019 – Complete a college-wide survey to determine shared definitions of “lifelong learners.”
- April, 2019 – Dialogue Day held and faculty discussed results of the survey. Agreement was reached to include the traits of *Effective Communication* and *Critical Thinking* as institutional level outcomes.
- April, 2019 – Instruction Council voted to charge ASK with devising language for institutional level outcomes using the traits of effective communication and critical thinking.

In addition to working toward shared institutional outcomes, ASK streamlined the reporting process for departments. Two reports were requested from departments, a Planning Day Report (Attachment A) and a Reading Day Report (Attachment B). The purpose of the Planning Day Report is to outline department plans for assessing a critical learning outcome. The Reading Day Report then outlines the results of the plan to date. The challenge for many departments is that this timeline does not fully allow for enough data to be gathered to have a true understanding of the information. Departments have been encouraged to think of assessment as a circular and ongoing process rather than a yearly, linear process. With this in mind, it is the expectation that departments are in varied stages of assessment. For example, the Nursing and Allied Health division has been collecting data over multiple semesters. Through the process, they discovered challenges in some of the strategies as well as successful instructional practices. Their detailed analysis has allowed them to make adjustments in practices to improve student outcomes. Other departments, such as Early Childhood are collecting baseline data to simply provide a starting point of understanding student learning. Such a process may take multiple semesters before a clear analysis can be made.

In January, 2019, the ASK Committee developed a feedback tool to review Assessment of Student Knowledge Reports in order to provide information back to departments. Reports range from highly detailed, authentic, and informative assessment processes to reports with written goals/objectives that cannot be measured (e.g., when asked what outcome is being measured, one report stated a single word response). It is the goal of the ASK committee to provide more timely and relevant feedback to each of the areas submitting their reports prior to Planning Day 2019.

Assessment Report Highlights

Business – The Business department demonstrated assessment across curriculum, recognizing that students have different levels of mastery at different points in program completion. Through the assessment process, the department determined that additional coursework (BUS203) should be required for all majors. Adjustments have also been planned for courses to include additional assignments to improve some of the skills measured through the assessment process. (Attachment C)

Biology – Although the Biology report indicated that outcomes were not yet assessed, the program used the ASK process to determine assessment needs. The program identified a strong process for measurement and aligned its tool selection with its stated student outcomes effectively. The program described choosing questions that align with higher order thinking skills to most appropriately answer whether students were implementing critical thinking and analysis. (Attachment D)

Allied Health – The Allied Health department discovered a particular skill set on which students needed additional support. The department reviewed data at both a beginning and middle time point. This allowed the department to make both immediate and future adjustments to instructional practice, one of the main purposes of student assessment. Additionally, the department recognized particular successes and will be capitalizing on those successes to make changes to curriculum and instructor assignments in the coming program year. (Attachment E)

College and Career Preparation – The CCP department recognized that more data was needed to make a clear analysis. However, the department also acknowledged that the data was inconsistent with prior assessment activities. This led the department to consider questions not addressed in their assessment process. Understanding that sometimes assessment creates more questions than answers is a valuable outcome of the assessment process. In this case, answering the additional questions may lead the department to other adjustments in instruction or program sequences. The CCP department is also using its assessment data to propose new strategies for supporting students and alternative solutions to program barriers. (Attachment F)

ASK Next Steps

In the coming year, ASK plans to work toward a variety of goals. First and foremost is the development of clearly written institutional level learning outcomes in the areas of *Effective Communication* and *Critical Thinking and Analysis*. The committee will submit its proposed outcome to Instructional Council in the fall and begin aligning the ASK process with institutional outcomes.

Additionally, the ASK committee will continue to refine the ASK process to make it meaningful for all programs and departments. The committee will compile feedback for the various programs and departments and make suggestions for changes in the coming assessment process.

Instructions: After opening the template, please use “Save As” and save it as a Word Document in a different name first before entering any information in the document.

1. Department/Unit:

2. Academic Year:

3. Department Lead:

4. Assessment Team Members:

5. Report Submission Date:

6. Unit Mission:

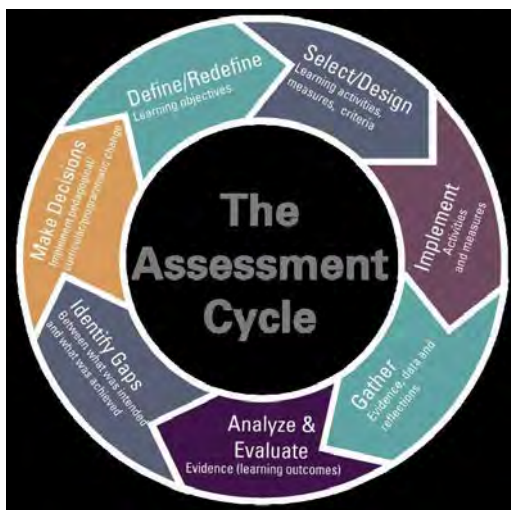
7. What student learning outcomes, as related to your mission and goals, are you trying to understand during this assessment cycle?

(e.g., “We are wondering to what degree students are using the steps to critical inquiry in writing conclusions.” or “We plan to compare effectiveness of our teaching modalities between online and connected classroom delivery.” or “We are measuring the percent of students graduating within two years.”)

8. Are your student learning outcomes related to any of the General Education learning outcomes? If yes, click all that apply:

- Critical Thinking/Inquiry – Students will develop the practice of disciplined, independent thinking that allows for the analysis and evaluation of information.
- Effective Communication – Students will develop thoughtful and precise verbal and written skills across a variety of social venues.
- Quantitative Reasoning – Students will develop skills in the interpretation, explanation, and manipulation of quantitative data.
- Scientific Inquiry – Students will develop the ability to formulate and assess hypotheses and analyze and evaluate theoretical frameworks.
- Information Literacy – Students will demonstrate skills in locating, assessing, and analyzing information effectively, including the use of digital resources and tools.
- Diversity – Students will develop knowledge of diverse cultural and national environments.

9. What part of the assessment cycle (see the graphic below) are you starting in this year? For example, if you implemented your post assessment in the spring, you may be starting analyzing and evaluating this year. Or, if you are choosing a new area to assess this year, you may be in the selecting/designing process.



10. What will be your assessment process for collecting data directly related to the outcome(s) you want to assess? Please answer according to the sub-questions listed below.

10a. What behavior, outcome or objective are you specifically planning to measure? (e.g., ability to analyze a text)

10b. What tool, instrument, or method will you use to collect the data? If you need to develop or design a tool prior to implementation, please describe. (e.g., writing sample in response to a prompt)

10c. What method will you use to analyze the data? For example, if you plan to compare student learning outcomes among different presentation styles such as online versus connected classroom delivery, please be sure to discuss your method of comparison here. (e.g., rubric addressing components of critical thinking and analytical behaviors)

10d. When will you collect the data, perform the analysis, and review the data? (Please provide a brief timeline.)

11. How was this assessment process influenced by last year's results? Please describe briefly what adjustments or decisions you made, and why.

12. How will you use the results of your assessment in the next 1-3 years? (e.g., adjust department activities, specific pedagogy, curriculum planning, program review, etc.)

Instructions: This report is intended as a way to update, not repeat, your assessment process since your planning day activities. Please let us know how you're doing.

1. Department/Unit:

2. Academic Year:

3. Department Lead:

4. Assessment Team Members:

5. Report Submission Date:

6. What student learning outcomes, as related to your mission and goals, did you review during this assessment cycle *as outlined in your Planning Day Report*?

6a. Which of the outcomes above, if any, were you able to assess so far this academic year?

7. What data were you able to collect during the assessment cycle, or what data do you still need to collect during this assessment period? For example: pass/fail rate.

7a. Did the data effectively measure what you intended to measure? Why or why not?

7b. What were your results?

8. What have you learned up to this point from the assessment process?

9. What changes to the curriculum, instruction, modality, etc. might you make in the coming 1-3 years in response to what you have learned? In other words, how will this influence future program and/or department decisions?

Instructions: This report is intended as a way to update, not repeat, your assessment process since your planning day activities. Please let us know how you're doing.

1. Department/Unit: Business

2. Academic Year: 2018-2019

3. Department Lead: Jennifer Bishop

4. Assessment Team Members:

Richard Dean and Kurry Klingel

5. Report Submission Date: 3/29/2019

6. What student learning outcomes, as related to your mission and goals, did you review during this assessment cycle *as outlined in your Planning Day Report*?

- Critical Thinking/Inquiry
- Information Literacy
- Quantitative Reasoning

Program-Level Learning Outcomes

- Apply accounting principles to prepare general purpose financial statements
- Utilize critical thinking in addressing accounting issues
- Analyze, interpret, and communicate financial information

6a. Which of the outcomes above, if any, were you able to assess so far this academic year?

At the end of the Fall 2018 semester one group of BUS 217 – Principles of Financial Accounting students were assessed for an intermediate level of understanding of the learning outcomes listed above. This group of students will be assessed again at the end of the Spring 2019 semester in BUS 121 – Managerial Accounting for mastery.

Additionally, the spring cohort of BUS 217 students will be assessed at the end of the Spring 2019 semester for an intermediate level of understanding

7. What data were you able to collect during the assessment cycle, or what data do you still need to collect during this assessment period? For example: pass/fail rate.

7a. Did the data effectively measure what you intended to measure? Why or why not?

To a certain extent.... It measured the effectiveness of the Financial Accounting class to analyze financial statements and perform ratio analysis. However, mastery is not expected until the conclusion of Managerial Accounting. (Please see attached Data Sheet)

7b. What were your results?

The results show that students are close to approaching mastery with regards to Balance Sheet Analysis and Income Statement Analysis. Cash Flow Statement Analysis and Profitability Analysis are below attainment level. Students will be re-assessed at the end of Managerial Accounting and data will be used to improve mastery of key learning objectives at that time.

8. What have you learned up to this point from the assessment process?

While business students currently possess the skills to complete accounting and analytical procedures, they lack the ability to communicate their results and utilize critical thinking in a manner that allows them to provide a recommendation for future actions.

9. What changes to the curriculum, instruction, modality, etc. might you make in the coming 1-3 years in response to what you have learned? In other words, how will this influence future program and/or department decisions?

- Requiring Business Communication (BUS 203) for all business majors.
- Requiring more oral presentations in class for both assignments and assessments.

Instructions: This report is intended as a way to update, not repeat, your assessment process since your planning day activities. Please let us know how you're doing.

1. Department/Unit: Biology, assessment of BIO 181, General Biology I

2. Academic Year: 2018-2019

3. Department Lead: Susan Hoffman

4. Assessment Team Members:

Susan Hoffman, Patricia Lopez, Eleanore Hempsey, Cynthia Hutton

5. Report Submission Date: 4/19/2019

6. What student learning outcomes, as related to your mission and goals, did you review during this assessment cycle *as outlined in your Planning Day Report*?

The Student Learning Outcome in BIO 181 that directly relates to the NPC General Education is: Critical Thinking/Inquiry: "Students will develop the practice of disciplined, independent thinking that allows for the analysis and evaluation of information".

6a. Which of the outcomes above, if any, were you able to assess so far this academic year?

We have not collected or assessed data as of yet, however we have developed and refined our strategy to assess student critical thinking skills. The plan is outlined below.

Objectives:

1. Implement critical thinking as an explicit goal in BIO 181 and help students develop higher-order thinking skills, instead of reciting back facts memorized from lectures or the textbook.
2. Assist science faculty in aligning assessment with teaching activities and help adjust teaching methods to enhance our students' mastery of the material, especially as regards critical thinking in the biological sciences. Ultimately, our goal is to align course activities and test strategies with learning outcomes.
3. Implement critical thinking assessment across teaching modalities.
4. Integrate critical thinking assessment with minimal disruption to faculty.

Overview:

Our assessment instrument will consist of multiple choice test questions that force students to apply concepts they have learned. That is, the questions will test their ability to apply their knowledge of the scientific process to develop new questions/hypotheses when given a novel set of observations, develop a protocol for testing those hypotheses, correctly interpret results when given a novel set of results, etc.

We will use the Campbell Biology (Urry et al. 11th Edition) test bank questions, which have multiple choice questions ranked using Bloom's taxonomy. To assess critical thinking skills, we will select from questions identified as Applications/Analysis and Synthesis/Evaluation. In selecting these questions, we are focusing on the testing of cognitive skills such as knowing, understanding, applying, analyzing, synthesizing, and evaluating basic concepts. The rationale for using publisher-provided questions is because they use the terms and methods from the Campbell Biology textbook. Additionally, because these questions are standardized and require content knowledge as well as critical thinking, they can be rapidly and consistently scored while meeting our objectives for assessment.

Student performance will be gauged by looking at the percentage of students who correctly answer critical thinking questions. To do this, we will embed 9 critical thinking questions into one of our regular semester exams. The questions will be scored with scannable sheets for ease of analysis. Our initial metric is to have 50% of students answer 50% of critical thinking questions correctly. We will evaluate these results to improve classroom delivery.

Specific Actions to be Accomplished:

We are currently at the Select/Design stage of the assessment cycle, although with our new assessment design, we will be able to collect data this semester.

As part of our design process and by mutual consensus, we elected to choose critical thinking questions from Chapter 17 of the textbook. This chapter, Gene Expression: From Gene to Protein, comes toward the end of the BIO 181 curriculum, and the team agrees that its central theme is at the core of the overall course curriculum.

Patricia Lopez, Eleanor Hempsey, Cynthia Hutton and Susan Hoffman (BIO 181 faculty) independently ranked critical thinking questions from Chapter 17 from 1 (not difficult) to 3 (very difficult). Faculty met to reach agreement for questions where consensus as to difficulty was not reached. In each faculty member's BIO 181 exam that includes Chapter 17, 9 critical thinking questions will be embedded, three from each difficulty level.

The information gathered in this assessment "snapshot" will be used to identify whether students are meeting our 50/50 goal and if not, what strategies we can use to align teaching methods with student success in critical thinking. In addition, the results of this analysis will be used to determine if we should build upon this method of assessment or change to another method.

7. What data were you able to collect during the assessment cycle, or what data do you still need to collect during this assessment period? For example: pass/fail rate.

Data collection has not begun. In the fall of 2018, the team decided to develop a new assessment process. Susan Hoffman, Patricia Lopez, Eleanor Hempsey, David Smith and Judy Yip-Reyes met on February 15, 2019 to strategize incorporating standardized assessment throughout BIO 181 over different teaching modalities such as face-to-face and distance learning. The new method is outlined in number 6 above.

7a. Did the data effectively measure what you intended to measure? Why or why not?

7b. What were your results?

8. What have you learned up to this point from the assessment process?

9. What changes to the curriculum, instruction, modality, etc. might you make in the coming 1-3 years in response to what you have learned? In other words, how will this influence future program and/or department decisions?

Instructions: This report is intended as a way to update, not repeat, your assessment process since your planning day activities. Please let us know how you're doing.

1. Department/Unit: Allied Health

2. Academic Year: 18-19

3. Department Lead: Connie Warren, RN

4. Assessment Team Members:

Dr. Matthew Moore, Candy Martinez, RN, Deb McGinty RN PhD

5. Report Submission Date: 4/15/2019

6. What student learning outcomes, as related to your mission and goals, did you review during this assessment cycle *as outlined in your Planning Day Report?*

- Critical Thinking/Inquiry

Students will develop the practice of disciplined, independent thinking that allows for the analysis and evaluation of information.

- Quantitative Reasoning

Students will develop skills in the interpretation, explanation, and manipulation of quantitative data.

6a. Which of the outcomes above, if any, were you able to assess so far this academic year?

The medical field requires personnel who have demonstrated Critical Thinking ability and Quantitative Reasoning skills. In pharmacology students are given tips on ways to determine if their math calculations are somewhere in the normal range. For example, when converting pounds to kilograms, your answer should be a little less than half of the number you have for pounds since you are dividing the patient's weight in pounds by 2.2 to determine their weight in kilograms. Therefore, if you come up with more than double the weight in pounds for the answer, that means you incorrectly, multiplied by 2.2 instead of dividing by that number. Some students just cannot or do not make that connection when they self-check their answers and incorrectly list weights that are 400 or 500 kg which is a ridiculous answer. In a few instances on exams, I've had students calculate how many tablets they would be giving a patient and their answer was 2,000 instead of 2 because they got the decimal point in the wrong place. That isn't even logical or reasonable and students HAVE to be able to recognize that fact prior to medication administration. As a class, they have improved, but some haven't mastered what I call the "common sense" factor in mathematics. I am hoping to see better results in May when the post-assessment and final exams are given.

7. What data were you able to collect during the assessment cycle, or what data do you still need to collect during this assessment period? For example: pass/fail rate.

On the HES180 mid-term exam, there were a total of 14 math problems , of which 5 were converting kilograms to pounds, or grams to milligrams, and 9 of the problems involved basic math calculations relating to medication dosage. For example: The physician’s order is to give 15mg of a medication IM. You have a vial that contains 10mg/mL. How many mLs will you administer? The post-assessment and final exam data are not yet available.

7a. Did the data effectively measure what you intended to measure? Why or why not?

Yes, the data received and analyzed to date, clearly indicates that our goal to prepare pharmacology students to accurately and safely calculate medication dosages, has not been met. Data from math questions on the mid-term exam were compared with math pre-assessment questions and those results are discussed in 7b.

Additional data will be collected during the last week of the spring semester May 2019 and compared to the results of the pre-test administered in January 2019.

7b. What were your results?

There were a total of 14 math related problems given on the HES180 mid-term exam. Five questions were conversions and nine were basic math calculations including medication dosage problems. Twenty seven students took the exam.

5 students had a perfect score which represents	18.5 %
3 students missed 1 math calculation	11.0%
4 students missed 1 conversion	14.8%
2 students missed 1 conversion and 1 math	7.4%
1 student missed 2 conversions and 1 math	<u>3.7%</u>
15 students performed in the well/acceptable range	55.4%

Eight students had some significant problems and required further remediation which they are now receiving and will continue to receive until the last day of this semester:

Student H	missed 3 conversions and 4 math calculations
Student K	missed 4 conversions and 3 math calculations
Student J	missed 3 conversions and 3 math calculations
Student S	missed 1 conversion and 3 math calculations
Student M	missed 0 conversions and 3 math calculations
Student N	missed 1 conversion and 3 math calculations
Student I	missed 4 conversions and 2 math calculations
Student SA	missed 3 conversions and 8 math calculations

The last group of 4 students fall in between the above groups, doing neither well nor poorly, and my feeling is that they will be competent as they continue to practice on math calculations for the remainder of the semester.

8. What have you learned up to this point from the assessment process?

It is encouraging to note that there has been measurable improvement overall in demonstrated math ability of the cohort, since the pre-assessment which was given in January. At that time there were no perfect scores and only 5 students passed with a grade of 75% or higher. On the mid-term math, 55.4% of the students passed with 75% or higher.

Students continue to have difficulty with the meaning of basic math terms or how to apply math concepts. For example some don't know the meaning of cross multiplying or the fact that you have to flip the second fraction and then multiply the two fractions when you are dividing them. It is also apparent from math practice during lectures or results seen on exams, that many students have little or no foundation in converting measurements within a measurement system or to another system such as metric.

9. What changes to the curriculum, instruction, modality, etc. might you make in the coming 1-3 years in response to what you have learned? In other words, how will this influence future program and/or department decisions?

Seasoned, experienced faculty, rather than part-time adjuncts, has been assigned to teach HES101 for the fall semester 2019.

Math faculty will provide Moodle exercises for the 2nd year MDA cohort in MDA 124 for student review and refreshment of math skills.

MDA 124 faculty will include math problems in examinations fall 2019.

MDA 125 faculty will include math problem in examinations spring 2020.

HES180 faculty will continue to provide a math overview in the first few weeks of pharmacology class and continue to post math practice sheets on Moodle for additional student practice opportunities.

Faculty will discover if these interventions over time will be sufficient for students to achieve proficiency in dosage calculations for safe medication administration. Student performance will be instrumental in the discussion requiring possible future placement testing for students entering HES 180.

Instructions: This report is intended as a way to update, not repeat, your assessment process since your planning day activities. Please let us know how you're doing.

1. Department/Unit: College and Career Preparation

2. Academic Year: 2018-2019

3. Department Lead: Gail Campbell

4. Assessment Team Members: Kathleen Bentley, Harshika Bhatt, Nichole Hendricks, Shandiin Deputee

5. Report Submission Date: 04/12/2019

6. What student learning outcomes, as related to your mission and goals, did you review during this assessment cycle *as outlined in your Planning Day Report*?

1. How many students demonstrate knowledge and skills to pass the High School Equivalency Exam (GED®) after completing at least one CCP course?
2. How many students have the knowledge and skills to be successful in 100 level college courses (ENL 101 or MAT 109) after completing the 80 level course(s) (CCP 082->ENL 101; CCP 088->MAT 109)?

6a. Which of the outcomes above, if any, were you able to assess so far this academic year?

Data for both of the outcomes has been partially collected, but at this point in time, the data sets are too small to draw conclusions or to make recommendations for change. The department will continue to collect and analyze data for the coming year.

7. What data were you able to collect during the assessment cycle, or what data do you still need to collect during this assessment period? For example: pass/fail rate.

Only partial data has been collected as the program year has not been completed. Data collection will continue through spring and summer semesters, as well as next program year.

**READING DAY
REPORT**

11. Percent of learners who enrolled in a developmental math course or sequence who successfully complete a college-level course in math within 6

A. Fall 2012 Six-Year Cohort

211

B. Number/percent of (A, above) who enrolled in at least one developmental course in math

45

21.3%

C. Number/percent of (B, above) who successfully complete a college-level course in math within 6 years

11

24.4%

12. Percent of learners who enrolled in a developmental English/reading course or sequence and successfully complete a college-level course in

A. Fall 2012 Six-Year Cohort

211

B. Number/percent of (A, above) who enrolled in at least one developmental course in English or reading

36

17.1%

C. Number/percent of (B, above) who successfully complete a college-level course in English within 6 years

10

27.8%

GED® Results (New Test) 2019 (Jan – March)

All Testers	# of Test Sections Taken	# of Test Sections Passed	# of Individual Completers	# of Completers who Passed
58	133	112 (84%)	9	8 (89%)
Testers w/o TABE Score				
30	73	64 (88%)	5	5 (100%)
Testers w/TABE Score				
28	60	48 (80%)	4	3 (75%)

Note: Those “Testers w/o TABE Score” have not had contact with CCP Program; those w/TABE Score have, at a minimum attended an orientation, Opportunities Through Education (OTE). Fiscal year 2019

GED® Results (New Test) 2019 (Jan – March)

All Testers	# of Test Sections Taken	# of Test Sections Passed	# of Individual Completers	# of Completers who Passed
58	133	112 (84%)	9	8 (89%)
Testers w/o TABE Score				
30	73	64 (88%)	5	5 (100%)
Testers w/TABE Score				
28	60	48 (80%)	4	3 (75%)

Note: Those “Testers w/o TABE Score” have not had contact with CCP Program; those w/TABE Score have, at a minimum attended an orientation, Opportunities Through Education (OTE). Fiscal year 2019

7a. Did the data effectively measure what you intended to measure? Why or why not?

Yes, however at this point, there has not been enough data collected to make final decisions regarding the value of what we have collected.

7b. What were your results?

For question #1, the current data indicates that students do no better having worked with the CCP program in order to pass the GED® (see GED® Results data above), than those who take the GED® without additional academic support. This has not, however, been the case historically. For the 2017 fiscal year, 95% of tests taken by students enrolled in CCP course work received passing scores.

For question #2, current data indicates both enrollment and passing rates for students in math or English who have received instruction from CCP are low.

8. What have you learned up to this point from the assessment process?

Based on the 2018 and current 2019 data, just over half of the GED[®] testers do not participate in the orientations. This brings up the question as to why testers don't utilize NPC- timing, unaware of NPC's programs, other. That issue won't be addressed here, but it is something to consider moving forward.

9. What changes to the curriculum, instruction, modality, etc. might you make in the coming 1-3 years in response to what you have learned? In other words, how will this influence future program and/or department decisions?

The department is investigating alternative approaches to earning a High School Equivalency Diploma. Working toward having students focus on building skills in a specific career/field of study while earning the required 25 credits necessary to receive their HSE without needing to take the GED[®] or any other HSE assessment.

Office of Institutional Effectiveness

The Office of Institutional Effectiveness (OIE) has accomplished the following reporting and analytic activities for the past 6 months:

Internal Activities

1. Fulfilled 24 internal ad hoc data requests.
2. Generated FTSE Spring Report that is used for IPEDS.
3. Re-built the degree intent data for IPEDS cohort outcome reporting.
4. Updated NPC award tables, Dual and NAVIT student progress, and regular student transfer reports.
5. Began certification data collection.
6. On behalf of SPASC, provided monthly work sessions to DGB and monthly communication activities to the college in preparation for HLC's upcoming November on-site visit (November 18-19, 2019).
7. Coordinated with the Criterion Drafting Team and the Editing Team to complete the HLC Assurance Argument.
8. Assisted in administering and analyzing the college-wide Institutional Level Learning Outcomes Opinion Survey.
9. Conducted Course Improvement Surveys for spring and summer 2019 semesters; prepared course-level, instructor-specific reports and college-wide reports.
10. Completed Starfish Early Alert utilization statistics and College Success Strategies evaluation for spring 2019; submitted results to PASS team; presented results/updates at SPASC meeting.
11. Provided assessment support to several instructional and non-instructional departments.

External Data/Report Submissions

1. Annual Institutional Update to the Higher Learning Commission
2. IPEDS reports (Fall Enrollment, Outcomes, Graduation Rates, 200% Graduation Rates)
3. Strategic Vision Data Reports
4. ASSIST Spring Registration and course files
5. Higher Education Directory



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Financial Aid Office Status Update

Summary:

The Financial Aid Office has experienced many positives and negatives as we work to implement the recommendations approved by the Board. Some of the challenges that we are working to overcome include maintaining operations while training in new software systems, coordinating process improvements, and managing employee turnover. In October 2018, we had our Financial Aid Advisor/Technician resign. In May 2019, we had a Financial Aid Specialist move to Phoenix. More recently, Ordell Joe has just resigned as the Financial Aid Systems Technician to pursue a PhD. Replacing and training new employees takes several months in this specialized field.

Despite these challenges, we have seen some significant improvement. In Fall 2018, we awarded Pell grants to 200 students before the semester began. This year we have already awarded 196 Pell grants and are on track to award another 100 students before the semester starts on August 26. Last year we received 859 FAFSA's from potential students and so far this year we have received 1,580. Of these students, in Fall 2018, we had 510 students register and so far this year we have had 698 register. This enrollment pattern is consistent with the general student population where enrollment is currently showing a 2% increase with several more days to register before the semester begins.

Financial aid software implementation is on track with CampusLogic being used for the first time this academic year and PowerFAIDS implementation started as well. The PowerFAIDS configuration, integration, and training schedule is a six-month process and will be ready to use for the 2020-2021 financial aid award year. Once we have all on the improvements in place, we fully expect to see drastic improvement in operational efficiency.



Program Review Summary: Automotive Technology

Summary:

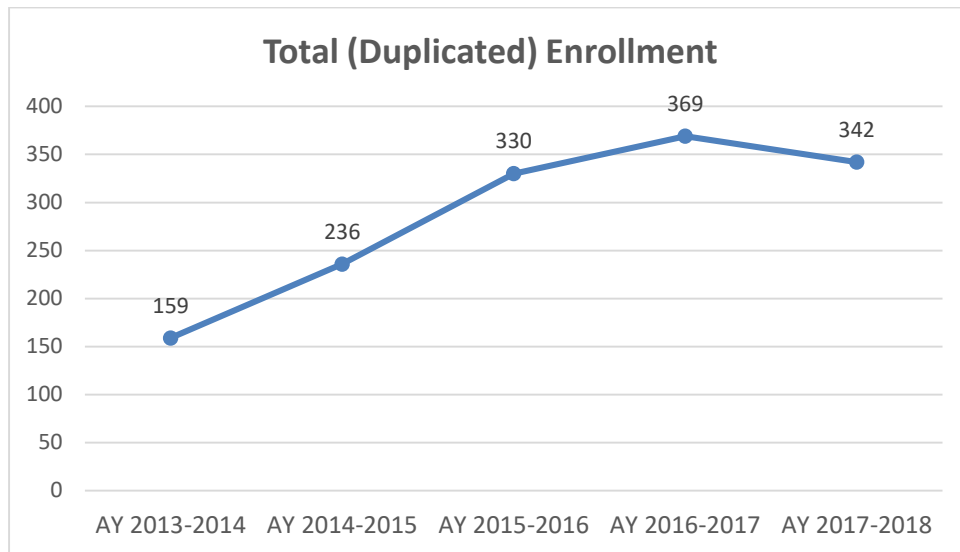
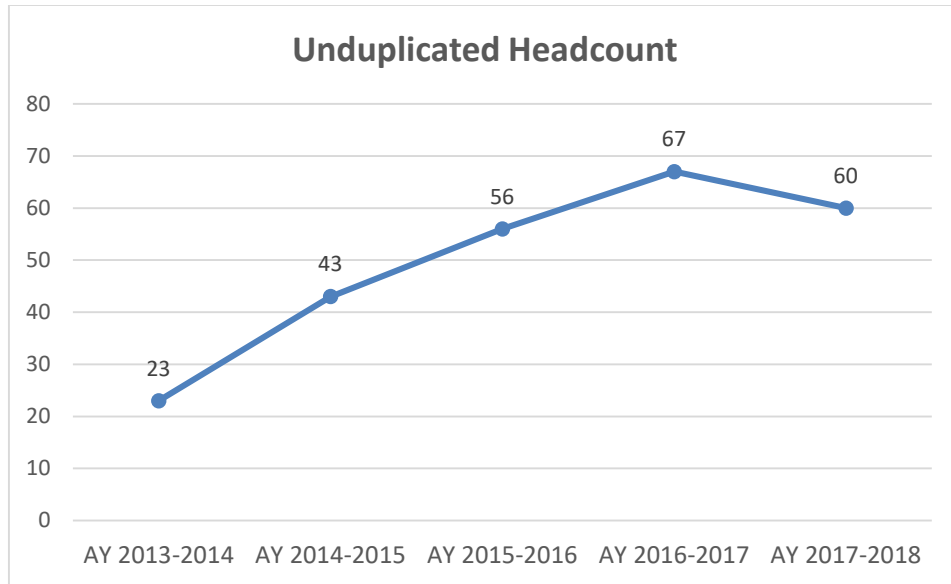
Northland Pioneer College's Automotive Technology (ATO) program is experiencing an increase in enrollment as well as completion of certificates, credentials, and degrees. Given the current state of the automotive industry (aging workforce and increasing salaries), NPC's ATO program is serving a regional/national need. This program trains students for a variety of careers from automotive maintenance to part suppliers to retail part stores to automotive sales to service writing (and more). Some students have even opted to continue their education with a focus in aviation maintenance and heavy equipment.

High school partnerships, through Northern Arizona Vocational Institute of Technology (NAVIT), contribute greatly to the ATO enrollment. Students attend high school for half the day, and NPC ATO for the other half. These students are earning national certificates in Automotive Service Excellence (ASE) through NPC's National Automotive Technicians Education Foundation (NATEF) certified automotive program.

ATO students participate in regional and state SkillsUSA events. They compete in Automotive Technology Service, Job Interviews, Job Demonstrations, and Related Technical Math. Students have placed first, second, or third at State SkillsUSA in 2016, 2017, 2018, and 2019. In 2018 and 2019, one student advanced to SkillsUSA national automotive competition.

ATO advisory board members have recommended more training in electrical, diagnostic, and hybrid vehicle repair, and acquiring newer-model vehicles. To address these needs, courses in light diesel repair and maintenance in Fall 2020. Industry partners are also stressing a need for "soft-skills" of customer services, communication, teamwork, and work ethics. The ATO faculty are looking at best practices in order to address these needs.





As of May 2019, all sections of the ATO classes for Fall 2019 are full, and there are waiting lists for both NAVIT and traditional classes. The challenges of accommodating a maximum number of students in the existing building have been great, but the Dean and ATO faculty have incorporated their experiences into the preliminary planning process for a potential future automotive technology facility. As part of the College's capital expansion plans, a skills center is projected for the White Mountain Campus in Show Low, incorporating an ATO facility. In order to accommodate projected student demand, this facility would need to have at least 10 bays, and preferably 12. There also would need to be ample storage for educational autos and equipment. With a facility of this size, one additional full-time faculty member, and additional aides, the ATO program could accommodate an additional 35 to 45 students.



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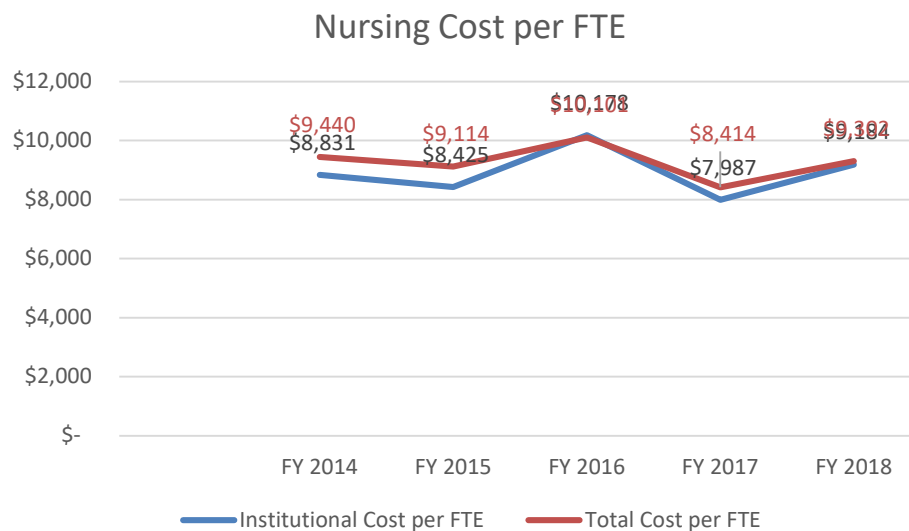
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Program Review Summary: Nursing Programs

Summary:

Northland Pioneer College Nursing Programs serves pre-licensure students and nurses require refresher programs because their licenses have lapsed. Teaching-learning methodologies include face-to-face didactic instruction, laboratory practice and clinical experiences. While students subscribe to online resources provided by textbook publishers, the department does not engage in online or other forms of distance learning.

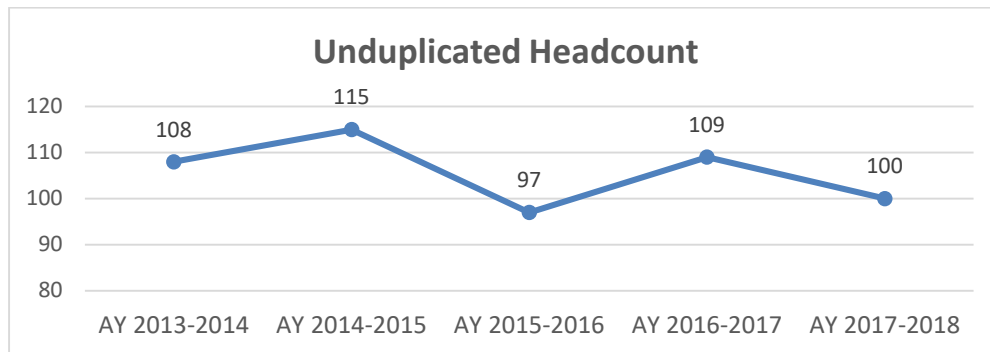
The 2018-19 Program Review demonstrates stability in the overall headcount, resource allocation and program outcomes. While staffing and facilities are adequate to meet the current needs of the department, additional assistance in the development of simulative experiences for students in need. Enrollment is limited by physical space and availability of clinical opportunities. Institutional cost per student increased 4% from FY 2014 to FY 2018 as a result of 6% decrease in enrollment and 8% reduction in departmental use of Carl Perkins funding. Total cost per student remained relatively stable at -1% as a result of cost controls.



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To meet the needs of constituents across northeastern Arizona, the nursing program utilizes a selective admission process, accepting students with a Certified Nursing Assistant (CNA), Licensed Practical Nursing (LPN) or Paramedic credential. The Program admits 50 students annually each Fall semester. Enrollment numbers for the nursing program varies from year to year, but the program typically serves in the range of 100 to 110 students. In AY 2013-14, the Program enrolled 9 students to an advanced placement Paramedic to RN program resulting in a slight increase in the total unduplicated enrollment in AY 2014-15.



Following a mandate by the Accreditation Commission for Education in Nursing in Spring 2015 faculty evaluated and updated the nursing curriculum which has become an ongoing process. Faculty ensure consistency of performance expectations in the skill laboratory and clinical environments. They provide continuity and appropriate consequence to strengthen student performance. Their efforts have resulted in increases in the NCLEX-RN pass rate, stability in on-time graduation rates, improvements in student performance of program outcomes, and increases in the number of students seeking baccalaureate degrees.

Date of Completion	CNA to RN		LPN to RN		Medic to RN	Location Total		Program Total	National Pass Rate
	LCC	WMC	LCC	WMC	WMC	LCC	WMC	LCC & WMC	
May 2014	12/13 92%	26/28 93%	2/2 100%	n/a	n/a	14/15 93%	26/28 93%	40 / 43 93%	128,700/157,357 82%
May 2015	12/16 75%	24/29 83%	n/a	1/1	5/9 56%	12/16 75%	30/39 77%	42 / 55 76%	133,495/157,955 85%
May 2016	6/7 86%	21/28 75%	1/1	n/a	n/a	7/8 88%	21/28 75%	28 / 36 77%	132,938/157,206 85%
May 2017	13/14 93%	27/30 90%	2/3	n/a	n/a	15/17 88%	27/30 90%	42 / 47 89%	137,412/157,736 87%
May 2018	13/14 93%	22/26 85%	n/a	1/1	2/2	13/14 93%	25/29 86%	38 / 43 88%	144,112/163,209 88%
5-year Aggregate	56/64 88%	120/141 85%	5/6 83%	2/2 100%	7/11 64%	61/70 87%	129/154 83%	190/224 84.82%	676,657/793,463 85.28%



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As a result of the ongoing Systematic Evaluation Planning process, program review in the nursing department has focused on the following areas of improvement:

- clinical evaluation tool revision: in 2018-19, faculty accepted revisions of the tool for NUR 121, NUR 122, and NUR 222 and will continue evaluation of additional tools.
- simulation plan: faculty plan to continue to add simulation exercises for students to demonstrate skills within context of patient care scenarios.
- participation in the design plan for the WMC Health science building.
- continued evaluation and revision of the NCLEX Intervention Plan instituted Spring 2017 and revised January 2019.



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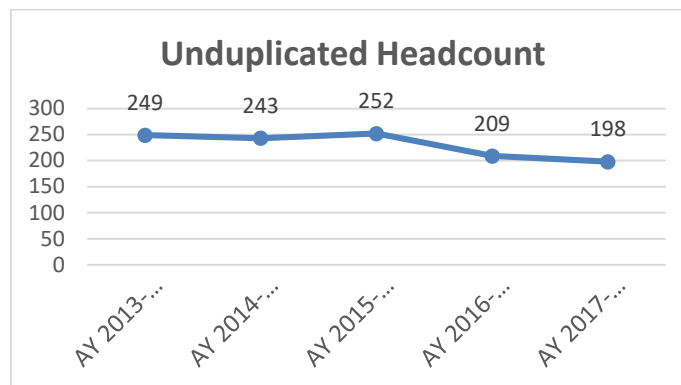
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Program Review Summary: Nursing Assistant Training

Summary:

Northland Pioneer College (NPC) Nursing Assistant Training Program prepares students to perform nursing tasks to meet hygiene, safety, comfort, nutrition, exercise, and elimination needs. Teaching-learning methods include face-to-face didactic instruction, laboratory practice and closely supervised clinical experiences in long-term care facilities. While students subscribe to online resources provided by textbook publishers and access quizzes electronically, the department does not engage in online teaching but offers didactic lectures between connected classrooms in Polacca, Kayenta, Winslow, and Holbrook.

The 2018-2019 Program Review demonstrates a recent decrease in overall headcount and the number of students of American Indian and Alaskan Native heritage. Staffing and facilities are adequate to meet the current needs of the department. Completion rates are excellent, however, very few students acquire the Certificate of Proficiency in Nursing Assistant Training. Enrollment is limited by physical space and availability of clinical opportunities. Institutional cost per student decreased by 21% from FY 2014 to FY 2018 as a result of removing a full-time position from the budget. This reduction was offset by a significant decrease in student enrollments in the Spring of 2017 and 2018, returning costs per FTE to FY 2014 levels.



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Enrollment numbers for the nursing program are typically stable. However, in Spring 2017, upon the recommendation of the Arizona State Board of Nursing, NPC closed 8 sites on the Navajo reservation. For three years, from 2013 to 2016, NPC provided didactic and lab/clinical instruction to high school students sponsored by the Northeast Arizona Technological Institute of Vocational Education (NATIVE) over a distance education connected classroom system. Sites suffered high failure rates and the individual school districts declined to hire live instructors at each site despite the best efforts of NPC and Arizona Board of Nursing staff to convince them. The superintendent cited costs as the barrier for implementation.

Race	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018
American Indian-Alaskan Native	113	94	108	52	57
Asian	2		5	2	2
Black or African American	3	1	1	1	1
Hispanic	25	24	30	41	34
Native Hawaiian or Other Pacific Islander	1	1			
Two or more races	1	3	6	3	5
Unknown	8	10	9	5	8
White	96	110	93	105	91
Total	249	243	252	209	198

In AY 13-14, nearly half of all students enrolled in Nursing Assistant Training were American Indian-Alaskan Native heritage. Since the closure of 8 sites across the Navajo Nation, only 25% of NAT students were American-Indian-Alaskan Native students in the past two years.

AY 2015-2016		AY 2016-2017		AY 2017-2018	
Successful Completion Rate (A,B,C,P)	Enrollment Count	Successful Completion Rate (A,B,C,P)	Enrollment Count	Successful Completion Rate (A,B,C,P)	Enrollment Count
88.1%	252	97.1%	210	98.0%	199

AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018
1	5	2	1	4

Most students enrolled in the Nursing Assistant Program complete the course. Retention may be a function of placement testing in reading and math prior to registration and the fact that certification as a nursing assistant is required for



acceptance into the NPC nursing program. Very few students complete the requirements from a Certificate of Proficiency.

The program closely follows the rules and requirements of the Arizona Board of Nursing. The full-time Coordinator directs faculty evaluations and coordinates all activities that contribute to very good pass rates among five primary sites at Winslow, Snowflake, Springerville, Show Low and White River. Faculty work together and engage in lively discussions and professional encounters to ensure their instruction is consistent with the state's written and skill testing requirements. Faculty provide structure and appropriate consequences to strengthen student performance. Their efforts have sustained strong student performance on the written and skills examination and completion of the program.

As a result of the ongoing evaluation processes and program reviews inherent in the nursing assistant department, faculty improvements were recently implemented in the following areas:

- worked with the Arizona State Board of Nursing to create accounts for LNA licensure.
- policy and procedures for Fingerprint Clearance Card implemented for compliance with Arizona Revised Statutes for long-term care facilities.
- information shared with students in Moodle formats.
- revision of skills checklist.
- implementation of student self-evaluation narratives as an Assessment of Student Knowledge (ASK) project.
- coordinator participates in monthly State Board of Nursing teleconferences.

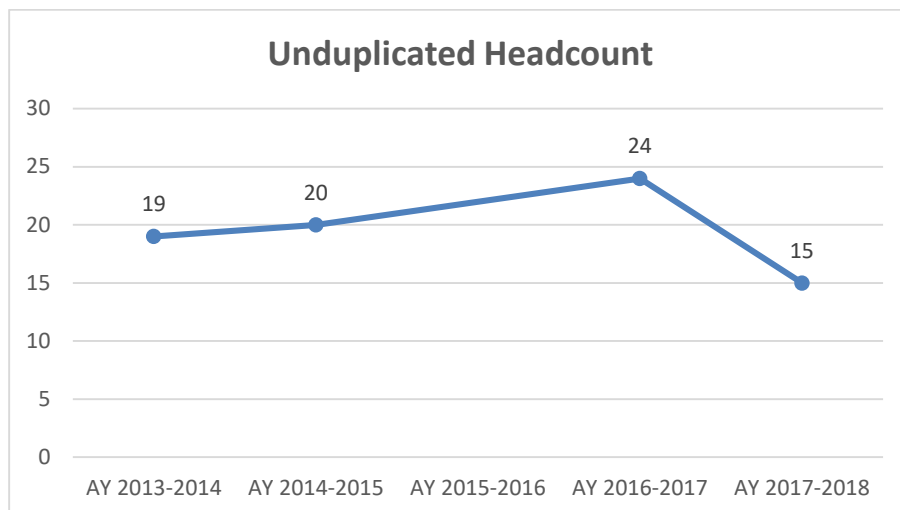


Program Review Summary: Allied Health: Pharmacy Technician and Phlebotomy

Summary:

The Northland Pioneer College Pharmacy Technician course (PHT 102) prepares pre-licensure students to successfully pass the Pharmacy Technician Certification Board (PTCB) examination, while the Phlebotomy course (HES 109) provides students with the theory and practice of phlebotomy and specimen processing with didactic instruction and skills lab component.

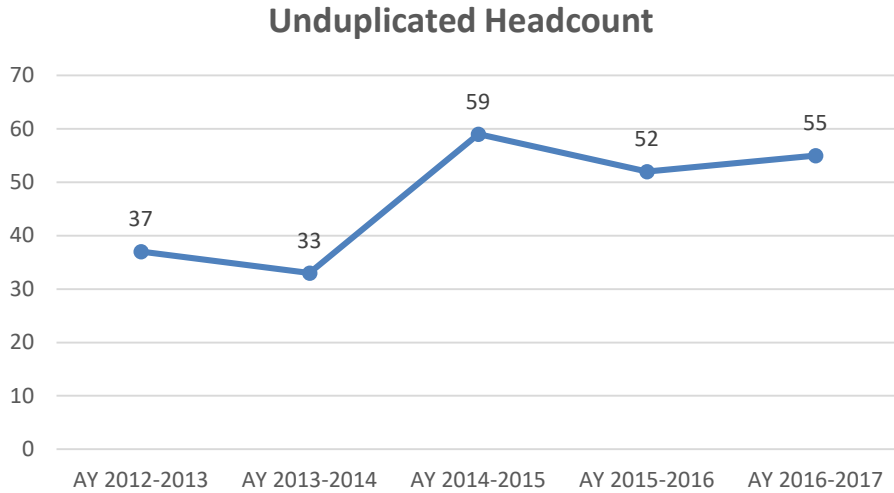
In the academic year 2014-2015, there were 10 students enrolled for fall and 9 students enrolled for the spring semester. PHT102 was offered at the Silver Creek Campus during both the fall and spring semesters of 2015-2016, but was cancelled each semester due to low student enrollment. One student in the spring cohort could not obtain his Pharmacy Technician Trainee License due to his immigration status, therefore the course requirements could not be met and the student dropped out.



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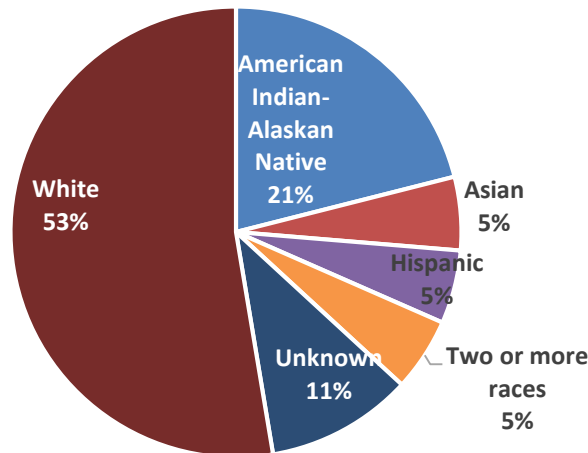
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From 2012 to 2017, NPC offered HES 109 in the fall, spring, and summer semesters and registration was typically at maximum capacity at the Show Low location, sometimes with a waiting list of students desiring enrollment. Unduplicated headcount increased by nearly 50% from AY 2012 to AY 2016.



Gender balance between AY 2013-14 and AY 2017-18 demonstrated a marked decrease in the number of males enrolled in PHT 102. The percentage of students of American Indian – Alaskan Native heritage significantly increased from 21% in AY 2013 to 73% AY 2017. This may have been influenced by the availability of clinical opportunities at the Winslow and Whiteriver Indian Health Service units or recruitment by faculty who are employed by the Indian Health Service. Pharmacy technician positions are available with the Indian Health Service system.

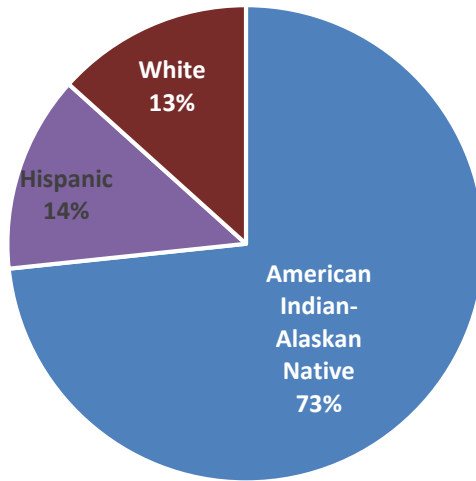
AY 2013-2014



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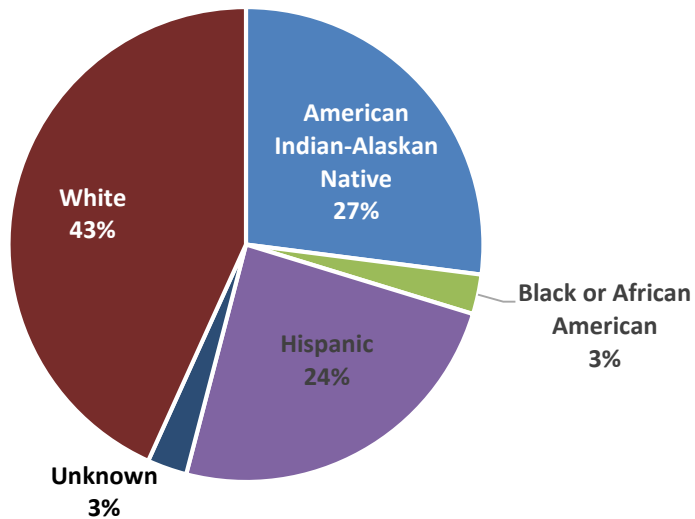
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AY 2017-2018

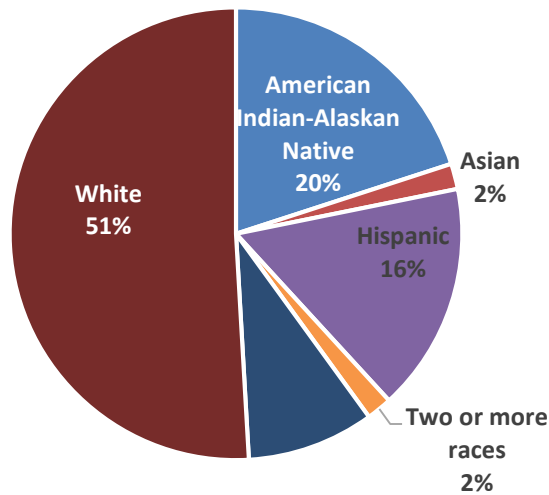


Gender balance from AY 2013-14 to AY 2017-18 in HES 109 demonstrated predominately female enrollment and little change. In AY 2016-17, students' racial diversity was balanced between white and minority students.

AY 2012-2013



AY 2016-2017



As a result of program review process, faculty in pharmacy technician course department plan to focus on the following areas of improvement:

- assure the PHT 102 curriculum continues to meet the PTCB-recognized standards.
- submit a feasibility study to Instructional Council to explore extending the coursework to two semesters.
- gain assurance that the Pell Grant will continue to support students seeking clarifications as a pharmacy technician.
- continue to update equipment and supplies to enhance student simulative experience in the classroom.
- extend evaluation to include data collection regarding certification and employment.

As a result of the program review process, faculty in the phlebotomy course department will focus on the following improvements:

- assure the HES 109 curriculum continues to meet the highest standards for the practice of phlebotomy and attainment of national certification.
- gain assurance that the Pell Grant will continue to support students seeking a certification as a phlebotomist.
- Continue to update equipment and supplies to enhance simulative experience in the classroom.
- extend evaluation to include data collection regarding certification and employment.



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Request to Release Funds for Construction at NATC

Recommendation:

Staff recommends approval of the release of funds, not to exceed \$250,000, from the \$1 million State Appropriation related to capital improvements at the Northeast Arizona Training Center (NATC).

Summary:

Submitted by NATC Executive Board members; Peggy Belknap, Rickey Jackson, and David Huish along with Director of Public Safety Education, Jon Wisner.

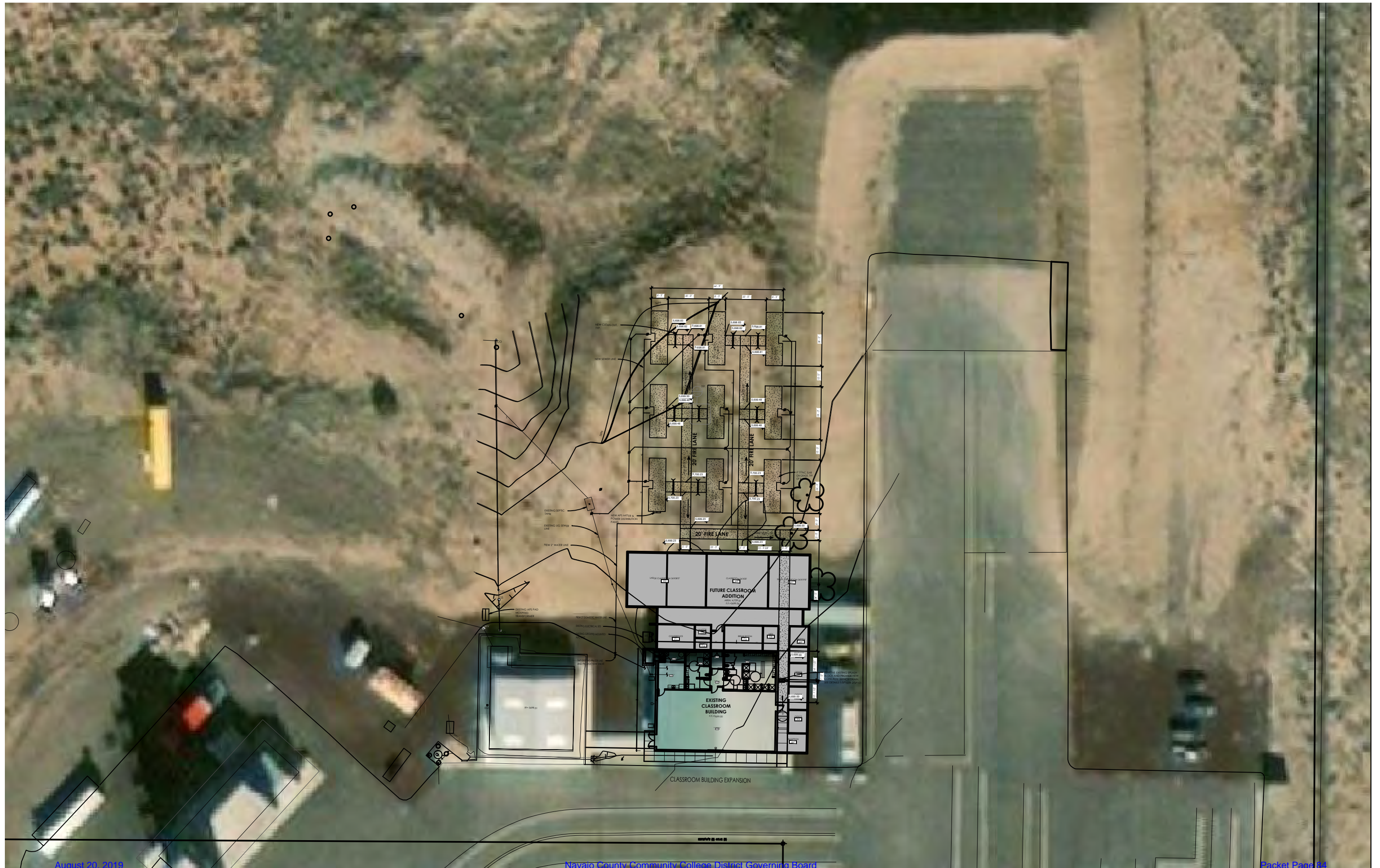
NATC's Board and NPC's Director of Public Safety Education request up to \$250,000 for the design fee and construction of the infrastructure for the "Tiny House Housing Project" at NATC, Phase I. Preliminary estimates for the construction phase of this project are between \$188,000 and \$220,000. The release of funds is contingent upon receiving the state funds.

Included with this request are:

- Approved August 6, 2019 NATC Board Minutes.
- Updated SPS+ Architects LLP Design Fee Schedule.
- Updated Overlay.



NPC Northern Arizona Training Center Tiny House Site 2019							
Description	Qua	UT		Rate	Subtotals	Total	Note
Architectural							
							SPS+
Update future site plan	1	Hr.	JC	\$ 105.00	\$ 105.00		Update with pre D classroom addition and 45x45 simulator room
Update contract documents	8	Hr.	JC	\$ 105.00	\$ 840.00		
Project manual (Procurement)	4	Hr.	JC	\$ 105.00	\$ 420.00		
Technical specifications	8	Hr.	JC	\$ 105.00	\$ 840.00		
Coordination	8	Hr.	PM	\$ 135.00	\$ 1,080.00		
In office bidding assistance	2	Hr.	PM	\$ 135.00	\$ 270.00		
In office construction administration	8	Hr.	JC	\$ 105.00	\$ 840.00		
Site visit	4	Ea.		\$ 1,050.00	\$ 4,200.00		Precon, 2 progress, substantial complete
						\$ 8,595.00	
Civil							
							See Painted Sky fee proposal scope
Topographic survey	1	Ea.		\$ 2,200.00	\$ 2,200.00		
Grading and drainage	1	Ea.		\$ 2,850.00	\$ 2,850.00		
Sewer and water lines	1	Ea.		\$ 1,960.00	\$ 1,960.00		
Septic system evaluation and design	1	Ea.		\$ 4,100.00	\$ 4,100.00		Incl WMTtesting and expansion study
Coordination (Project management)	1	Ea.		\$ 1,920.00	\$ 1,920.00		
In office construction administration	1	Ea.		\$ 750.00	\$ 750.00		
						\$ 13,780.00	
Electrical							
							EDC
Update plans	1	Ea.		\$ 250.00	\$ 250.00		
Specifications	1	Ea.		\$ 250.00	\$ 250.00		
Power company coordination	1	Ea.		\$ 250.00	\$ 250.00		
In office bidding assistance	1	Ea.		\$ 125.00	\$ 125.00		
In office construction administration	1	Ea.		\$ 125.00	\$ 125.00		
						\$ 1,000.00	
Allowance							
Additional trips or as required	3	Ea.		\$ 1,050.00	\$ 3,150.00		Upon NPC approval
						\$ 3,150.00	
						\$ 26,525.00	\$ 26,525.00
Additional services and exclusions							
Site visit/meeting							
RT SPS+ to Taylor	6	Hr.	JC	\$ 105.00	\$ 630.00		
On site visit/meeting/notes	4	Hr.	JC	\$ 105.00	\$ 420.00		
						\$ 1,050.00	
Scope expansion							Per hourly rates
Job Captain		Hr.	JC	\$ 105.00			
Project manager		Hr.	PM	\$ 135.00			
Architect		Hr.	A	\$ 150.00			
Construction administration							Per hourly rates
Geotechnical							None provided, use code minimums
Mechanical Plumbing							None anticipated
Hazardous materials							No known hazardous materials
Archeological							No known archeological issues
Construction material testing							By NPC or contractor
Construction stacking							By contractor
Travel expenses							In addition to site visit/meeting rate
Permits, fees and expenses							By NPC





NORTHEAST ARIZONA TRAINING CENTER

“Training Emergency Professionals for Public Service”

BOARD OF DIRECTORS MEETING

Tuesday, August 6, 2019

Board of Directors: Peggy Belknap– NPC (Chair), Rickey Jackson, David Huish

Advisory Committee: Bret Starns – Navajo County; Jim Morgan – NAFCA; Lance Spivey – NAPA; Willie Nelson – Town of Taylor

Opening:

1. Call to Order: The NORTHEAST ARIZONA TRAINING CENTER Executive Board Meeting was called to order at 11:06a.m. on August 6, 2019 by Peggy Belknap.

Attendance: Dr. Jessica Clark, Peggy Belknap, Rickey Jackson, Jon Wisner, Pamela Dominguez, Lance Spivey, Bret Starns, Jonelle Sinclair, Jim Morgan, Bill Solomon, Willie Nelson, Amber Hill, Robert Johnson

2. Acceptance of Minutes: Minutes from May 7, 2019, were approved by email on May 20, 2019.

3. Reports:

Financial Reports were presented: Jon reviewed the financial reports. Jon will check on the analysis fee on the May 2019 bank statement.

Maintenance Projects: The urinal in the men’s bathroom had parts replaced. POPAT obstacle course was cleaned and painted. The boy scouts cleaned the lines on the driving track and barrier walls as an Eagle Scout Project.

Jon reviewed the usage of NATC through August 2019. Jon is keeping data on how many people use and how long they stay at NATC. Peggy recommended adding that data to AJS and FRS Annual reports.

Tiny House Project: Jon reviewed the map of NATC and the proposed area for the nine tiny houses.

4. Old Business:

- a. Future capital improves projects (master plan): David sent a letter supporting Phase I.
- b. NATC Funding: Funding has been secured.
- c. Burn Tower Maintenance: Facilities have been making repairs on the Burn Tower deemed necessary on the last inspection. The tiles and baffels have been replaced, which is considered normal maintenance. The Burn Tower is inspected every five years.

5. New Business:

- a. NATC 2018/2019 Audit: Brian Richards (auditor) should have the finalized audit report by the next NATC meeting.
- b. NATC 2019/2020 budget: Jon reviewed the 2019/2020 proposed budget. Motion made by Rickey Jackson to approved the 2019/2020 budget as presented, second by Peggy Belknap, motion passed.
- c. OSHA/ASU Training at NATC: ASU coordinator wanted to waive the facility use fee of \$800.00 for seats in the classroom. The Board declined waiving the fees.
- d. DGB proposal for Tiny Home Phase I: Phase I is to complete the plans that include getting the RFP out and building the infrastructure for the tiny houses. Motion made by Rickey Jackson to request not more than 250K of the 1 million from State Appropriations for the Design Fee and Tiny House Project Infrastructure-Phase I from the District Governing Board, second by Peggy Belknap, motion passed. This is a first ask from the DGB, and NATC will be coming back for additional funding within two months for the remaining projects at NATC.
- e. NALETA Rules and Regulations revisions: Item was tabled for NAPA approval.
- f. NATC SOG revisions: Item was tabled for NAFCA and NAPA approval.

6. Partner Reports:

NAFCA: NAFCA had low summer attendance due to the wild fires around the state. At NAFCA's August 22nd meeting, standing up an All Hazard Type 3 Incident Management Team will be discussed.

NAPA: NAPA has not had a meeting since June. AzPOST offered trainings at the Law Enforcement Summit meeting which was well attended. While at the Governor's office for a Safety Conference, Lance was approached by the statewide coordinator, who wants to reach out to NPC to start up a Law Enforcement Phelobotomy course-they will pay all costs for the week long course.

Navajo County: Housing is finally starting to move. They placed a container back by the shooting range for NCSO to store targets and other items.

NPC: Rickey will give his resignation letter to the DGB on August 19. At that time, DGB is expected to vote Dr. Clark in. The State Appropriations amount was for one million dollars. Enrollment has increased college wide. Membership write off was discussed.

Town of Taylor: Representative Blackman recommended requesting funds every year. The town had a new water tank installed. Willie will ask if the pump was replaced and check on the sewer system by NATC.

7. Future Agenda Items:

NALETA Rules and Regulations revisions

NATC SOG revisions

WMAT & NPC write offs (18/19 budget)

Switching Banks

Tiny House Furniture

Phase II Construction

8. Adjournment:

Motion made by Rickey Jackson to adjourn meeting, second by Peggy Belknap, motion passed. Meeting adjourned at 12:43p.m. Minutes submitted by: Pamela Dominguez

APPROVED 8/7/2019

Request to Appoint VPLSS Clark to the NATC Board

Recommendation:

Staff recommends appointment of Dr. Jessica Clark to the Northeast Arizona Training Center (NATC) Board.

Summary:

The District Governing Board appoints three college employees to be the NATC board. As of August 19, 2019, former Interim Vice President for Learning and Student Services, Rickey Jackson, is resigning from his current Board position. For the upcoming year, staff recommends Vice President for Learning and Student Services, Dr. Jessica Clark, fill the seat vacated by Rickey Jackson and serve as chair.





Northland Pioneer College

August 6, 2019

To District Governing Board:

As of August 19, 2019 I will be resigning my position on the Northeast Arizona Training Center Board. I appreciate the opportunity to serve over the past year.

Sincerely,

Rickey Jackson
Dean of Arts and Sciences
(928)524-7350
Rickey.jackson@npc.edu

EXPANDING MINDS • TRANSFORMING LIVESSM

Strategic Planning and Accreditation Annual Report

Strategic Planning:

Strategic Planning efforts continue to move forward after completion and continuation of the 2016-2017 initiatives.

- Removing Student Barriers:
 - Proactive Advising for Student Success (PASS) initiative has completed the HLC Persistence and Completion Academy in July 2019 with submission of the Impact Report to HLC
 - Childcare – NPC has been in discussions with Blue Ridge Unified School District to create a child development program.
 - Transportation – Fleet pilot program was implemented since Spring 2018. Nineteen students had been served; some received assistance for more than one class and more than one semester. An evaluation is underway.
- Technical Support for the College Community:
 - Completion of the NPC website redesign – new website launched in January 2019
 - Training and Professional Development rolled into 2018-2019 priority
 - Peer-based Training – in progress and ongoing
- Enrollment Management initiative (under the direction of Dr. Swarthout) has been rolled into the 2018-2019 priorities.

Two strategic priorities were identified and approved for 2018-2019. Progress on these priorities is listed below.

1. Preparing for HLC accreditation
 - a. Complete NPC's arguments for HLC assurance system.
 - Initial draft of the Argument was completed and sent to DGB and college for review in April. Final review will occur in August.
 - b. Prepare the college for the upcoming HLC November 2019 onsite visit.
 - DGB has been receiving monthly work sessions.
 - The college community (staff, faculty, and students) has been receiving monthly sample practice questions since March to prepare for the onsite visit, scheduled November 18-19, 2019. There will be a general session during Convocation to reiterate the key preparation points.



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2. Improving Student Experiences through Enrollment Management
 - a. Implement an NPC-wide student nonemergency texting system
 - Texting service has been identified and was purchased July 2019. The project is currently being rolled out.
 - b. Pursue internal consortium agreements
 - NPC staff has conducted meetings with all local school districts and many districts have given a verbal commitment. MOU will be sent out to districts in September.
 - c. Implement support service and instructional design elements of American Association of Community Colleges (AACCC) guided pathways model that apply to the college
 - Guided Pathways team has made a recommendation to move forward with NPC's own pathways model with the support of the Arizona Success Center and research from the Community College Research Center at Columbia University.
 - d. Improve financial aid packaging system and realign financial aid disbursement schedule
 - The Financial Aid Office has implemented Campus Logic since April 2019 to help streamline the financial aid process. PowerFAIDS has been purchased and is currently in a six-month implementation process.
 - e. Implement a web-based registration, payment, and support service delivery system
 - Web based payment system went live in mid-March, 2019, and has been implemented for summer and fall 2019 registration. Initial evaluation is underway.
 - Information Services and Records & Registration have been working on web-based registration system.
 - f. Improve internal communication
 - Employee relations committee received comments from SPASC and is working on recommendations.
 - g. Improve external communication
 - Part-time social media position was filled July 2018, and moved to a full-time position beginning July 2019.
 - Increase social media coverage of student successes and college events via short videos and photos have led to more awareness based on number of hits on social media
 - h. Improve knowledge and skill level of all college employees
 - Part-time Human Resource training coordinator was hired in November 2018 and has begun offering compliance modules.

SPASC Committee:

- Procedure 2125 was amended and committee membership is updated to match the procedure.



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- Meeting agendas and work sessions were reformatted to increase productivity during meeting time



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