

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 Work Session, open to the public, on **November 13, 2019 beginning at 9:30 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 **November 13, 2019 beginning at 10:00 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 12th day of November 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 Work Session Meeting Agenda

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

Date: November 13, 2019

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

Item	Description	Resource
1.	Call to Order	Chair Lucero
2.	Adoption of the Agenda..... (Action)	Chair Lucero
3.	Old Business: A. <u>Accreditation</u>	Director Yip-Reyes
4.	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

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

Accreditation Training

Topics Reviewed

- What is accreditation? What entity is NPC's institutional accreditor?
- Differences between institutional accreditation and program accreditation
- How does accreditation work? What are HLC's Criteria?
- HLC's comprehensive evaluation process
- Assurance Argument Review
- Mission; Quality Initiative; Strategic Planning; Fiscal Oversight; NPC Assessment; Program Review

Sources Available to the HLC Reviewers Prior to Visit

- Assurance Argument is locked on the HLC System
 - Narrative and Evidence Files
- HLC Student Opinion Survey Results
- All information on NPC Website
- Any information from local newspapers

Purpose of the Onsite Visit

- Verify what has been written in the Assurance Argument
- Interviews board members, administration, faculty, staff, students, and community partners
- Observe operations
- Triangulate findings – make judgment on extent of NPC's compliance to HLC's standard/criterion

Questions for the Board

1. In what ways is the DGB empowered to fulfill its responsibilities?
2. In what ways are the DGB members independent? How is this independence reflected in DGB's decisions?
3. How does the DGB function independently of institutional leaders? What are the DGB members' relationships with institutional leaders?

4. How does the DGB advocate for the institution, especially in situations where there are competing interests?
5. How does the DGB ensure that decisions are in the best interests of the institution and its constituents?
6. What are some of the most significant decisions made by the DGB in the past ten years?

7. What actions has the DGB taken to ensure institutional and board adherence to the highest standards of integrity?
8. What actions has the DGB taken to protect constituent and public interests in the institution?
9. How does the DGB oversee institutional operations? How does it assure itself of the relationship of those operations to the institution's mission?

10. How has the DGB enhanced the institution's ability to fulfill its mission? How has it assisted in generating the resources needed to sustain and improve the institution?
11. In which institutional activities is the DGB involved?
12. How sufficiently are new DGB members oriented to the institution, institutional developments, and issues, as well as their duties and responsibilities?

13. How knowledgeable and informed are the DGB members (individually and collectively) regarding

- Mission, goals, and programs;
- Leaders' activities regarding institutional mission and goals;
- Institutional activities, events, and developments;
- Current issues affecting the institution?

14. How does the DGB participate in strategic planning?
15. How does the DGB manage fiscal oversight?
16. How often does the DGB review/revise its board policies?
17. how does the DGB assure that it is operating at the appropriate level?

18. What is the process for board self-evaluation? What has it changed resulting from insights gained in the process?
19. How does the DGB evaluate the president and how frequently? Does the DGB participate in annual goal setting for the president?
20. What kinds and how often does the DGB receive training?

Governing Board Meeting Agenda

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

Date: November 13, 2019

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

Item	Description	Resource
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	Director Wilson
C.	NPC Faculty Association	Inez Schaechterle
D.	CASO	Rebecca Hunt
E.	NPC Student Government Association	Written Report
F.	Human Resources	Written Report
5.	Consent Agenda (Action)	Chair Lucero
A.	October 15, 2019 Work Session Minutes	
B.	October 15, 2019 Regular Meeting Minutes	
C.	2019-20 Dual Enrollment Intergovernmental Agreements between Navajo County Community College District and Joseph City USD; Window Rock USD.	
6.	Old Business: None.	
7.	New Business:	
A.	Emeritus Award – Joan Valichnac	Dean Campbell
B.	Enrollment Report	Director Raisor
C.	Advising Presentation	Director Rogers
D.	NATC: Requested Information & Construction Update	VPLSS Clark
E.	Arizona Community Colleges 2019 Strategic Vision Outcomes Report .	VPLSS Clark
F.	Review of 2020-21 Budget Assumptions and Guidelines	VPAS Ellison
G.	First Amendment - Mountain Public Employee Benefit Trust.. (Action)	VPAS Ellison
H.	Request to Approve 10 Monitors for CCP Classrooms	President Vest
I.	Annual Report to the Governor	President Vest
8.	Standing Business:	
A.	Strategic Planning and Accreditation Steering Committee Report	Josh Rogers
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	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

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

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT

Statement of Financial Position

July 1, 2019 to September 30, 2019

Budget Period Expired

25%

Tax Supported Funds				
General Unrestricted				
	Current Month			
	Budget	Actual	Y-T-D Actual	%
REVENUES				
Primary Tax Levy	15,254,000	137,456	275,726	2%
State Aid:				
Maintenance and Operations	1,567,700	-	391,925	25%
Equalization	7,751,900	-	1,937,975	25%
Additional Rural Funding	889,200	-	222,300	
Tuition and Fees	4,860,000	157,255	987,488	20%
Investment earnings	-	118,282	429,057	
Grants and Contracts	1,306,400	259,079	259,079	20%
Other Miscellaneous	-	24,210	72,166	
Fund Balance	-			
Transfers	(2,900,000)	(220,263)	(473,708)	16%
TOTAL REVENUES	\$ 28,729,200	\$ 476,019	\$ 4,102,008	14%
EXPENDITURES				
Salaries and Benefits	18,897,429	1,654,625	3,986,527	21%
Operating Expenditures	9,831,771	618,282	1,794,808	18%
Capital Expenditures				
TOTAL EXPENDITURES	\$ 28,729,200	\$ 2,272,907	\$ 5,781,335	20%
Unrestricted Plant				
	Current Month			
	Budget	Actual	Y-T-D Actual	%
REVENUES				
State Aid:				
Capital/STEM	339,500	-	84,875	25%
Fund Balance - WMC Facilities	12,500,000			0%
Transfers	2,000,000	36,744	269,921	13%
TOTAL REVENUES	\$ 14,839,500	\$ 36,744	\$ 354,796	2%
EXPENDITURES				
Capital Expenditures	2,339,500	36,744	354,796	15%
Capital Expenditures - WMC Facilities	12,500,000	-	-	0%
TOTAL EXPENDITURES	\$ 14,839,500	\$ 36,744	\$ 354,796	2%

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

Budget Period Expired 25%

Restricted and Auxiliary Funds

	Restricted			
	Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
Grants and Contracts	6,000,000	815,212	1,026,112	17%
Fund Balance	-			
Transfers	600,000	150,000	150,000	25%
TOTAL REVENUES	\$ 6,600,000	\$ 965,212	\$ 1,176,112	18%
EXPENDITURES				
Salaries and Benefits	976,929	102,084	290,100	30%
Operating Expenditures	5,623,071	245,538	1,230,968	22%
Capital Expenditures				
TOTAL EXPENDITURES	\$ 6,600,000	\$ 347,622	\$ 1,521,068	23%

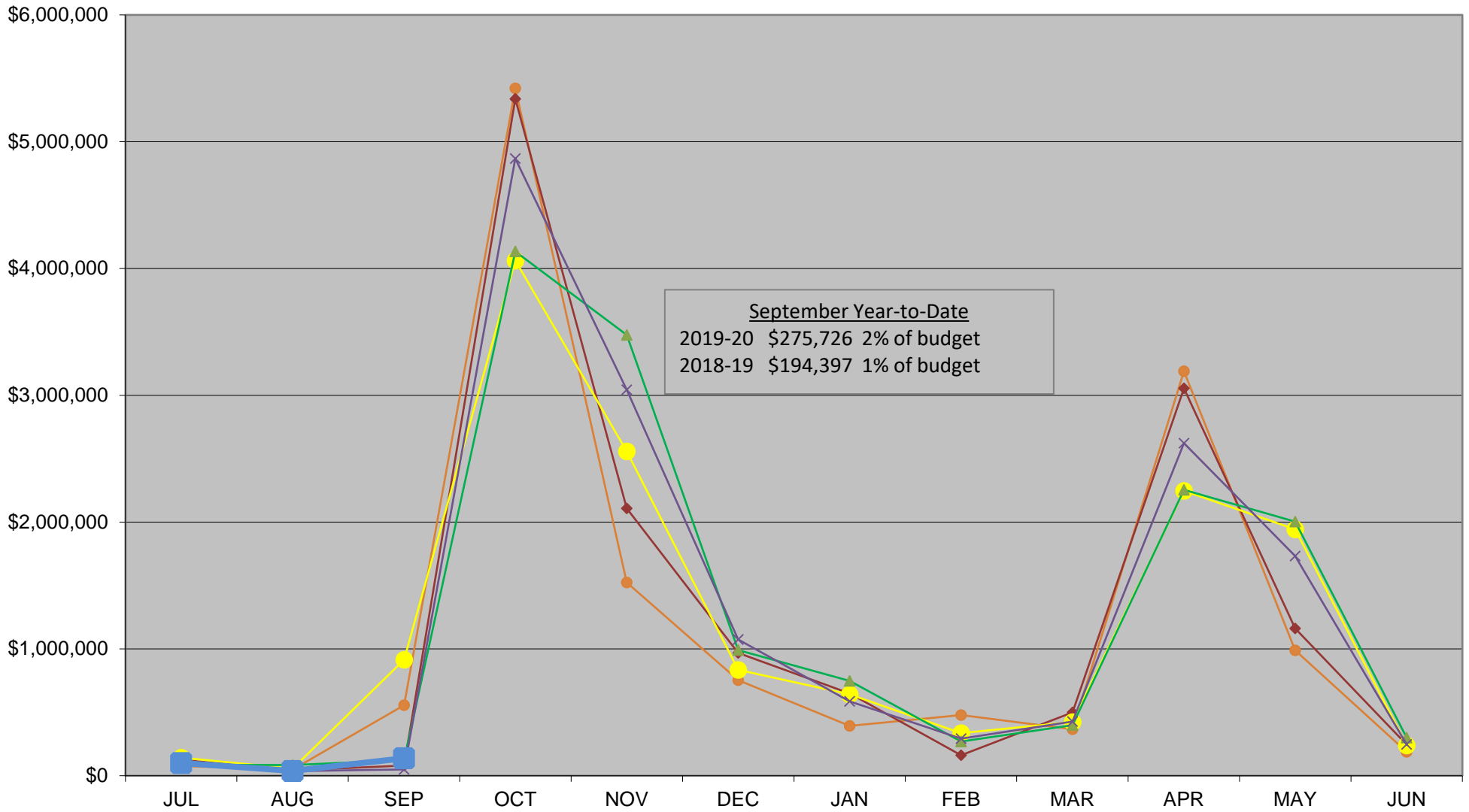
	Auxiliary			
	Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
Sales and Services	300,000	224	30,385	10%
Fund Balance	-			
Transfers	300,000	33,519	53,787	18%
TOTAL REVENUES	\$ 600,000	\$ 33,743	\$ 84,172	14%
EXPENDITURES				
Salaries and Benefits	298,971	19,290	60,405	20%
Operating Expenditures	301,029	14,453	23,767	8%
Capital Expenditures				
TOTAL EXPENDITURES	\$ 600,000	\$ 33,743	\$ 84,172	14%

Cash Flows

Cash flows from all activities (YTD)	\$5,717,088
Cash used for all activities (YTD)	\$7,741,371
Net Cash for all activities (YTD)	(\$2,024,283)

Monthly Primary Property Tax Receipts

● 2014-15
 ◆ 2015-16
 ● 2016-17
 ▲ 2017-18
 × 2018-19
 ■ 2019-20 September YTD



September Year-to-Date
 2019-20 \$275,726 2% of budget
 2018-19 \$194,397 1% of budget

5 November 2019

Dear NPC Governing Board,

The Student Government Association has had a full schedule these last two months. For the first time in two years we have representation at all of the NPC campuses and centers. There has been significant effort put forth by our membership to invite new students to join us. We hope to see continued growth in this area.

We held the 2nd Annual SGA Cornhole Tournament at The House Restaurant in Show Low on September 20, 2019. All monies raised are being donated to the Coalition to Stop Violence Against Native Women. We felt this was a good organization to lend support to with NPC serving the Navajo, Apache, and Hopi tribes.

On September 27, 2019 we had a joint table with Phi Theta Kappa at the NPC Business Competition held at the Silver Creek Campus in Snowflake. Our goal was to introduce SGA to the current and potential NPC students attending the event.

On October 10, 2019 we had another joint table with Phi Theta Kappa. This time the event was the NPC Community Career Fair at the White Mountain Campus in Show Low.

On October 19, 2019 we helped put on Eagle Fest at the Painted Desert Campus in Holbrook. Our members set up canopies, served hamburger and hotdog meals with chips and a drink, and helped clean up at the end of the event. The turnout was encouraging since this is only the third year this event has happened at the Painted Desert Campus. Attendance has grown each year and we look forward to seeing an even bigger turnout next year. The leftover perishable food was donated to the Bread of Life Mission in Holbrook. We are already making plans for Eagle Fest in April, 2020 at the White Mountain Campus in Show Low and look forward to serving there.

This week we began our annual SGA Food Drive. This will run from November 4-15, 2019. Each campus and center has boxes set up to accept the donations. The donations will be gathered and transported to SCC in Snowflake.

On November 18, 2019 several of our members are participating in the Higher Learning Commission meeting at the Painted Desert Campus in Holbrook. We hope our feedback will reflect positively on NPC.

The SGA officers, Cynthia Owen, Derek Flake, and Cody Honani along with adviser, Ryan Orr, had the wonderful opportunity to travel to Washington, D.C. October 10-13, 2019 to participate in the American Student Government Association National Summit. This was an empowering experience with student leaders participating from community colleges as well as public and private universities from around our country. We enjoyed networking with other student government leaders, especially those from the southwest. We attended programming in a workshop format and learned how to make our SGA better as well as increasing our personal abilities in leadership. We tried to attend separate workshop sessions in order to gain a larger body of knowledge to bring back and share with our fellow NPC students. We are already sharing these things in our meetings using mini-training sessions and sharing our workshop notes. The event was held two blocks from the United States Capital and our time included a tour of that magnificent landmark. We all came away with a renewed respect for our country. We also visited the United States Holocaust Memorial Museum; it was a sobering experience. Something we each noticed was how completely quiet it was inside the Museum even though it was filled with people, the gravity of that horrific period in human history settling in each heart. In our free time we visited other monuments and exhibits close to the Capital including the Washington and Lincoln Monuments, Arlington National Cemetery, the Library of Congress, and the National Gallery of Art. We came away from the experience in Washington, D.C. enriched with ideas on ways to serve the students and SGA members at NPC but also personally enriched by the history we stood in the middle of. We express gratitude for the opportunity.

Sincerely,

Cynthia Owen

President, 2019-2020

NPC Student Government Association

**DGB Human Resources Update
November 13, 2019**

OPEN POSITIONS

- 1. Systems Engineer – Open until filled. 8 applicants.**
- 2. Groundskeeper – Open until filled. 60 applicants.**
- 3. Director of Library Services – Open until filled.**
- 4. St. Johns Center Manager – Open until filled. 10 applicants**
- 5. Maintenance I or II – Open until filled. 35 applicants**
- 6. Director of Information Services – Open until filled. 30 applicants.**
- 7. Library Technician – Open until filled.**

CLOSED: IN REVIEW

- 8. Audio/Video Support Technician – Closed November 8, 2019. 6 applicants.**
- 9. Accounting Manager – Closed September 30, 2019. 5 applicants.**
- 10. Human Resources Specialist – Closed September 22, 2019. 25 applicants**
- 11. Faculty in Energy and Industrial Technician – Open until filled. 8 applicants.**
- 12. Office Assistant to Vice President of Learning and Student Services – Closed October 15, 2019. 37 applicants**

FILLED

- 13. Administrative Systems Analyst – Paul Hahn started November 1, 2019. Paul received his Bachelor of Science from Devry University.**
- 14. Early Childhood Learning Collaborative Coordinator – Jacqueline Pyles started November 1, 2019. Jacqueline received a Bachelor's and a Master's degree from American Intercontinental University. She also received a Master's degree from Walden University.**
- 15. Administrative Assistant to the Associate Dean of Education & College and Career Preparation – Stephanie Lymer started October 28, 2019. Stephanie received her Associate degree from Golden West College.**
- 16. Assistant to the Vice President of Learning and Student Services – Anne Lang started October 16, 2019. Anne was previously the Administrative Assistant for Learning and Curriculum.**

Navajo County Community College District Governing Board Work Session Meeting Minutes

October 15, 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. Daniel Peaches; Mr. Derrick Leslie.

Governing Board Member Present by Phone:

Governing Board Member Absent: Mr. Elias Jouen

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

Others Present: Kim Reed; Everett Robinson; Judy Yip-Reyes; Rickey Jackson; Jeremy Raisor; Laura Parsons; Amber Hill; David Huish Josh Rogers; Gail Campbell; Lauren Maestas; Richard Strickland; Ernie Hess; Curtis Stevens; Robert Johnson; Betsy Wilson; Ann Hess; Chris Roediger; Bob Pian; Neil Pirratt.

Others Present by Phone:

Agenda Item 1: Call to Order

Chair Lucero called the meeting to order at 9:30 a.m.

Agenda Item 2: Adoption of Agenda

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

Agenda Item 3: Old Business

3.A. Accreditation

Dr. Judy Yip-Reyes, Director of Institutional Effectiveness, provided notice that the Higher Learning Commission (HLC) Peer Review Team would currently like to meet with the Board between 7:30 a.m. to 8:45 a.m. on Tuesday, November 19th, 2019, but the meeting information was still tentative. President Vest noted that if the current meeting date and time was confirmed and any Board members felt they would need to spend the night before in Holbrook to attend the meeting they should work with Paul Hempsey on hotel reservations. Dr. Yip-Reyes then provided information on the student opinion survey completed, designed by the HLC and distributed to current students, and continued with training for the Board to prepare for the visit. Dr. Yip-Reyes and President Vest answered questions from Board Members.



Agenda Item 4: Adjournment

The meeting was adjourned at 10:02 a.m. upon a motion by Mr. Leslie and a second by Mr. Peaches. The vote passed upon a roll-call vote with Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.

Respectfully submitted,



Paul Hempsey
Recording Secretary to the Board

Draft



Navajo County Community College District Governing Board Meeting Minutes

October 15, 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. Daniel Peaches; Mr. Derrick Leslie.

Governing Board Member Present by Phone:

Governing Board Member Absent: Mr. Elias Jouen.

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

Others Present: Kim Reed; Everett Robinson; Laura Parsons; Rickey Jackson; Jeremy Raisor; Amber Hill; David Huish Josh Rogers; Gail Campbell; Lauren Maestas; Richard Strickland; Ernie Hess; Curtis Stevens; Robert Johnson; Betsy Wilson; Rebecca Hunt; Bob Pian; Neil Pirratt.

Others Present by Phone:

Agenda Item 1: Call to Order and Pledge of Allegiance

Chair Lucero called the meeting to order at 10:02 a.m. and led the Pledge of Allegiance.

Agenda Item 2: Adoption of Agenda

*Mr. Peaches moved to adopt the agenda as presented. Mr. Leslie seconded the motion. **The vote passed upon a roll-call vote with 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 noting the reclassification of funds in the budget showing the last minute state appropriation received.

4.B. NPC Friends and Family – Director Wilson

Director Wilson addressed the Board and provided an update on recent Friends and Family activities highlighting the \$35,000.00 currently received for scholarships from Pedal the Petrified.



4.C. Faculty Association

Inez Schaechterle, Faculty Association President, was unable to attend the meeting.

4.D. NPC CASO

Rebecca Hunt, President of CASO, addressed the Board and noted recent CASO efforts at the college and highlighted the current election process for officers.

4.E. NPC Student Government Association

No Report.

4.F. Human Resources

Written Report.

Agenda Item 5: Consent Agenda

- A. **September 17, 2019 Regular Meeting Minutes**
- B. **September 30, 2019 Retreat Minutes**
- C. **2019-20 Dual Enrollment Intergovernmental Agreement** between Navajo County Community College District and Show Low USD.

Mr. Leslie made a motion to approve the consent agenda as presented. Mr. Peaches seconded. The vote passed upon a roll-call vote with 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 Award Contract – Welding Equipment & Supplies

VPAS Ellison reviewed the request to award the contract for Welding equipment and supplies to Sentry Fire, noting it would be for one year with the option of an additional 4 years.

Chair Lucero asked if this was for equipment or supplies. VPAS Ellison responded that it was primarily for supplies but could include smaller equipment purchases.

Chair Lucero asked if the Board would be reviewing similar items in the future. VPAS Ellison noted this was the first RFP issued under the new guidelines and other purchases, that could exceed \$50,000.00, would be brought to the Board.

Mr. Peaches made a motion to award the Welding Equipment and Supplies contract to Sentry Fire as presented. Mr. Leslie seconded. The vote passed upon a roll-call vote with Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.



7.B. Request to Award Contract to Update Master Facilities Plan

VPAS Ellison reviewed the request to award the contract to update the Master Facilities Plan to SPS+ Architects utilizing the third option presented, which would exclude the Kayenta Center leased facility and a market study, for a cost of \$188,600.

Mr. Leslie asked how the facilities at Kayenta would be addressed if not within the updated Master Facilities plan. President Vest noted that, as the current facility was rented from the Kayenta Township, a meeting had been arranged with the Kayenta Town Manager for discussion and the Board would receive further information on the subject.

Mr. Peaches made a motion to award the contract for updating the Master Facilities Plan to SPS+ Architects as presented. Mr. Leslie seconded. The vote passed upon a roll-call vote with Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.

7.C. Request to Approve Network Routers Lifecycle Replacement

President Vest addressed the Board and presented the request to purchase Cisco Network Routers which was a budgeted expense of \$111,059.45 which included all required taxes.

Chair Lucero asked why the college was paying a 3% tax to Holbrook. Director of Financial Services, Amber Hill, explained the requirements, in statute, the college was following.

Mr. Leslie made a motion to award the approve the request to purchase network routers for a cost of \$111,059.45, which includes sales tax, as presented. Mr. Peaches seconded. The vote passed upon a roll-call vote with Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.

7.D. NPC Component Unit Financial Audit NPC Friends and Family 2018-2019

VPAS Ellison reviewed items 7.D. and 7.E. together noting that both were audited by an external vendor from Snowflake and received an unmodified opinion which is commonly referred to as a clean audit.

7.E. NPC Component Unit Financial Audit Northeast Arizona Training Center 2018-2019

VPAS Ellison covered items 7.E. along with 7.D. above.

7.F. NATC: Requested Information & Construction Update

VPLSS Clark provided information from the Northeast Arizona Training Center (NATC) as requested by Chair Lucero at the September Retreat, plus an update potential construction at the facility with a timeline for completion of each step.

Chair Lucero asked for further information on what “in-kind” payments were received.

Mr. Leslie asked if and when parking at NATC would be addressed as he was aware that it is an issue. VPLSS Clark noted it would be addressed in scope of work provided to architectural firms who might bid on the project.



7.G. November Board Meeting Date

President Vest noted that as discussed in the Work Session it would be necessary to move the regular meeting of the Governing Board in November to accommodate the HLC Peer Review Team Visit.

The Board members present discussed the various options available.

Mr. Leslie made a motion to move the November Board meeting to Wednesday, November 13th. Mr. Peaches seconded. The vote passed upon a roll-call vote with 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

Amber Hill reported SPASC's efforts on Improving Student Experiences at the college highlighting progress made on a web-based payment system, implementing online registration and enhancing student support delivery.

Mr. Leslie asked what text platform would be used to reach students. Ann Hess, Director of Marketing and Public Relations noted they would be working with Signal Vine and reported it could be used to inform students about Financial Aid, after a further question from Mr. Leslie. Mr. Leslie asked if the Board could receive further updates on the progress with web-based registration at the January meeting.

Mr. Leslie also asked for an update on creating advising consistency at the college at a future meeting.

8.B. President's Report

President Vest reported that interviews for the vacant District IV position on the Board would potentially take place in the first week of November with two applicants. The recent payroll issues would be taken to the Leadership Council at the college to work on improving the process. President Vest noted he would have his first conversation with the Chair of the HLC Peer Review team this week and the college plans to lock the assurance argument this week and copies would be made available to the college.

President Vest informed the Board that Renell Heister, Project Director for Title III TALON Grant, would meet with school superintendents this week to discuss changes to the pricing structure of the potential consortium using new technology which would also be demonstrated at the meeting.

President Vest also reported on his expected travel to Phoenix over the coming weeks to attend the Arizona Community College Coordinating Council meetings as well as representing community colleges at a Teacher Shortage meeting. Finally, President Vest reported on the visit by Cisco representatives from Norway who were interested on how we were using their technology in educational environments.



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

Details of “in-kind” payments at NATC.

Update on web-based registration at the January Board Meeting.

Update on Advising consistency throughout the college

Agenda Item 9: Board Report/Summary of Current Event

None.

Agenda Item 10: Announcement of Next Regular Meeting: Regular District Governing Board meeting on Wednesday, November 13, 2019.

Agenda Item 11: Adjournment

The meeting was adjourned at 10:57 a.m. upon a motion by Mr. Leslie and a second by Mr. Peaches. The vote passed upon a roll-call vote with Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.

Respectfully submitted,



Paul Hempsey
Recording Secretary to the Board



**INTERGOVERNMENTAL AGREEMENT
BETWEEN
NORTHLAND PIONEER COLLEGE COMMUNITY COLLEGE DISTRICT
AND
JOSEPH CITY UNIFIED SCHOOL DISTRICT NO. 2**

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

BACKGROUND

College and School District are authorized to enter into this Agreement pursuant to A.R.S. § 15-342(13), § 15-701.01(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
WINDOW ROCK UNIFIED SCHOOL DISTRICT NO. 8**

This Intergovernmental Agreement (“Agreement”) is entered into between Navajo County Community College District (“College”), and Window Rock Unified School District No. 8 (“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:

Leon Ben, Interim Superintendent
Window Rock Unified School District No. 8
P O Box 559
Window Rock, AZ 86504

COLLEGE

SCHOOL DISTRICT

By: Mark Vest
Title: President

 ED.D.

By: Leon Ben
Title: Interim Superintendent


Date



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: Kristin Hacken
Title: _____
Counsel for Navajo County Community
College District
Dated: 10/16/19



By: Jessica Sanchez
Title: _____
Counsel for School District
Dated: 7-26-19

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.

APAC WRCO BUS100	76	30174	INTRODUCTION TO BUSI	15	0	-MTWRF-	12:05p-	1:10p	HARVEY, TYR	3.00	08/02/2018	12/21/2018	99
APAC WRCO BUS105	40	30193	TECHNIQUES OF SUPERV	3	0	-MTWRF-	8:10a-	9:10a	HARVEY, TYR	3.00	08/02/2018	12/21/2018	99
APAC WRCO BUS100	77	33435	INTRODUCTION TO BUSI	0	5260	-MTWRF-	10:25a-	11:30a	HARVEY, TYR	3.00	08/02/2018	12/21/2018	99
APAC WRCO BUS105	71	30195	TECHNIQUES OF SUPERV	10	5260	-MTWRF-	10:25a-	11:30a	HARVEY, TYR	3.00	08/02/2018	12/21/2018	99
APAC WRCO BUS210	70	40312	PRINCIPLES OF MANAGE	16	0	-MTWRF-	12:05p-	1:10p	HARVEY, TYR	3.00	01/08/2019	05/23/2019	99
APAC WRCO BUS220	72	40320	PRINCIPLES OF MARKET	3	0	-MTWRF-	8:00a-	9:10a	HARVEY, TYR	3.00	01/08/2019	05/23/2019	99
APAC WRCO BUS210	69	40311	PRINCIPLES OF MANAGE	0	6314	-MTWRF-	10:25a-	11:30a	HARVEY, TYR	3.00	01/08/2019	05/23/2019	99
APAC WRCO BUS220	71	40319	PRINCIPLES OF MARKET	10	6314	-MTWRF-	10:25a-	11:30a	HARVEY, TYR	3.00	01/08/2019	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-

Fall Semester Enrollment Change, 2018-2019

	TOTAL FTSE		NAVIT FTSE		DUAL FTSE		REGULAR FTSE	
	2018	2019	2018	2019	2018	2019	2018	2019
Little Colorado	153.60	142.07	16.58	18.47	12.40	9.80	124.67	113.80
Painted Desert	190.33	188.60	55.80	36.87	45.86	36.33	88.67	115.40
Silver Creek	185.93	170.40	37.87	26.80	30.20	33.67	117.86	109.93
White Mountain	501.07	533.13	88.93	91.60	84.86	97.13	327.28	344.40
Subtotal	1030.93	1034.20	199.18	173.74	173.32	176.93	658.48	683.53
ALU	.20	.60	0.0	0.0	0.0	0.0	.20	.60
DOC	15.07	0.0	0.0	0.0	0.0	0.0	15.07	0.0
Hopi	33.67	25.33	0.0	0.0	5.60	3.0	28.07	22.33
Internet	115	134.80	0.0	0.0	0.0	0.0	115	134.80
Kayenta	34.80	33.20	0.0	0.0	12.67	8.13	22.13	25.07
Springerville-Eagar	33.33	28.07	4.40	2.80	0.0	0.0	28.93	25.27
St Johns	78.13	82.93	39.47	42.07	11.80	1.40	26.86	39.46
Whiteriver	109.20	115.33	0.20	0.0	35.60	39.60	73.40	75.73
Apache Co Misc	32.87	32.40	0.0	0.0	21.40	13.53	11.47	18.87
Navajo Co Misc	17.20	4.07	0.0	0.0	14.81	0.0	2.39	4.07
Subtotal	469.47	456.73	44.07	44.87	101.88	65.66	323.52	346.20
TOTAL	1500.4	1490.93	243.20	218.60	275.20	242.59	982	1029.73

Enrollment change, Fall 2018-Fall 2019: -0.6%

Headcount change, Fall 2018-Fall 2019:3182 -174 (3008)

Ongoing enrollment impacts

POSITIVE:

1. TALON project enrollment increases adding Show Low and Ganado High Schools
2. Increase in Internet and WMC enrollment due to expanded Early College program
3. New Surgical Technology and Therapeutic Massage programs
4. Additional increases in Biology, Welding, and History

NEGATIVE:

1. No enrollment with Department of Corrections due to changes in inmate population
2. Reduction in dual enrollment due to a lack of qualified high school faculty (especially in business and drafting)
3. NAVIT decreases in Health Sciences, Energy & Industrial Technology, and Fire Science
4. Additional decreases in Anthropology, Chemistry, and Nursing Assistant Training

ACADEMIC ADVISING AT NPC

CURRENT ADVISOR TRAINING



- Advising 101
- Participants
- Badges
- Competencies
- Grades
- Welcome to Course# and Course Name
- Conceptual Component of the Academic Advising Core Competencies
- Information Component of the Academic Advising Core Competencies
- Relational Component of the Academic Advising Core Competencies
- Developing an Academic Advising Professional Development Plan

- Home
- Dashboard November 13, 2019

Advising 101

Home / My courses / Advising 101

Welcome to Course# and Course Name

Instructor:

Email:

Phone:

Office Location:

Office Hours:

Announcements

Getting Started

Before starting Week 1, be sure to carefully review all the the following materials that appear below.

1. Check **Announcements**.
2. Read the course **Syllabus**.
3. Read **About this Course**.
 1. Check Late Assignment policy
 2. Review and record all Due Dates in an important place.
4. Review **Course Outcomes**.
5. Check **Required Materials**.
 1. Order your materials so that you are ready to start on the first day of class.
 2. Register for third-party software such as Cengage
6. Review **NPC Student Resources**
7. Attend the **Introductory Class Meeting** via WebeX using the link and information in the Course Technology Section of Moodle if you are able.
8. Email your instructor with any questions that you may have.

Your progress ?

Accessibility

A- A A+

R A A A

Launch ATbar (always?)

Activities

- Assignments
- Forums
- Resources

TIMELINE

Finish Advising 101
SP20

Advisors complete
Advising 101 SU20

Assess Advising
101 FA20

GOALS

By the end of the training advisors will know how to implement and apply NACADA CORE COMPETENCIES

Advisors will complete a Professional Development Plan (PDP) End of SU20

ASSESSMENT

The assessment will draw from multiple sources:

- Self evaluation from advisors
- Peer observation/evaluation of practice
- Advisor's completed professional development plan and their progress
- Student survey

NATC: Requested Information & Construction Update

Summary:

DGB Request:

In-Kind Contributions for NPC AJS and FRS programs:
For the school year 2018-2019:

FRS:

Heber-Overgaard Fire Department:	58 sections of 2 ½ inch hose -	\$5,800.00
	Bottles and SCBA Packs -	\$10,000.00
	20 Turnouts pants/coats -	\$10,000.00
Pinetop Fire Department:	15 portable radioschargers -	\$1,500.00
	FRS Total:	\$27,300.00

AJS:

White Mountain Apache Police Department:	2 2013 Chev Tahoes -	\$25,730.00
Holbrook Police Department:	2009 Ford Crown Vic -	
	\$4,000.00	

In-kind Instructors**:	Adjunct I pay for 1241 hours – 2 academies -	\$63,862.00
Staffing: Salaries and ERE's for 2 academies -	NCSO -	\$95,313.00
	SLPD -	\$85,280.00
	WPD -	\$33,763.00

AJS Total: \$307,948.00

**Instructor Rate is at our Adjunct I rate, rather than the rate of profession (i.e. attorney/law enforcement hourly rate).

Construction Update: (Plan approved by NATC Board @ Special Meeting on 10/8/19)

- Inviting the 15 State Approved Architectural Firms to NATC on December 3rd to review Scope of Work and Tour Site
- Present Request to Release Funds for Master Plan to DGB at January 2020 Board Meeting



Northland Pioneer College

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

Arizona Community Colleges 2019 Strategic Vision Outcomes Report

Summary:

In 2017 Arizona's community colleges embraced a Strategic Vision for 2030, which focuses college efforts around three major goals: expanding access to postsecondary credentials; increasing transfer and completion of associate degree and certificates; and improving alignment between college programs and workforce needs.

The Strategic Vision for 2030 builds upon the colleges' previous long term plan, published in 2011, and outlines how Arizona's ten community college districts will continue to improve student outcomes, as well as how the districts contribute to Arizona's broader economic and educational goals. In particular, the Strategic Vision for 2030 creates a framework for reaching the Achieve 60 AZ goal that by 2030, 60% of the Arizona work-age population will hold a post-secondary credential.

A major function of the Strategic vision for 2030 is the collection, analysis, and publication of data pertaining to 33 short-term, mid-range, long term, and follow-up metrics. The majority of these metrics have been in place for years, making it possible to evaluate trends in student progress and outcomes.

NPC Update: Positives for Northland Pioneer College (NPC) begin with the increase in the success rate (88%) for college level course work. This rate has increase over the past seven years, and is higher than the state average (79%). Between 73% and 90% of student credit hours attempted in College Algebra, English Composition I and II, and Speech were successfully completed (with a grade of A, B, C, or Pass). The rates at which NPC students successfully complete these first college level courses exceeds statewide and national averages. Between 2011 and 2018, the number of degrees and certificates awarded by NPC increased by 80% to 764. Of the 2018 total, 26% were degrees and 74% were certificates. This increase occurred despite lower enrollments, as NPC is making a concerted effort to increase the percentage of learning earning postsecondary credentials. Between 2014 and 2018, the number of students transferring from NPC to an in-state, public university increased by 19% to 92, despite declining enrollments. In addition, the percentage of transfers who earned an AGECE and/or degree prior to transferring has increased, indicating that the transfer process is becoming more efficient and cost effective.



Northland Pioneer College

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



STRATEGIC VISION FOR 2030

In 2017 Arizona's community colleges embraced a Strategic Vision for 2030, which focuses college efforts around three major goals: expanding access to postsecondary credentials; increasing transfer and completion of associate degrees and certificates; and improving alignment between college programs and workforce needs.

The Strategic Vision for 2030 builds upon the colleges' previous long-term plan, published in 2011, and outlines how Arizona's ten community college districts will continue to improve student outcomes, as well as how the districts contribute to Arizona's broader economic and educational goals. **In particular, the Strategic Vision for 2030 creates a framework for reaching the Achieve60AZ goal that by 2030, 60% of the Arizona working-age population will hold a postsecondary credential.**

A major function of the Strategic Vision for 2030 is the collection, analysis, and publication of data pertaining to 33 short-term, mid-range, long-term, and follow-up metrics. The majority of these metrics have been in place for years, making it possible to evaluate trends in student progress and outcomes.

Statewide and district-level data will continue to be used to guide improvement efforts at community colleges across the state. Statewide data will also be shared with the Arizona Board of Regents, the Arizona Department of Education, and Arizona's workforce development and business communities in order to assist in the improvement of educational and economic pathways.

The Strategic Vision for 2030, as well as a Technical Guide that provides detailed definitions of each metric, can be found online at: www.arizonacommunitycolleges.org.

METRICS AND COHORTS

METRICS

The 2019 Strategic Vision Outcomes Report presents data related to 33 short-term, mid-range, long-term, and follow-up metrics. These data identify areas of strength, as well as places where Northland Pioneer College (NPC) will need to focus its efforts in order to expand access, increase transfer and completion, and improve alignment with workforce needs.

Short-term metrics correspond to enrollment rates, cost measures, and training for high-demand occupations.

Mid-range metrics examine student persistence and success in the first two years of college.

Long-term metrics pertain to transfer and completion rates.

Follow-up metrics examine student success after departing the community college and may be affected by economic forces, as well as the actions of Arizona universities.

COHORTS

The 2019 Strategic Vision Outcomes Report tracks several cohorts of students.

2016 and 2012 New Student Cohorts are used to examine student persistence and success after two and six years, respectively.

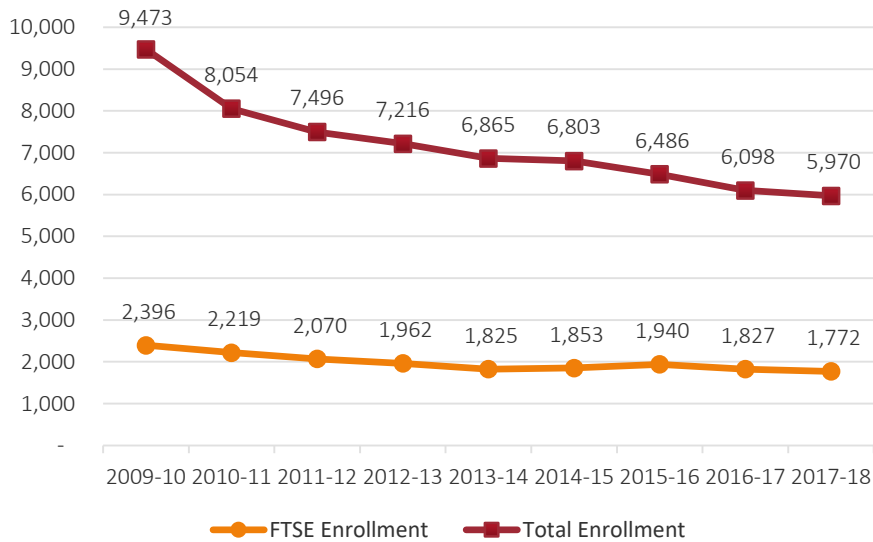
2016 and 2012 Credential-Seeking Sub-Cohorts, defined as cohort members who earned at least 12 credits by the end of their second year, are used for some retention, transfer, and completion measures. Credential-seeking sub-cohorts provide a more accurate gauge of student success, as they take into account learners' diverse education and training goals.

2015-16 Occupational Cohort, comprised of students who exited NPC in 2015-16 after completing a specified number of credits in an occupational pathway, is used in follow-up metrics related to wage growth and earning industry-recognized credentials.

Expand Access: Short-Term Metrics

3

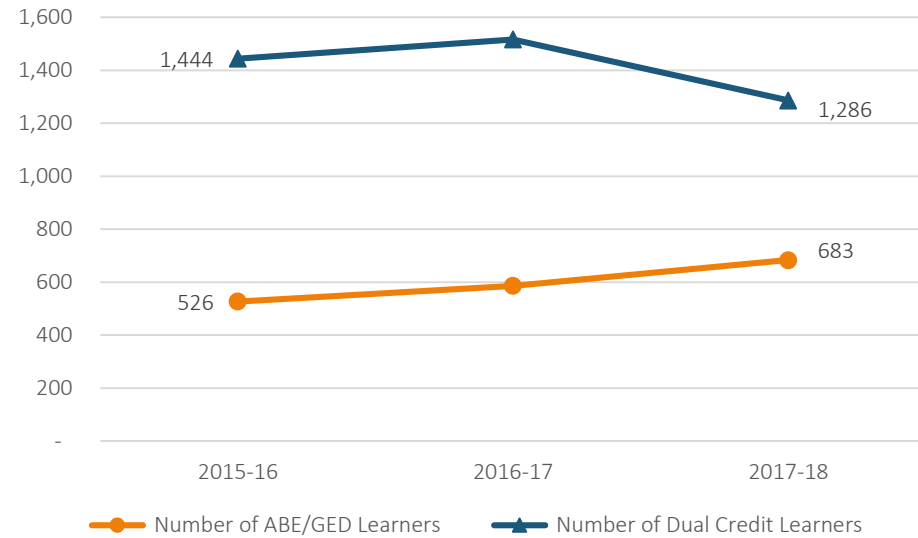
Metrics 1 and 2: FTSE and Total Enrollment



Total annual enrollment at NPC has declined from its recession-era high in 2009-10, although full-time student equivalent (FTSE) enrollment has stabilized. Despite this enrollment decline, which mirrors statewide and national trends, the annual number of degree and certificates awarded has remained somewhat more stable (see metric 19).

November 13, 2019

Metrics 3 and 4: Enrollment of ABE/GED and Dual Credit Learners



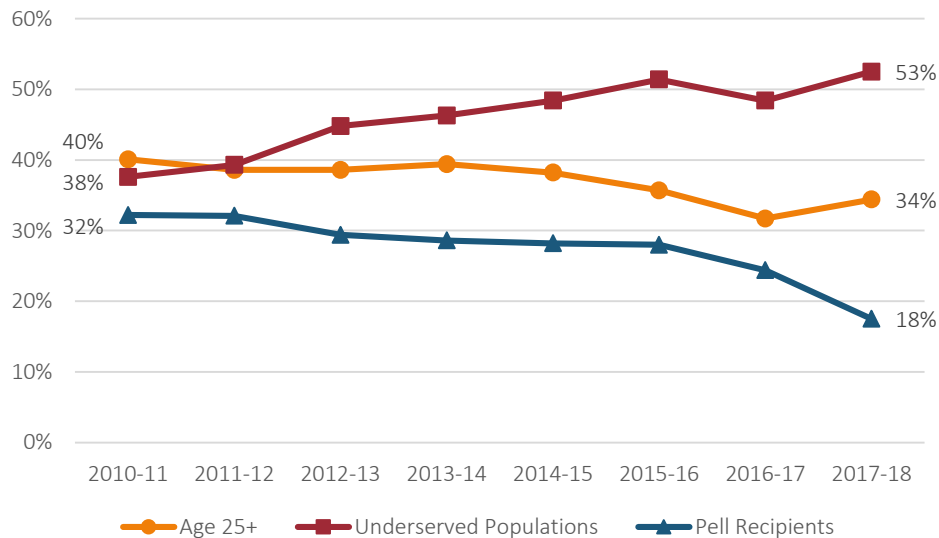
At NPC, annual enrollment in Adult Basic Education (ABE) and/or General Educational Development (GED) courses rose to 683 in 2017-18. ABE/GED programs are essential in expanding access to Arizona's community colleges. Total annual enrollment of high school learners in dual credit courses dropped to 1,286 as TALON (CSICO) students were excluded in 2017-18.

Navajo County Community College District Governing Board

Packet Page 57

Expand Access: Short-Term Metrics

Metric 5: Enrollment of Underserved Populations

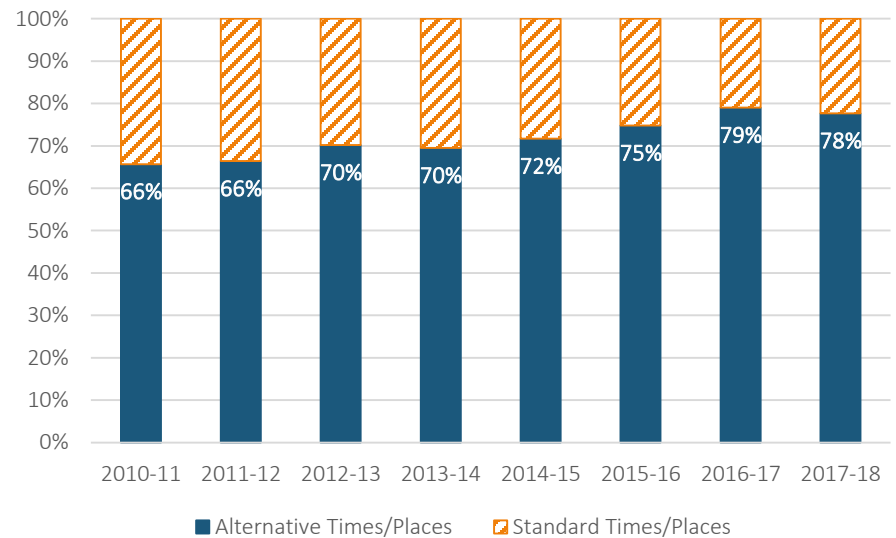


Since 2010-11, the percentage of NPC students who are members of an underserved racial/ethnic group has increased but is still lower than the percentage of Apache and Navajo Counties belonging to an underserved population (83% and 60%, respectively).¹ NPC enrolls fewer adult learners and Pell recipients than statewide averages (35% and 28%, respectively).

November 13, 2019

Navajo County Community College District Governing Board

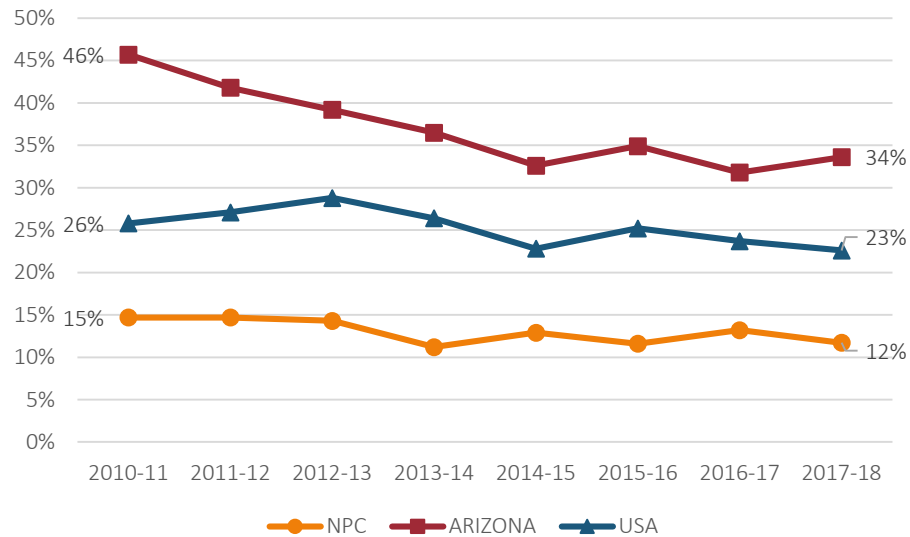
Metric 6: Percent of Credit Hours Earned Via Alternative Times or Places



At NPC, only 22% of instruction in 2017-18 occurred in traditional semester-length courses held on campus Monday through Friday, 8am to 5pm. Extending access to many diverse populations, 78% of all student credit hours were earned online, at night or on the weekends, or at skills centers, American Indian reservations, or other locales.

Expand Access: Short-Term Metrics

Metric 7: Community College-Going Rate

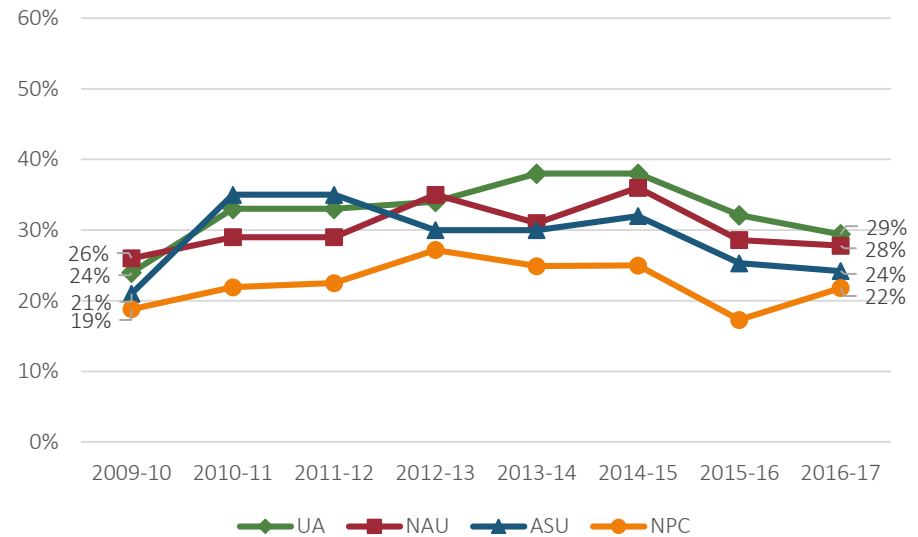


NPC enrolls 12% of recent high school graduates in its service area. This number is lower than both the statewide (34%) and national averages (23%).² NPC will continue to work with other community colleges and the Arizona Board of Regents to improve college-going across the state.

November 13, 2019

Navajo County Community College District Governing Board

Metric 8: Cost of Attendance as a Percentage of Median Household Income

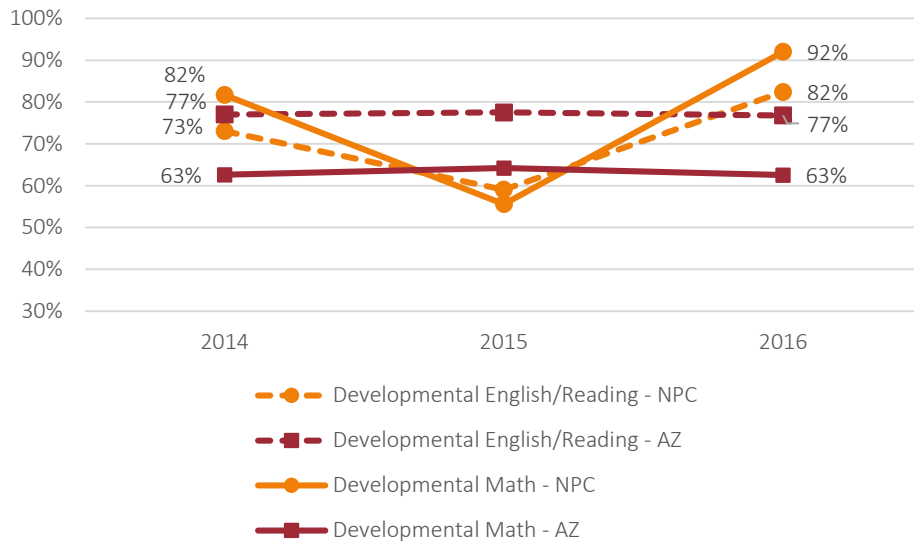


At just over \$8,000 per year, the net price of attending NPC is just 22% of the Apache and Navajo County median household income. This rate is lower than Arizona's public universities (24-29%),³ making NPC an excellent and affordable option for postsecondary education and training.

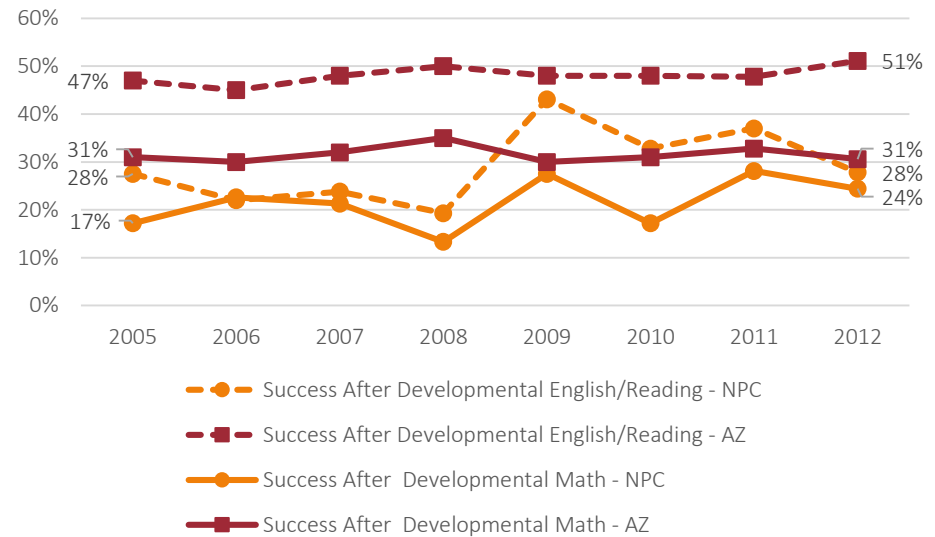
Packet Page 59

Expand Access: Mid-Range Metrics

Metrics 9 and 10: Developmental Course Success Rates



Metrics 11 and 12: Success After Developmental Education

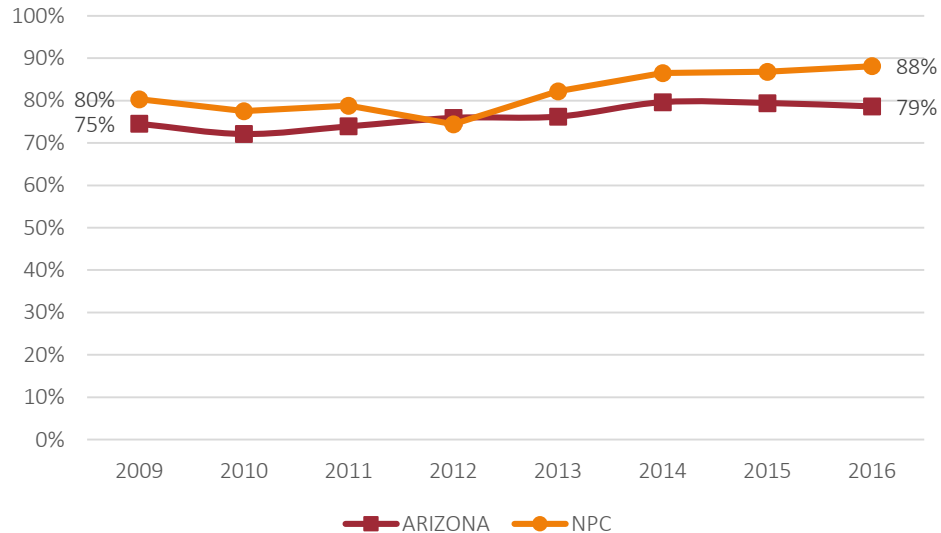


Over two years, 82% of student credit hours attempted in developmental English or reading by NPC's 2016 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). In that same time period, 92% of student credit hours attempted in developmental math by the same cohort were successfully completed (with a grade of A, B, C, or Pass).

After six years, 28% of developmental English or reading learners in NPC's 2012 New Student Cohort successfully completed a college-level course in English, and 24% of developmental math learners in the same cohort completed a college-level math course. These success after developmental education rates are slightly lower than statewide and national averages.

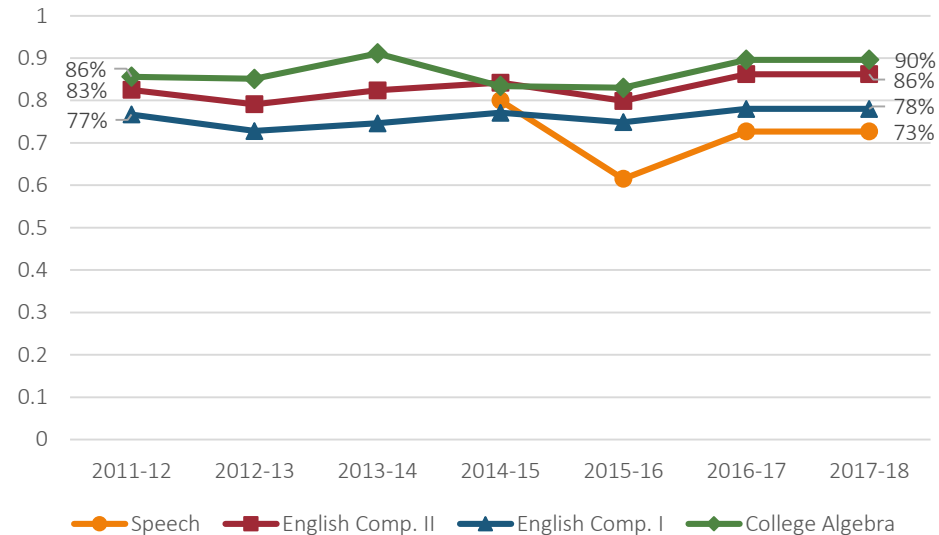
Increase Transfer and Completion: Mid-Range Metrics

Metric 13: College-Level Course Success Rate



Over two years, 88% of student credit hours attempted in college-level courses by NPC's 2016 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). This rate has increased over the past seven years.

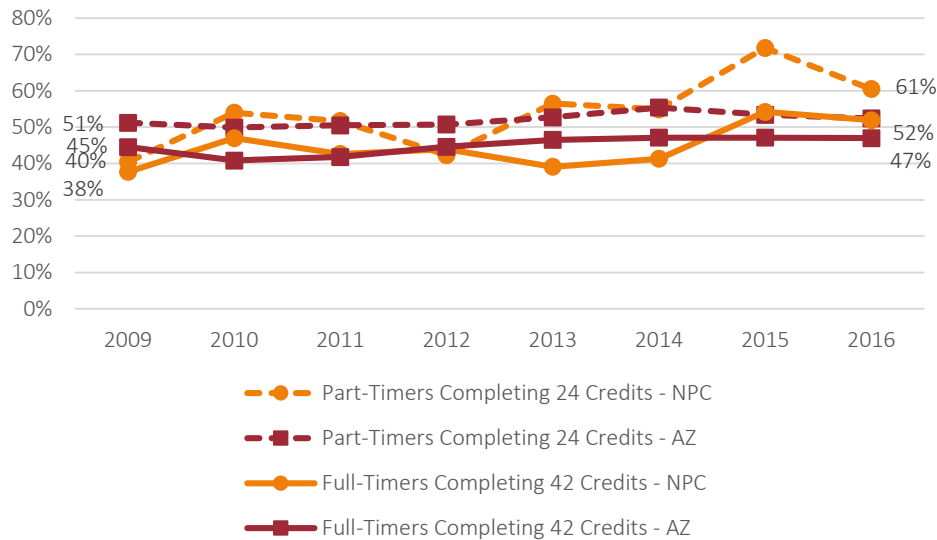
Metric 14: Percent of First College-Level Math and English Credit Hours Completed



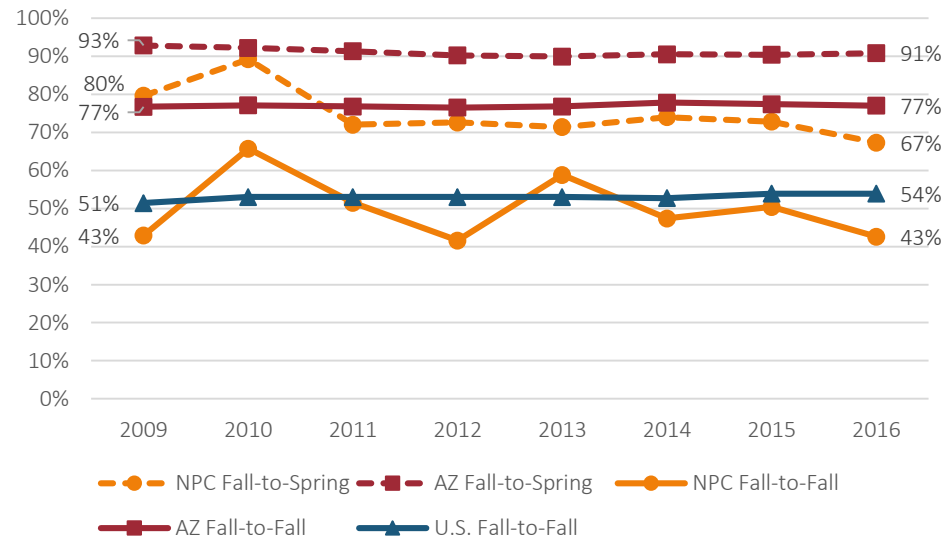
In 2017-18, between 73% and 90% of student credit hours attempted in College Algebra, English Composition I and II, and Speech were successfully completed (with a grade of A, B, C, or Pass). The rates at which NPC students successfully complete these first college-level courses exceeds statewide and national averages.

Increase Transfer and Completion: Mid-Range Metrics

Metrics 15 and 16: Percent of Learners Attaining Two-Year Credit Thresholds



Metrics 17 and 18: Retention Rates

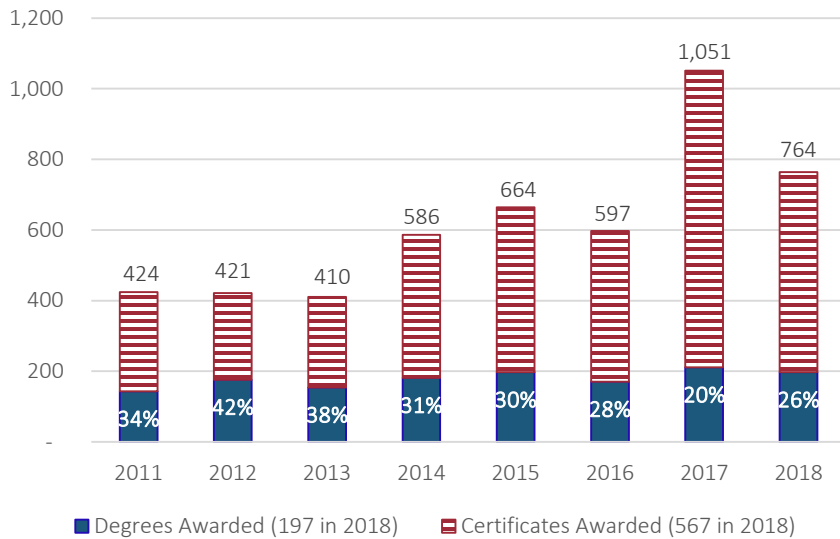


By the end of their second year, 61% of part-time learners in NPC’s 2016 Credential-Seeking Cohort had completed 24 credits, and 52% of full-time learners in the same cohort had completed 42 credits. These rates are notable, as research has linked attainment of credit thresholds to higher persistence and completion rates.⁶

Sixty-seven percent of NPC’s 2016 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to spring 2017, and 43% of them returned the following fall. NPC’s fall-to-fall retention rate is somewhat lower than the 54%⁷ reported as a national comparison.

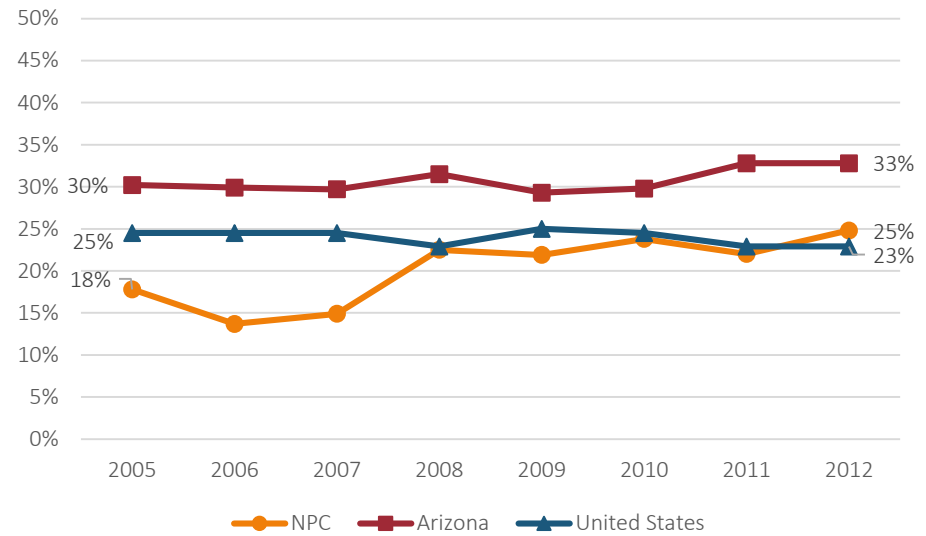
Increase Transfer and Completion: Long-Term Metrics

**Metric 19:
Degrees and Certificates Awarded**



Between 2011 and 2018, the number of degrees and certificates awarded by NPC increased by 80% to 764. Of the 2018 total, 26% were degrees and 74% were certificates. This increase occurred despite lower enrollments, as NPC is making a concerted effort to increase the percentage of learners earning postsecondary credentials.

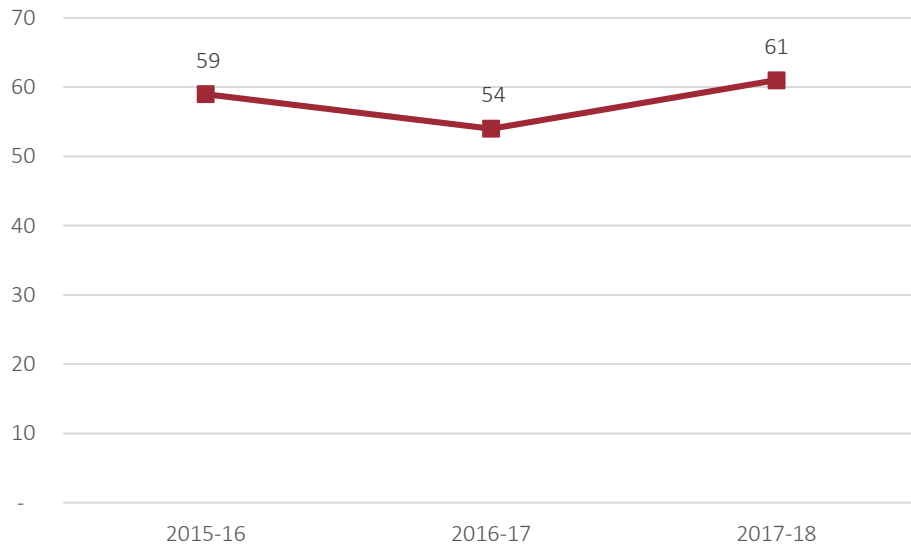
**Metric 20: Graduation
(Degree/Certificate Completion) Rate**



After six years, 25% of NPC's 2012 Credential-Seeking Cohort had completed a degree or certificate. NPC's graduation rate is higher than the most recent national comparison (23%),² in part because the national number is not limited to credential-seekers.

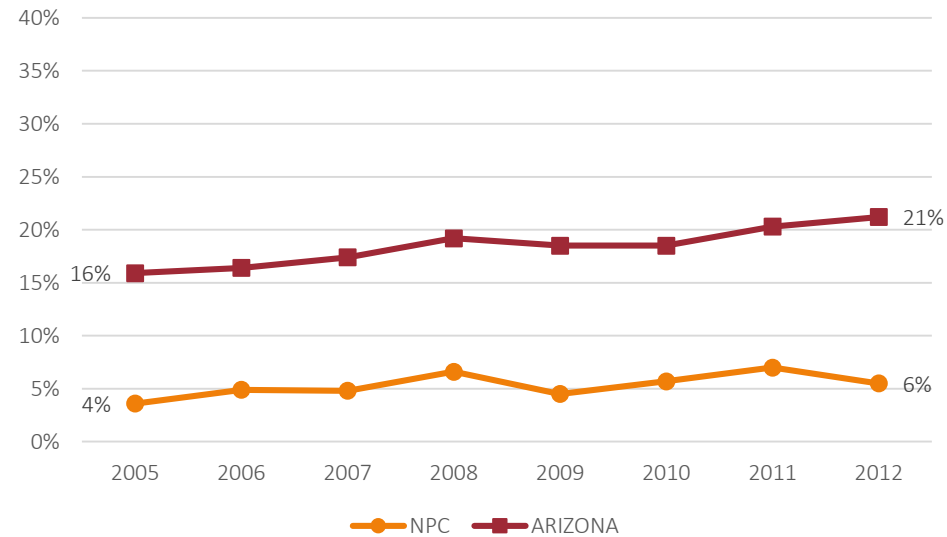
Increase Transfer and Completion: Long-Term Metrics

Metric 21: AGECs Awarded



In 2017-18, NPC awarded 61 Arizona General Education Curriculum (AGEC) certificates, a slight increase from previous years. The AGEC is comprised of 35-37 credit hours of coursework that, upon completion, transfer to all public colleges and universities in the state and fulfill lower division, general education requirements.

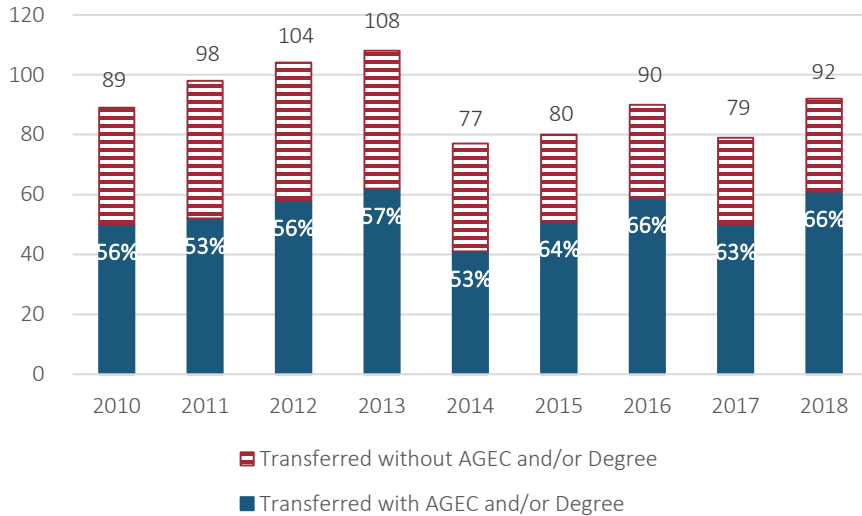
Metric 22: AGEC Completion Rate



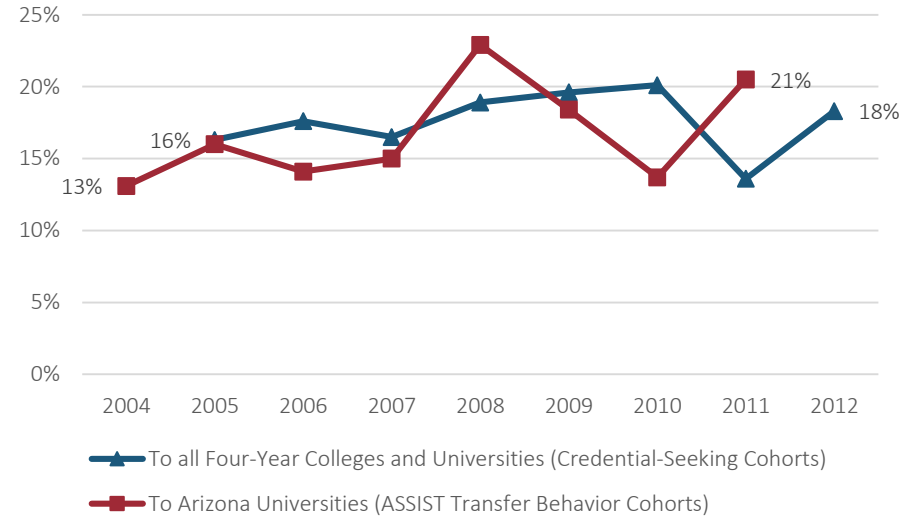
At NPC, 6% of the 2012 Credential-Seeking Cohort completed an AGEC within 6 years, a 50% increase from the 2005 Cohort. Increasing the AGEC completion rate—a key priority for the state’s community colleges—will not only ease transfer to Arizona’s public universities but also help students earn bachelor’s degrees in less time and with fewer excess credits.

Increase Transfer and Completion: Long-Term Metrics

Metrics 23 and 24: In-State Transfers and Percent with AGEC and/or Degree



Metrics 25 and 26: Transfer Rates

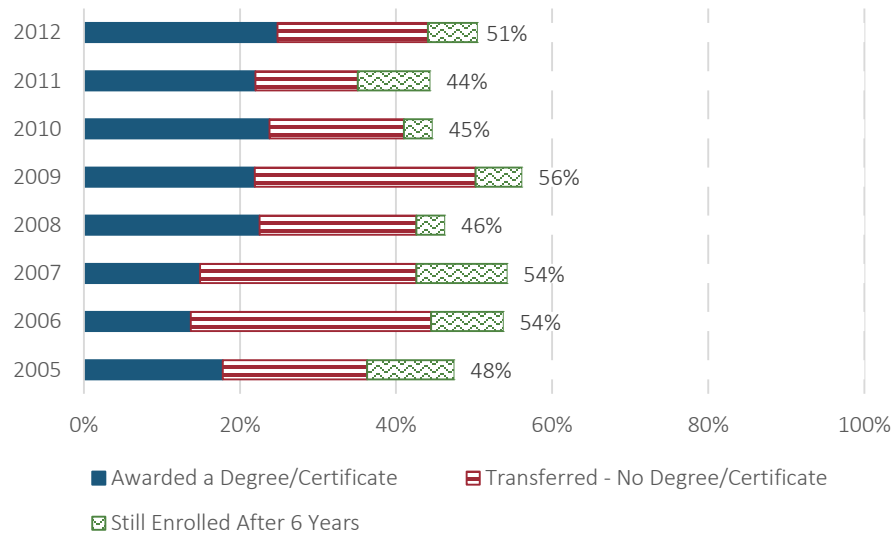


Between 2014 and 2018, the number of students transferring from NPC to an in-state, public university increased by 19% to 92, despite declining enrollments. In addition, the percentage of transfers who earned an AGEC and/or degree prior to transferring has increased, indicating that the transfer process is becoming more efficient and cost effective.

At NPC, transfer rates to Arizona universities among ASSIST Transfer Behavior Cohorts have increased since 2004. The overall transfer rate (the percent of learners in credential-seeking cohorts who transfer to any four-year college or university within 6 years) has increased slightly to 18%. Both rates are slightly lower than the most recent national average (25%).⁹

Increase Transfer and Completion: Long-Term Metrics

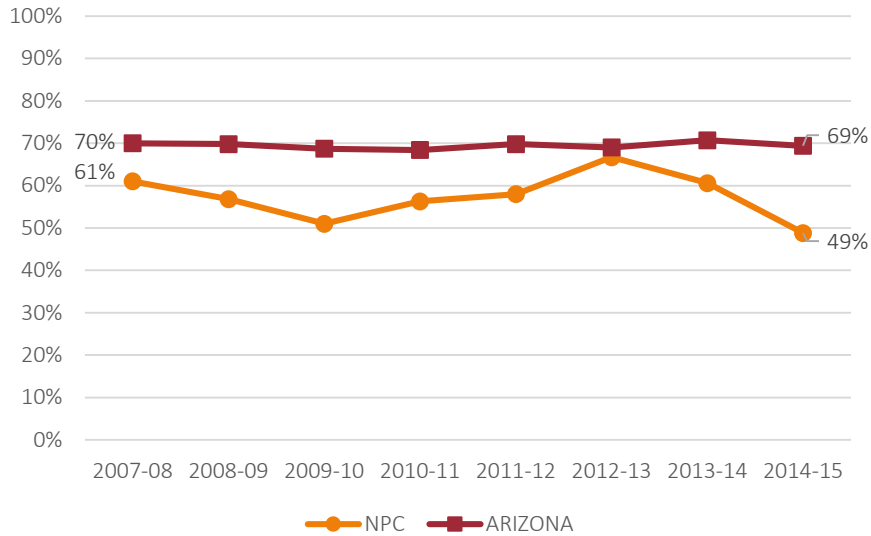
Metric 27 : Percent of Learners Achieving a Successful Outcome



Fifty-one percent of learners in NPC’s 2012 Credential-Seeking Cohort achieved a successful outcome within 6 years. Because community college learners enter college with diverse education and training goals, and because they often attend part-time and/or earn credits from more than one institution, several national accountability initiatives—including the Student Achievement Measure—have broadened the definition of a successful outcome to include earning a degree or certificate, transferring to another two- or four-year college or university, or continued enrollment. Nationally, 57% of all community college students (62% of full-timers and 55% of part-timers) achieve one of these successful outcomes within 6 years.¹⁰

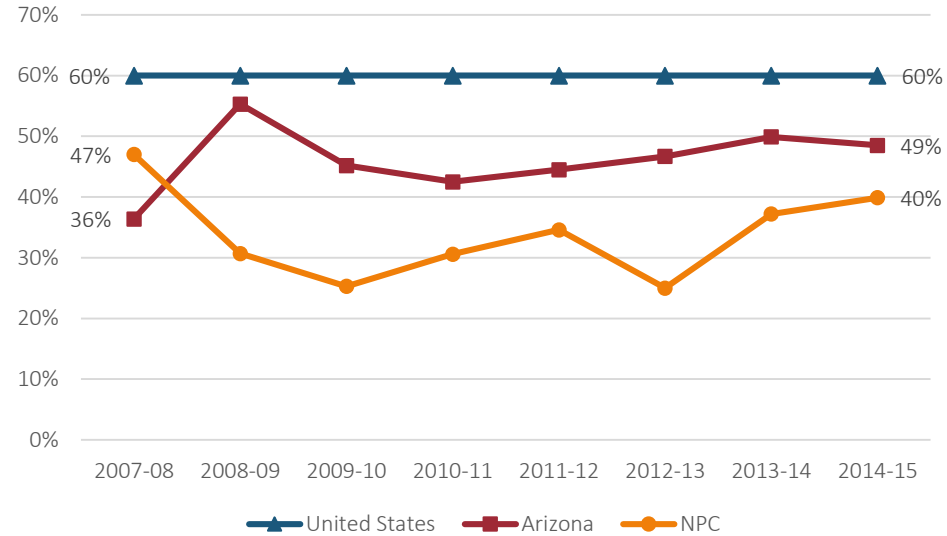
Increase Transfer and Completion: Follow-Up Metrics

Metric 28: Percent of Full-Time Transfers to AZ Universities Earning Bachelor's Degrees



Forty-nine percent of all 2014-15 full-time transfers from NPC to in-state, public universities earned a bachelor's degree within four years. This rate has slightly declined in recent years, although most full-time transfers are graduating from the state's public universities in a timely manner.

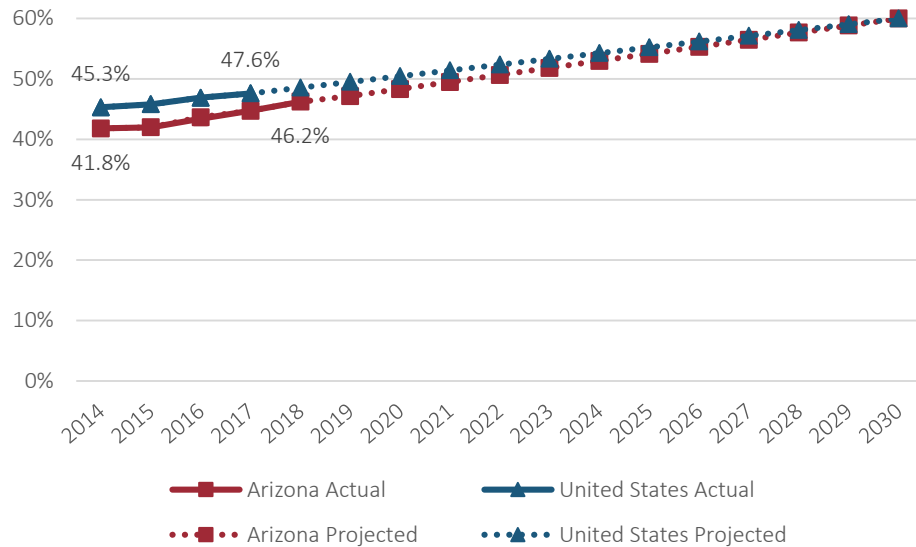
Metric 29: Percent of All Transfers Earning Bachelor's Degrees



Forty percent of 2014-15 transfers from NPC to all four-year institutions—public and private, in-state and out—earned a bachelor's degree within four years. Somewhat lower than statewide and national averages (49% and 60%, respectively),¹¹ this percentage may reflect a high incidence of part-time attendance after transfer.

Increase Transfer and Completion: Follow-Up Metrics

Metric 30: Estimated Percent of the Arizona Working-Age Population with a Postsecondary Credential

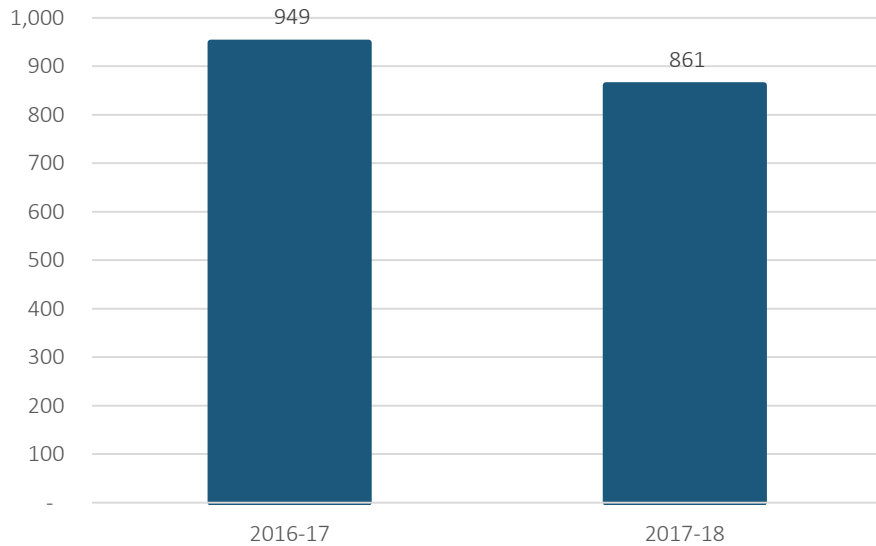


In 2018, an estimated 46.2% of the Arizona working-age population (residents aged 25-64) held a workforce certificate, associate degree, or bachelor’s or higher degree (up from 41.8% in 2014). Arizona’s community colleges are working closely with the Arizona Board of Regents and other postsecondary institutions across the state to reach the Achieve60AZ goal that by 2030, 60% of the Arizona working-age population will hold a postsecondary credential.

Improve Alignment: Short-Term and Follow-Up Metrics

Metric 31:

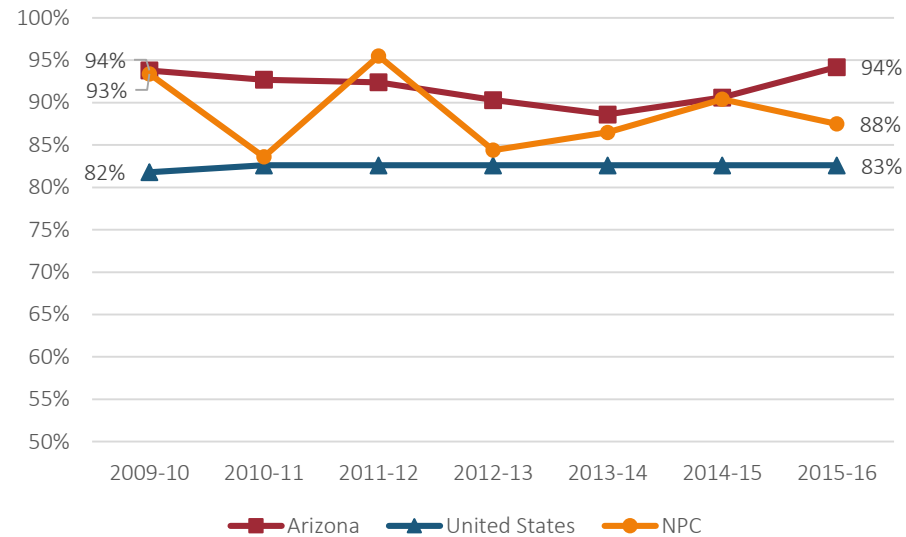
FTSE Enrollment in Occupational Courses



FTSE enrollment in NPC’s occupational courses was 861 in 2017-18. Many of these enrollments were in degree or certificate programs associated with the highest-demand occupations in the state, including (among others) nurses, preschool teachers, computer support specialists, web developers, and medical or dental assistants.

November 13, 2019

Metric 32: Percent of Occupational Learners Earning Industry-Recognized Credentials



Of all learners in NPC’s 2015-16 Occupational Cohort who took a technical skill or end-of-program assessment up to one year after college exit, 88% passed the assessment and/or earned an industry-recognized credential. Examples of occupational programs leading to industry-recognized credentials include nursing, EMT, construction, solar technologies, and fire science.

Improve Alignment: Short-Term and Follow-Up Metrics

Metric 33: Percent of the 25 Highest-Demand Occupations in Northeastern Arizona requiring more than a High School Diploma but less than a Bachelor's Degree for which NPC offers Degree and/or Certificate Programs

- √ Medical Assistants
- √ Heavy and Tractor-Trailer Truck Drivers
- √ Dental Assistants
- √ Nursing Assistants
- √ Dental Hygienists
- √ Emergency Medical Technicians and Paramedics
- √ Health Technologists and Technicians, All Other
- √ Respiratory Therapists
- √ Medical Records and Health Information Technicians
- √ Medical and Clinical Laboratory Technicians
- √ Bookkeeping, Accounting, and Auditing Clerks
- √ Electrical and Electronics Engineering Technicians
- √ Chemical Technicians
- √ Radiologic Technologists
- √ Computer Network Support Specialists
- √ Computer User Support Specialists
- √ Preschool Teachers, Except Special Education
- √ Human Resources Assistants, Except Payroll and Timekeeping
- √ Library Technicians
- √ First-Line Supervisors of Fire Fighting and Prevention Workers
- √ Engineering Technicians, Except Drafters, All Other
- √ Automotive Service Technicians and Mechanics
- √ Forest and Conservation Technicians
- √ Teacher Assistants
- √ Telecommunications Equipment Installers and Repairers, Except Line Installers

Northland Pioneer College offers degree and/or certificate programs training workers for 44% (11 of 25) of the highest-demand occupations in the Northeastern region of the state.

Strategic Vision Data: Sources and Attributions

¹U.S. Bureau of the Census. (2018). *American Community Survey, 2013-17 5-year estimates*. Washington, DC: Author.

²U.S. Department of Education, National Center for Education Statistics. (2018). *Digest of education statistics*. Washington, DC: Author.

³U.S. Bureau of the Census. (2018). *American Community Survey, 2013-17 5-year estimates*. Washington, DC: Author; U.S. Department of Education, National Center for Education Statistics. (2019). *College navigator*. Washington, DC: Author.

⁴Bailey, T., Jeong, D. W., & Cho, S. W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review, 29*, 155-270.

⁵National Community College Benchmark Project. (2018). *Report of national aggregate data*. Overland Park, KS: Author.

⁶Moore, C., Shulock, N., & Offenstein, J. (2009). *Steps to success: Analyzing milestone achievement to improve community college student outcomes*. Sacramento: California State University, Institute for Higher Education Leadership and Policy.

⁷NCHEMS. (2015). *Retention rates - First-time college freshmen returning their second year (two-year public institutions)*. Boulder, CO: Author.

⁸Kisker, C. B., & Wagoner, R. L. (2013). *Implementing transfer associate degrees. Perspectives from the states*. New directions for community colleges, no. 160. San Francisco: Jossey-Bass.

⁹Community College Research Center, Teachers College, Columbia University. (2015). *What we know about transfer. Research overview*. New York: Author.

¹⁰National Student Clearinghouse. (2017). *Snapshot report: Yearly success and progress rates (two-year publics, first-time, full-time and first-time, part-time)*. Herndon, VA: Author.

¹¹National Student Clearinghouse. (2012). *Snapshot report: Transfer outcomes (four years after transfer)*. Herndon, VA: Author.

REVIEW OF 2020-21 BUDGET ASSUMPTIONS AND GUIDELINES

Summary:

Staff will review preliminary Budget Assumptions and Guidelines for fiscal year 2020-21.



Northland Pioneer College
Preliminary Budget Development Assumptions
FY 2020-21

GENERAL ASSUMPTIONS

- Budget Development Calendar will be followed.
- Introductory budget analysis for DGB in February will be prior to budget hearings and will be limited to an overview of expenditure and revenue trends.
- Preliminary budget analysis for DGB in March will include a detailed examination of budget planning.
- Statutory Expenditure Limit will be breached; carry-forward is available to address short-term issues and expenditures are continuously reviewed to assess the impact on the expenditure limit.

REVENUE ASSUMPTIONS

- Overall revenues are expected to decrease compared to current fiscal year.
- State funding is expected to increase slightly compared to current fiscal year.
- Tuition revenues will show a slight decrease based on enrollment levels. The District Governing Board will be adopting a three-year tuition plan in FY2021 that ends with FY2023. Tuition and general fees are set at a rate that:
 - (A) gives consideration to the impact on students, student enrollment, and student retention rates,
 - (B) increases incrementally, and
 - (C) is competitive in our market by maintaining a comparative position to the average overall tuition and general fees at other Arizona community colleges.
- Course fees will be set at a rate calculated to offset expendable supplies and equipment.
- Primary property tax will be levied at the maximum rate, which is two percent higher than current year tax plus new construction. Setting the tax levy at the maximum will require a truth-in-taxation hearing.
- Other revenues will be estimated based on historical information and emerging trends.

EXPENDITURE ASSUMPTIONS

- Overall general fund expenditures will match revenues.
- Items in budget requests will be linked to the current **NPC Strategic Plan** through operational plans developed at the division or departmental level. Any budget amounts that are higher than current budget **or** actual historical spending will require **justification and will be reviewed during the budget hearing process.**
- Budget requests from Department Managers for operational and capital expenditures will be completed by **Monday, February 3, 2020.**

- SALARY SCHEDULES will be developed with:
 - (A) consideration to increasing rates balanced with available funds and impact to expenditure limit,
 - (B) consideration to competitive market conditions with the goal to maintain a comparative position to the average increases/rates at other local public entities, other Arizona community colleges, and other similar institutions, and
 - (C) consideration to salary recommendations received through the shared governance process.
- BENEFITS will be developed with:
 - (A) consideration on impacts from third-party partnerships including:
 - (1) Employee benefit trust for medical insurance, and
 - (2) Arizona State Retirement System for retirement contributions.
- Education partner relationships will be maintained with:
 - (A) Apache County,
 - (B) NAVIT,
 - (C) Dual enrollment, and
 - (D) others.
- OPERATING budget will be developed annually.
- CAPITAL budget requests will be developed for a three-year period (FY2021, FY2122 and FY2223).
- GRANT funding will continue to be identified and pursued.
- AUXILIARY fund activities will be maintained.

**Northland Pioneer College
Budget Development Guidelines
FY 2020-21**

Budget Categories & Targets:

Revenues	<ul style="list-style-type: none"> • Budget will be prepared by the VPAS and staff
Salaries/Wages & Benefits	<ul style="list-style-type: none"> • Budget will be prepared by the VPAS and staff except for the following wages that budget managers will <u>include in their budget requests:</u> <ul style="list-style-type: none"> ○ Adjunct faculty ○ Faculty overload ○ Temporary employee ○ Lab aid ○ Substitute faculty
Operating Expenditures	<ul style="list-style-type: none"> • Expected to remain level or decrease compared to historical spending. • Budget requests should reflect only those items identified in division or departmental operational plans. • Any new programs/services must demonstrate linkage to the adopted strategic plan.
Capital Expenditures	<ul style="list-style-type: none"> • All requests for funding will be linked to revenues from the operational budget, grant funds, or reserved funds. • Minimal state funding for STEM is expected to continue.

STRATEGIC PLANNING AND BUDGET DEVELOPMENT CALENDAR

FISCAL YEAR 2020 – 2021

REVISED *

ACTIVITY	RESOURCE	DUE BY
1. Receive & approve calendar	DGB	17 September 2019
2. Receive draft strategic plan	DGB	17 September
3. Approve strategic plan	DGB	15 October
4. Receive and approve budget assumptions & overview	DGB	17 December
5. Review strategic plan/budget at convocation or meetings	SPASC	6 January 2020
6. Solicit input for strategic plan at convocation or meetings	SPASC	6 January
7. Distribute budget materials for operational & capital	Bus Ofc	7 January
8. * Executive team, faculty, CASO meet on compensation	Ex Tm FA CASO	13 January 3 February
9. Financial Services receives budget requests	Department Managers	3 February
10. * President receives compensation recommendation	FA CASO	3 February 2 March
11. Review of operational & capital plans/budget requests	Executive Team	10 February
12. Receive introductory budget analysis	DGB	18 February
13. Receive tuition and fee schedules	DGB	18 February
14. * Receive compensation recommendation	DGB	18 February 17 March
15. Budget hearing	SPASC	6 March
16. Receive preliminary budget analysis	DGB	17 March
17. Approve tuition and fee schedules	DGB	17 March
18. * Approve compensation	DGB	17 March 21 April
19. Receive complete budget analysis	DGB	21 April
20. Adopt tentative budgets & related publications	DGB	21 April
21. Develop priorities for upcoming strategic plan	DGB	21 April
22. Publish notice of budget public hearing/TNT hearing	VPAS	24 April
23. Publish notice of TNT hearing (2)	VPAS	30 April
24. Publish notice of budget public hearing (2)/TNT hearing (3)	VPAS	7 May
25. Conduct taxpayer public hearings	DGB	19 May
26. Adopt property tax levy and final budgets	DGB	19 May
27. Notify PTOC of primary property tax levy	VPAS	22 May
28. Submit tax levy to Navajo County	VPAS	22 May
29. Develop upcoming strategic plan draft	SPASC	31 July
30. Present strategic plan report & new draft at convocation	SPASC	17 August
31. Receive input for future strategic plans at convocation	SPASC	17 August
32. Receive annual report on strategic planning	DGB	18 August 2020

First Amendment - Mountain Public Employee Benefit Trust

Recommendation:

Staff recommends approval of the first amendment to the Intergovernmental Agreement and Declaration of Trust Mountain Public Employee Benefit Trust (Trust Agreement).

Summary:

Northland Pioneer College is a member of the Mountain Public Employee Benefit Trust (MPEBT) and has designated the Vice President of Administrative Services to serve as the Trustee. The Trust Agreement was approved by the Trust attorney and the Trustees in 2017. The purpose was to clarify various provisions relative to all phases of the operation of the MPEBT. The integrity of the agreement was validated during the withdrawal of two members, Show Low and Blue Ridge school districts. In the process of that validation, language related to the basis and amount of member contributions to the MPEBT was considered vague. The Trustees asked its consultant and attorney to draft an amendment that was more specific relative to the basis of contributions by the participating members.

In order to develop specificity to the language, Section 6.01 was amended to reflect the basis for the participating member's contribution. The change is **highlighted** below.

Current: 6.01 ENTITY CONTRIBUTIONS. In order to effectuate the purpose hereof, each Participating Entity shall contribute to the Fund an amount determined by the Board of Trustees, for each Employee and his/her covered dependents, to be necessary to pay for the benefits provided hereunder. Such contributions shall be based upon the applicable rate and applied to each Employee of the Participating Entity. If both persons, as spouses, are Employees of a Participating Entity, the Participating Entity shall pay the Employee coverage rate for both as Employees. The Participating Entity's Contribution shall be due and payable as determined by the Trustees.

Amended: 6.01 ENTITY CONTRIBUTIONS. In order to effectuate the purpose hereof, each Participating Entity shall contribute to the Fund an amount determined by the Board of Trustees, for each Employee and his/her covered dependents, to be necessary to pay for the benefits provided hereunder. Such contributions shall be based upon the applicable rate and applied **using the lowest available employee only contribution rate** to each Employee of the Participating Entity. If both persons, as spouses, are Employees of a Participating Entity, the Participating Entity shall pay the Employee coverage rate for both as Employees. The Participating Entity's Contribution shall be due and payable as determined by the Trustees.



**FIRST AMENDMENT TO THE
INTERGOVERNMENTAL AGREEMENT AND
DECLARATION OF TRUST
MOUNTAIN PUBLIC EMPLOYEE BENEFIT TRUST**

This First Amendment to the Intergovernmental Agreement and Declaration of Trust Mountain Public Employee Benefit Trust (“First Amendment”) is dated as of _____, 2019 and is effective as of _____ (“Effective Date”) and is between the Governing Boards of the Participating Entities (the “Participating Entities”) and certain appointed persons, hereinafter referred to as the “Trustees.”

The Participating Entities established the Intergovernmental Agreement and Declaration of Trust Mountain Public Employee Benefit Trust in 1976, was they amended and completely restated on July 1, 2017 (the “Trust Agreement”). The Participating Entities reserved the right and power to amend the Trust Agreement in whole or in part under Section 11.01 and they continue to reserve such right and power. Any such amendment is effective upon a majority vote of the Trustees and approval of all the Participating Entity’s Governing Boards.

The Governing Boards and the Trustees hereby amend the Trust Agreement as provided in this First Amendment.

1. Section 6.01 is amended to read as follows:

6.01 ENTITY CONTRIBUTIONS. In order to effectuate the purpose hereof, each Participating Entity shall contribute to the Fund an amount determined by the Board of Trustees, for each Employee and his/her covered dependents, to be necessary to pay for the benefits provided hereunder. Such contributions shall be based upon the applicable rate and applied using the lowest available employee only contribution rate to each Employee of the Participating Entity. If both persons, as spouses, are Employees of a Participating Entity, the Participating Entity shall pay the Employee coverage rate for both as Employees. The Participating Entity’s Contribution shall be due and payable as determined by the Trustees.

2. In a duly called and noticed meeting of the Trustees, at which a quorum was present, at least a majority of the Trustees voted to approve this First Amendment. By their signatures below, the Participating Entities confirm that their Governing Boards have approved the First Amendment. Accordingly, as modified and amended by this First Amendment, the Trust Agreement is hereby ratified and confirmed.

[THE REMAINDER OF THIS PAGE INTENTIONALLY LEFT BLANK]

[SIGNATURE PAGES TO FOLLOW]

HEBER-OVERGAARD UNIFIED SCHOOL DISTRICT #6

SIGNATURE OF REPRESENTATIVE TRUSTEE, PARTICIPATING ENTITY AND OF LEGAL COUNSEL

By: _____
Ron Tenney, Trustee, representative of
Heber-Overgaard Unified School District #6
Signed this _____ day of _____, 2019.

By: _____
Governing Board President or authorized designee
for Heber-Overgaard Unified School District #6

Print Name
Signed this _____ day of _____, 2019

The undersigned attorney for the identified above has determined pursuant to A.R.S. §11-952.01 that this First Amendment to the Intergovernmental Agreement and Declaration of Trust Mountain Public Employee Benefit Trust is in proper form and is within the powers and authority granted under the laws of Arizona to such Participating Entity.

By: _____

Print Name
Signed this _____ day of _____, 2019

NORTHLAND PIONEER COLLEGE

SIGNATURE OF REPRESENTATIVE TRUSTEE, PARTICIPATING ENTITY AND OF
LEGAL COUNSEL

By: _____
Madera Ellison, Trustee, representative of
Northland Pioneer College
Signed this ____ day of _____, 2019.

By: _____
Governing Board President or authorized designee
for Northland Pioneer College

Print Name
Signed this ____ day of _____, 2019

The undersigned attorney for the identified above has determined pursuant to A.R.S. §11-952.01 that this First Amendment to the Intergovernmental Agreement and Declaration of Trust Mountain Public Employee Benefit Trust is in proper form and is within the powers and authority granted under the laws of Arizona to such Participating Entity.

By: _____

Print Name
Signed this ____ day of _____, 2019

NORTHERN ARIZONA VOCATIONAL INSTITUTE OF TECHNOLOGY

SIGNATURE OF REPRESENTATIVE TRUSTEE, PARTICIPATING ENTITY AND OF
LEGAL COUNSEL

By: _____
Matt Weber, Trustee, representative of
Northern Arizona Vocational Institute of Technology
Signed this _____ day of _____, 2019.

By: _____
Governing Board President or authorized designee
for Northern Arizona Vocational Institute of Technology

Print Name
Signed this _____ day of _____, 2019

The undersigned attorney for the identified above has determined pursuant to A.R.S. §11-952.01 that this First Amendment to the Intergovernmental Agreement and Declaration of Trust Mountain Public Employee Benefit Trust is in proper form and is within the powers and authority granted under the laws of Arizona to such Participating Entity.

By: _____

Print Name
Signed this _____ day of _____, 2019

ROUND VALLEY UNIFIED SCHOOL DISTRICT #10

SIGNATURE OF REPRESENTATIVE TRUSTEE, PARTICIPATING ENTITY AND OF LEGAL COUNSEL

By: _____
Travis Udall, Trustee, representative of
Round Valley Unified School District #10
Signed this _____ day of _____, 2019.

By: _____
Governing Board President or authorized designee
for Round Valley Unified School District #10

Print Name
Signed this _____ day of _____, 2019

The undersigned attorney for the identified above has determined pursuant to A.R.S. §11-952.01 that this First Amendment to the Intergovernmental Agreement and Declaration of Trust Mountain Public Employee Benefit Trust is in proper form and is within the powers and authority granted under the laws of Arizona to such Participating Entity.

By: _____

Print Name
Signed this _____ day of _____, 2019

SNOWFLAKE UNIFIED SCHOOL DISTRICT #5

SIGNATURE OF REPRESENTATIVE TRUSTEE, PARTICIPATING ENTITY AND OF LEGAL COUNSEL

By: _____
Hollis Merrell, Trustee, representative of
Snowflake Unified School District #5
Signed this _____ day of _____, 2019.

By: _____
Governing Board President or authorized designee
for Snowflake Unified School District #5

Print Name
Signed this _____ day of _____, 2019

The undersigned attorney for the identified above has determined pursuant to A.R.S. §11-952.01 that this First Amendment to the Intergovernmental Agreement and Declaration of Trust Mountain Public Employee Benefit Trust is in proper form and is within the powers and authority granted under the laws of Arizona to such Participating Entity.

By: _____

Print Name
Signed this _____ day of _____, 2019

Request to Approve 10 Monitors for CCP Classrooms

Recommendation:

Staff recommends approval to purchase 10 flat-panel monitors, with a warranty for each, from CCS Presentation Systems under AZ STATE PROCUREMENT CONTRACT #ADSP017-184594. The total price to vendor is \$59,504.00.

Summary:

This purchase is requested to replace the displays in the CCP classrooms. The cost for the monitors and their warranties is \$53,857.80, tax is \$4,433.20, and shipping is \$1,213.00, with a total price of \$59,504.00. The purchase meets competitive purchasing guidelines by utilizing AZ STATE PROCUREMENT CONTRACT #ADSP017-184594.





CCS Presentation Systems
 17350 N Hartford Drive
 Scottsdale, AZ, 85255
 480-348-0100 - 480-348-0101 Fax

Billing Questions? Contact us at:
 billing@ccsprojects.com
 Web: www.ccsprojects.com

3633 E Irvington
 Tucson, AZ 85714
 520-318-0100 Fax 520-318-1011

Quote

Order No.: 1034431
Order Date: 10/23/2019
Account Rep: Dana Halsey
Customer ID: NORTHLAND

Smart Displays 10

AZ STATE PROCUREMENT CONTRACT #ADSP017-184594

BILL TO:	SHIP TO:
NORTHLAND PIONEER COLLEGE Accounts Payable PO BOX 610 Holbrook AZ 86025 UNITED STATES Attn: BUSINESS OFFICE	NORTHLAND PIONEER COLLEGE Accounts Payable PO BOX 610 Holbrook AZ 86025 UNITED STATES Attn: BUSINESS OFFICE

CUSTOMER P.O. NO.	TERMS	CONTACT
	NET 30	HALSEY DANA, DHALSEY@CCSPROJECTS.COM
FOB POINT	SHIPPING TERMS	SHIP VIA
Shipping Point		UPS GROUND

NO.	ITEM	QTY.	UOM	PRICE	EXTENDED PRICE
1	SPNL-6275P: SMART Board Interactive Flat Panel 75 inch Pro Series with iQ and SMART Meeting Pro	10.00	EACH	5,034.00	50,340.00
2	MISC: EWY2-SPNL-6275P - SMART Board 6275 Pro Series interactive flat panel with iQ 2 year warranty extension	10.00	EACH	351.78	3,517.80
3	SHIPPING: SHIPPING	1.00	EACH	1,213.00	1,213.00

Approved by:	Sales Total: 55,070.80
X _____	Tax Total: 4,433.20
	Total (USD): 59,504.00
ROC 140448 Invoices subject to 1 1/2% interest ROC 297128 charge per month if not paid within terms.	<p>This information is confidential and may be legally privileged. It is intended solely for the addressee.</p>
November 13, 2019 Navajo County Community College District Governing Board Packet Page 85	Page: 1 of 1

2019
State Annual Report to the Governor

Navajo County Community College District
Northland Pioneer College 10/03/2019

2018-2019
Navajo County Community College
Northland Pioneer College

Mark Vest, President

P.O. Box 610, Holbrook, Arizona 86025

Phone: 800-266-7845

Fax: 928-524-7312

Website: www.npc.edu

Introduction

Northland Pioneer College (NPC) is a comprehensive, multicampus community college located in northeastern Arizona. Established in 1974, NPC now has 4 campuses, 5 learning centers and other delivery sites throughout the service area. NPC provides coursework in Apache County through an annually renewed intergovernmental agreement. Close to 60% of NPC's service-area population is Native American primarily residing on the Navajo Nation, Hopi Reservation and White Mountain Apache Reservation. Of the 21,158 square mile service area, nearly 40% of the land is set aside as reservation while another large amount of land is in BLM or National land, significantly affecting the College District's ability to tax local property. With few exceptions, NPC is the single provider of higher education in both Navajo and Apache counties (Diné College serves portions of the Navajo Nation). Distance, poverty levels, low educational attainment and limited infrastructure present challenges which NPC will always work with its communities to resolve.

- Completed the Higher Learning Commission Persistence and Completion Academy.
- Earned Certificate of Achievement for Excellence in Financial Report for fifth consecutive year.
- District governing board established \$20 million reserve for construction at the Show Low Campus to improve and expand instructional operations.
- Developed college wide Emergency Operations Plan and procedures.
- Updated facilities at the Whiteriver Center.
- Completed year three of TALON project to deliver college course content to area high schools via telepresence, with very positive results.
- Expanded digital storage and wireless connectivity to meet steeply increasing demand.
- Implemented multiple cybersecurity improvements to protect data and network.
- Implemented multiple third party software tools to improve student billing, registration, and financial aid processes.

Major Accomplishments in 2018-2019

- Hired a Vice President for Learning and Student Services using a national search; eliminated the Chief Operating Officer position to reduce administrative costs.
- Implemented new community outreach approach, with over 40 visits to local town councils, tribal councils, Chambers of Commerce, and other community groups.
- Launched a redesigned, mobile-friendly website.

Major Issues & Resolutions in 2018-2019

- Worked to address issues with Department of Corrections' contract caused by shift in inmate population at Winslow unit. College ultimately chose to end the contract.
- IT developed multiple new procedures to address audit findings.
- Restructured Payroll department, including hiring a new Director to oversee Budget and Payroll; hire offset elimination of Chief Operating Officer position.

- Hired a Lead Campus Manager to standardize processes and foster communications for all campus/center managers.
- Evaluated existing and new instructional technologies across our nearly 22,000 square mile service area. Analysis will conclude fall 2019 with recommendations.
- Hired a Procurement Manager and began updates to procurement processes and procedures to improve efficiency to be aligned with the procurement board policy.

Upcoming Issues for 2018-2019

- Continue to utilize budget scenarios to include the reduction in property tax as a result of the impending Cholla Power plant closure.
- The current enterprise software system, Jenzabar, must be evaluated for upgrade or replacement.
- Staffing in critical technical and skill positions continues to be difficult, impacting college operations.
- The conclusion of the TALON Title III grant program mandates development of the program into a shared-cost process with local K-12 districts.
- The ongoing decline of dual enrollment qualified instructors, plus the expansion of public and private universities into the dual enrollment environment, threatens enrollment.
- Replacement of security cameras and other risk/security concerns continues to be an issue.
- College must respond to evolution of software market to cloud-based, “software as a service” environment with attendant costs and security risks. Cybersecurity and social engineering continue to expand as risk/liability factors.
- Continue to evaluate and implement improvements to Payroll and Human Resources processes.

Facts-at-a-Glance		
<u>Navajo Community College Enrollment FY 2018-2019</u>		
Annual FT Equivalent Student	1742	
Annual Unduplicated Headcount	5970	
Fall 2018 Headcount (credit)	3182	
<u>By Full-time or Part-time</u> Fall 2018		
Full-time	621	20%
Part-time	2561	80%
Total	3182	100%
<u>By Gender</u> Fall 2018		
Female	1920	60%
Male	1262	40%
Total	3182	100%
<u>By Residency Status</u> Fall 2018		
Resident	2626	83%
Out-of-County	537	17%
Out-of-State	19	1%
Unknown	0	0%
Total	3182	100%
<u>By Ethnic or Race Group</u> Fall 2018		
American Indian/Alaska Native	1155	36%
Asian	22	1%
Black/African American	21	1%
Hispanic/Latino	430	14%
International	1	0%
Native Hawaiian/Other Pac Islander	6	0%
Not Specified	152	5%
Two or More	78	2%
White	1317	41%
Total	3182	100%
<u>Instructional Staff</u> Fall 2018		
Full-time Instructors	75	51%
Part-time Instructors	71	49%
Total	146	100%
<u>District Fund Sources FY2018-19</u>		
Tuition & Fees	\$5,128,121	
State Aid (incl. Equalization)	\$9,026,200	
Primary/Secondary Tax Levy	\$15,085,686	
Restricted Grants	\$ 4,939,558	
Bond Proceeds	\$0	
Other	\$4,433,049	
Fund Balance	\$0	
Total	\$ 38,612,614	
<u>District Expenditures FY 2018-19</u>		
General Fund	\$33,129,589	
Restricted Fund	\$5,091,926	
Auxiliary Fund	\$142,452	
Unexpended Plant Fund	\$342,600	
Retirement of Indebtedness	\$21,243	
Total	\$38,727,810	

NAVAJO COMMUNITY COLLEGE DISTRICT
Tuition and Fees
FY 2018-19

TUITION	2018-19
In-State	\$74 each credit hour
Apache County	\$74 each credit hour
Out-Of-State	\$355 per credit hour
Senior Citizens 60 years or older	In-state or out-of-state, may qualify for a reduced tuition rate at 50% of the base fall and spring semester tuition rate. All other fees will be assessed at the full rate for students. The tuition reduction is NOT applicable for enrollment in noncredit seminars, classes, or programs.
Western Undergraduate Exchange	150% of the In-State rate
CCP classes (Adult Basic Education)	50% of base tuition rate
Summer Session	50% of base tuition rate (<i>Does not apply to noncredit classes</i>). Only one 50% reduction applies to TLC courses

FEES	2018-19
Late Registration Fee	Students registering for classes on or after the first day of the semester will be charged a \$30 Late Registration Fee , which is non-refundable. Short-term classes will also have a late fee assessed if registering on or after the start date of the class.
Media Fee	All students enrolling in three or more credits will be charged a \$45 Media Fee per semester
Course Fees	Some courses at NPC have instructional fees covering supplies and materials used by students in the classroom.

NAVAJO County Community College District	
FY 2018-19	
Residency	Number of Students NOT in the District
Arizona (by county)	
Apache	749
Cochise	21
Coconino	71
Gila	59
Graham	8
Greenlee	2
La Paz	2
Maricopa	643
Mohave	28
Navajo	
Pima	138
Pinal	78
Santa Cruz	2
Yavapai	37
Yuma	19
Out-of-State	
Alabama	1
Alaska	1
Arkansas	
California	2
Colorado	
Connecticut	1
Delaware	
Florida	1
Georgia	1
Hawaii	
Idaho	
Illinois	1
Indiana	
Iowa	
Kansas	1
Kentucky	
Louisiana	
Maine	

Maryland	
Massachusetts	1
Michigan	
Minnesota	
Mississippi	
Missouri	1
Montana	
Nebraska	
Nevada	2
New Hampshire	
New Jersey	1
New Mexico	17
New York	1
North Carolina	1
North Dakota	
Ohio	
Oklahoma	
Oregon	
Pennsylvania	
Rhode Island	
South Carolina	
South Dakota	
Tennessee	
Texas	3
Utah	2
Vermont	
Virginia	
Washington	
West Virginia	
Wisconsin	
Wyoming	
Other	3

NAVAJO COMMUNITY COLLEGE DISTRICT
Northland Pioneer College
Dual Enrollment Faculty Advisory Committee Members
FY 2019-2020

Name	Title/Discipline
Amy Grey - Chair	Faculty in History & Social Sciences
Jennifer Bishop	Chair, Faculty in Business
Richard Harris	Faculty in Spanish
Renell Heister	Project Director for Title III TALON Grant
Susan Hoffman	Faculty in Biology
Kurry Klingel	Faculty in Business
Candy London	Dual Enrollment Operations Specialist
Elizabeth Oliphant	Faculty in English
Frank Pinnell	Chair, Faculty in Welding
Jeff Strong	Faculty in Mathematics
Karen Zimmerman	Coordinator of High School Programs and Recruiting

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
Northland Pioneer College
Dual Enrollment Community College Courses
FY 2018-19

COURSE		TYPE ¹	GRADE LEVEL ²				
Number	Title	A/O	S	J	So	Fr	Total
ALCHESAY HIGH SCHOOL							
BUS100	INTRODUCTION TO BUSINESS	O	8	24	2		34
BUS105	TECHNIQUES OF SUPERVISION	O	14	1			15
BUS110	SMALL BUSINESS MANAGEMENT	O	14	1			15
BUS112	FUNDAMENTALS OF BOOKKEEPING	O	16	18			34
BUS185	ETHICS IN MANAGEMENT	O	15				15
BUS202	PROFESSIONAL CUSTOMER SERVICE	O	8	25	2		35
BUS220	PRINCIPLES OF MARKETING	O	16	18			34
BUS240	ENTREPRENEURSHIP	O	11				11
ECD100	HEALTHY ENVIRONMENT	O	9	27	3		39
ECD102	SAFE ENVIRONMENT	O	8	27	3		38
ECD105	UNDRSTND BEHAV ENCOUR SLF DISCIPL	O	26	13			39
ECD108	OBSERV AND ASSESS EARLY CHLDHOOD	O	22	1			23
ECD110	BLDG RELATIONSHIPS WITH FAMILIES	O	22				22
ECD120	GUID DEVEL SOCIAL EMOTIONL DEVEL	O	26	13			39
ECD128	CULTURE LANGUAGE AND COMMUNITY	O	22	1			23
ECD136	UNDERSTANDING HOW CHILDREN LEARN	O	26	13			39
ECD142	DESGN DEVELOPMNTLY EFFECT LRN ENV	O	26	13			39
ECD147	PRENATAL AND INFANT DEVELOP	O	8	27	3		38
ECD148	TODDLER DEVELOPMENT	O	8	27	3		38
ECD149	DEVEL OF PRESCHOOL CHILD	O	8	27	3		38
ECD175	PROFESSIONALISM	O	22				22
ECD186	EFFECTIV INTERACTNS FOR LEARNING	O	22	1			23
ECD187	SUPPORTNG STEM IN EARLY CHLDHOOD	O	22	1			23
ECD217	EARLY CHLDHD LANGUAGE AND LITRCY	O	22	1			23
ECD233	POLIC PROCEDUR EARLY CHLDHD PROG	O	22				22
TOTAL			423	279	19	0	721
BLUE RIDGE UNIFIED SCHOOL DISTRICT							
CIS103	INTRO TO WINDOWS	O	8	2	2		12
CIS113	MULTIMEDIA	O	8	2	2		12
CIS115	INTRO GRAPHIC COMMUNIC TECHNOLOGY	O	25	16	18		59
CIS116	COMPUTER PHOTOGRAPHIC IMAGING	O	25	16	18		59
CIS117	TWO-DIMENSIONAL COMPUTER DESIGN	O	26	6	1		33
CIS118	GRAPHICS-INTERACTV AND ANIMATED	O	8	2	2		12
CIS119	PAGE LAYOUT AND DESIGN	O	26	6	1		33
CON102	INTRO TO CONSTRUCTION METHODS	O	11	7	8		26
CON111	PLAN READING AND EMPLOYMENT	O	1				1
CON121	CABINETMAKING I	O	20	6	5		31
CON221	CABINETMAKING II	O	1				1
EIT100	INTRO TO ADVANCED MANUFACTURING	O	16	15	8	2	41
EIT130	INDUSTRIAL ELECTRICAL SYSTEMS	O	16	15	7	2	40
INA103	FURNITUREMAKING I	O	23	7	5		35
INA105	WOODWORKING I	O	1				1
INA106	WOODWORKING II	O	1				1
LAN160	BEG AMERICAN SIGN LANG	A	8	25	4	1	38
LAN161	INTERM AMERICAN SIGN LANG	A	10	2			12
LAN260	ADV AMERICAN SIGN LANG	A	10	2			12
MAT103	BUSINESS MATH	A	26	1			27

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
Northland Pioneer College
Dual Enrollment Community College Courses
FY 2018-19

COURSE		TYPE ¹	GRADE LEVEL ²				
Number	Title		A/O	S	J	So	Fr
TOTAL			270	130	81	5	486
CHINLE HIGH SCHOOL							
BUS100	INTRODUCTION TO BUSINESS	O	5	1	7		13
COS116	THEORY OF COS IV-HAIR CARE	O	1				1
COS117	THEORY COS V-SKIN AND NAIL CARE	O	1				1
COS142	INTRODUCTION TO HAIR CARE	O	4	2			6
COS143	INTRODUCTION TO BASIC SKIN CARE	O	4	2			6
COS145	LAWS AND ETHICS BEAUTY PROFESSNL	O	3				3
COS146	SCIENTIFIC CONCEPTS I	O	3				3
COS217	BASIC PRACTICUM PRACTICE III	O	1				1
COS218	BASIC PRACTICUM PRACTICE IV	O	1				1
COS219	BASIC PRACTICUM PRACTICE V	O	1				1
COS220	BASIC PRACTICUM PRACTICE VI	O	1				1
COS221	BASIC PRACTICUM PRACTICE VII	O	1				1
COS222	BASIC PRACTICUM PRACTICE VIII	O	1				1
COS223	ADVANCED PRACTICUM PRACTICE IX	O	1				1
COS224	ADVANCED PRACTICUM PRACTICE X	O	1				1
COS231	ADVANCED HAIR CARE I	O	3				3
HES170	MEDICAL TERM CLINCL HLTH PROFESS	O	10	5			15
WLD100	SAFETY AND MATH	O	4	2	1		7
WLD170	METAL PREP QUALITY AND ALIGNMENT	O	7	3			10
WLD171	WELDING CUTTING PROCESSES	O	7	3			10
WLD172	SMAW ARC	O	4	2	1		7
TOTAL			64	20	9	0	93
GANADO HIGH SCHOOL							
HES170	MEDICAL TERM CLINCL HLTH PROFESS	O	14	1			15
TOTAL			14	1	0	0	15
GREY HILLS HIGH SCHOOL							
HES170	MEDICAL TERM CLINCL HLTH PROFESS	O	13	1			14
TOTAL			13	1	0	0	14
HOLBROOK HIGH SCHOOL							
CON101	JOBSITE LAYOUT	O	3	12	6	1	22
CON102	INTRO TO CONSTRUCTION METHODS	O	3	12	6	1	22
CON111	PLAN READING AND EMPLOYMENT	O	2	4			6
CON121	CABINETMAKING I	O	2	4			6
DRF120	TECHNICAL DRAFTING I	O		7			7
DRF130	ARCHITECTURAL DRAFTING I	O	2				2
DRF150	AUTOCAD I	O	5	2			7
DRF200	APPLIED DRAFTING AND DESIGN	O	1				1
DRF220	TECHNICAL DRAFTING II	O	5	2			7
DRF230	ARCHITECTURAL DRAFTING II	O	1				1
DRF250	AUTOCAD II	O	8				8
ECD100	HEALTHY ENVIRONMENT	O	10	16			26
ECD102	SAFE ENVIRONMENT	O	11	16			27
ECD105	UNDRSTND BEHAV ENCOUR SLF DISCPL	O	19	5			24
ECD108	OBSERV AND ASSESS EARLY CHLDHOOD	O	8	2			10
ECD110	BLDG RELATIONSHIPS WITH FAMILIES	O	10				10
ECD120	GUID DEVEL SOCIAL EMOTIONL DEVEL	O	19	5			24

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
Northland Pioneer College
Dual Enrollment Community College Courses
FY 2018-19

COURSE		TYPE ¹	GRADE LEVEL ²				Total
Number	Title		A/O	S	J	So	
ECD128	CULTURE LANGUAGE AND COMMUNITY	O	8	2			10
ECD136	UNDERSTANDING HOW CHILDREN LEARN	O	21	6			27
ECD142	DESGN DEVELPMNTLY EFFECT LRN ENV	O	21	6			27
ECD147	PRENATAL AND INFANT DEVELOP	O	10	16			26
ECD148	TODDLER DEVELOPMENT	O	12	16			28
ECD149	DEVEL OF PRESCHOOL CHILD	O	10	16			26
ECD175	PROFESSIONALISM	O	10				10
ECD186	EFFECTIV INTERACTNS FOR LEARNING	O	10				10
ECD187	SUPPORTNG STEM IN EARLY CHLDHOOD	O	10				10
ECD217	EARLY CHLDHD LANGUAGE AND LITRCY	O	10	2			12
ECD233	POLIC PROCEDUR EARLY CHLDHD PROG	O	10				10
ENL101	COLLEGE COMPOSITION I	A	36	4			40
ENL102	COLLEGE COMPOSITION II	A	41				41
LAN171	NAVAJO I	A	16	10			26
LAN172	NAVAJO II	A	12	2			14
MAT221	CALCULUS I	A	7	1	1		9
MAT231	CALCULUS II	A	7	1			8
PHY113	GENERAL PHYSICS I	A	11	4			15
PHY114	GENERAL PHYSICS II	A	8	3			11
WLD100	SAFETY AND MATH	O	8	12	1		21
WLD171	WELDING CUTTING PROCESSES	O	11	4			15
TOTAL			398	192	14	2	606
HOPI JR/SR HIGH SCHOOL							
ENL101	COLLEGE COMPOSITION I	A	7	5			12
ENL102	COLLEGE COMPOSITION II	A	10				10
MAT152	ADVANCED ALGEBRA	A	4	6	3		13
TOTAL			21	11	3	0	35
JOSEPH CITY UNIFIED SCHOOL DIST							
CON101	JOBSITE LAYOUT	O	1	2			3
CON111	PLAN READING AND EMPLOYMENT	O	1	2			3
CON126	FRAMING SYSTEMS	O	1	2			3
ENL101	COLLEGE COMPOSITION I	A	13	1			14
ENL102	COLLEGE COMPOSITION II	A	14				14
TOTAL			30	7	0	0	37
MIAMI HIGH SCHOOL							
ECN211	PRINCIPLES OF MACROECONOMICS	O	29				29
ENL101	COLLEGE COMPOSITION I	A	4	9			13
ENL102	COLLEGE COMPOSITION II	A	8	5			13
MAT152	ADVANCED ALGEBRA	A	5	1			6
POS110	AMERICAN GOVERNMENT	A	27	5			32
TOTAL			73	20	0	0	93
MOGOLLON HIGH SCHOOL							
CON101	JOBSITE LAYOUT	O	4	3			7
CON102	INTRO TO CONSTRUCTION METHODS	O	4	3			7
CON111	PLAN READING AND EMPLOYMENT	O	4	3			7
TOTAL			12	9	0	0	21
MONUMENT VALLEY HIGH SCHOOL							
ECD100	HEALTHY ENVIRONMENT	O	19	6	1		26

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
Northland Pioneer College
Dual Enrollment Community College Courses
FY 2018-19

COURSE		TYPE ¹	GRADE LEVEL ²				
Number	Title		A/O	S	J	So	Fr
ECD102	SAFE ENVIRONMENT	O	19	6	1		26
ECD105	UNDRSTND BEHAV ENCOUR SLF DISCPL	O	4				4
ECD120	GUID DEVEL SOCIAL EMOTIONL DEVEL	O	4				4
ECD136	UNDERSTANDING HOW CHILDREN LEARN	O	4				4
ECD142	DESGN DEVELPMNTLY EFFECT LRN ENV	O	4				4
ECD147	PRENATAL AND INFANT DEVELOP	O	19	6	1		26
ECD148	TODDLER DEVELOPMENT	O	19	6	1		26
ECD149	DEVEL OF PRESCHOOL CHILD	O	19	6	1		26
HES170	MEDICAL TERM CLINCL HLTH PROFESS	O	8	5			13
HIS105	US HISTORY TO 1877	A		16	6		22
HIS106	US HISTORY SINCE 1877	A	4	18			22
TOTAL			123	69	11	0	203
PINON HIGH SCHOOL							
HES170	MEDICAL TERM CLINCL HLTH PROFESS	O	8	6	2		16
TOTAL			8	6	2	0	16
RED MESA HIGH SCHOOL							
BUS220	PRINCIPLES OF MARKETING	O	3	3	4		10
HES170	MEDICAL TERM CLINCL HLTH PROFESS	O		4			4
TOTAL			3	7	4	0	14
SHOW LOW HIGH SCHOOL							
BUS100	INTRODUCTION TO BUSINESS	O	7	9	28	3	47
BUS106	TECHNIQUES OF PERSONAL FINANCE	O	32	18			50
BUS112	FUNDAMENTALS OF BOOKKEEPING	O	25	27	2		54
BUS128	MS EXCEL APPLICATNS FOR BUSINESS	O	3				3
BUS202	PROFESSIONAL CUSTOMER SERVICE	O	17	18			35
BUS220	PRINCIPLES OF MARKETING	O	30	29	2		61
CON101	JOBSITE LAYOUT	O	1	7	21	1	30
CON102	INTRO TO CONSTRUCTION METHODS	O	1	7	21	1	30
CON111	PLAN READING AND EMPLOYMENT	O	10	25	21	1	57
CON228	ELECTRICAL SYSTEMS	O	17	17			34
CON229	PLUMBING AND MECHANICAL SYSTEMS	O	12	19			31
ECD100	HEALTHY ENVIRONMENT	O	5	6	1		12
ECD102	SAFE ENVIRONMENT	O	5	6	1		12
ECD105	UNDRSTND BEHAV ENCOUR SLF DISCPL	O	4	3			7
ECD108	OBSERV AND ASSESS EARLY CHLDHOOD	O	3	1			4
ECD110	BLDG RELATIONSHIPS WITH FAMILIES	O	4				4
ECD120	GUID DEVEL SOCIAL EMOTIONL DEVEL	O	4	3			7
ECD128	CULTURE LANGUAGE AND COMMUNITY	O	3	1			4
ECD136	UNDERSTANDING HOW CHILDREN LEARN	O	4	2			6
ECD142	DESGN DEVELPMNTLY EFFECT LRN ENV	O	4	2			6
ECD147	PRENATAL AND INFANT DEVELOP	O	5	6	1		12
ECD148	TODDLER DEVELOPMENT	O	5	7	1		13
ECD149	DEVEL OF PRESCHOOL CHILD	O	5	6	1		12
ECD175	PROFESSIONALISM	O	4				4
ECD186	EFFECTIV INTERACTNS FOR LEARNING	O	3	1			4
ECD187	SUPPORTNG STEM IN EARLY CHLDHOOD	O	3	1			4
ECD217	EARLY CHLDHD LANGUAGE AND LITRCY	O	3	1			4
ECD233	POLIC PROCEDUR EARLY CHLDHD PROG	O	4				4

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
Northland Pioneer College
Dual Enrollment Community College Courses
FY 2018-19

COURSE		TYPE ¹	GRADE LEVEL ²				
Number	Title	A/O	S	J	So	Fr	Total
FDV130	VIDEO PRODUCTION	O	6	25	25	2	58
FDV140	VIDEO EDITING	O	18	31	25	2	76
FDV222	DIGITAL VIDEO PRE-PRODUCTN APPLC	O	2				2
FDV232	DIGITAL VIDEO PRODUCTION APPLIC	O	1				1
TOTAL			250	278	150	10	688
SNOWFLAKE HIGH SCHOOL							
ENL101	COLLEGE COMPOSITION I	A	59	5			64
ENL102	COLLEGE COMPOSITION II	A	63	1			64
MAT152	ADVANCED ALGEBRA	A	36	41	7		84
MAT189	PRECALCULUS ALGEBRA-TRIG	A	36	23	2		61
MAT221	CALCULUS I	A	22	4			26
MAT231	CALCULUS II	A	11				11
TOTAL			227	74	9	0	310
ST. JOHNS HIGH SCHOOLS							
BUS106	TECHNIQUES OF PERSONAL FINANCE	O		1	4		5
BUS110	SMALL BUSINESS MANAGEMENT	O		3	2		5
BUS112	FUNDAMENTALS OF BOOKKEEPING	O	6	4			10
BUS122	COMPUTER ACCOUNT WITH QUICKBOOKS	O	2	8			10
CHM130	FUNDAMENTAL CHEMISTRY	A	2	28	4		34
MAT152	ADVANCED ALGEBRA	A	6	17	1		24
MAT189	PRECALCULUS ALGEBRA-TRIG	A	3	1			4
TOTAL			19	62	11	0	92
TUBA CITY HIGH SCHOOL							
HES170	MEDICAL TERM CLINCL HLTH PROFESS	O	15				15
TOTAL			15	0	0	0	15
VALLEY HIGH SCHOOL							
HES170	MEDICAL TERM CLINCL HLTH PROFESS	O	4	1			5
TOTAL			4	1	0	0	5
WINDOW ROCK HIGH SCHOOL							
BUS100	INTRODUCTION TO BUSINESS	O	15				15
BUS105	TECHNIQUES OF SUPERVISION	O	1	9	3		13
BUS210	PRINCIPLES OF MANAGEMENT	O	16				16
BUS220	PRINCIPLES OF MARKETING	O	2	11			13
HES170	MEDICAL TERM CLINCL HLTH PROFESS	O	9				9
TOTAL			43	20	3	0	66
WINSLOW HIGH SCHOOL							
ENL101	COLLEGE COMPOSITION I	A	42	5			47
ENL102	COLLEGE COMPOSITION II	A	43				43
MAT152	ADVANCED ALGEBRA	A	9	6	1		16
MAT189	PRECALCULUS ALGEBRA-TRIG	A	6	5			11
TOTAL			100	16	1	0	117

¹ Academic or Occupational

² Senior, Junior, Sophomore or Freshman

ARS 15-1427. Annual report

A. By December 1 of each year, each community college district shall make a report for the preceding fiscal year to the governor, the president of the senate, the speaker of the house of representatives and the joint legislative budget committee and shall provide a copy of this report to the secretary of state.

B. The report shall contain the following information regarding the operation of the district:

1. The state of progress of the community colleges operated under this chapter.
2. The courses of study included in the curricula.
3. The number of professors and other instructional staff members employed.
4. The number of students registered and attending classes.
5. The number of full-time equivalent students enrolled during the year.
6. The total number of students not residing in the district, disaggregated by the county of residence for nonresident students who reside in this state and by the state of residence for nonresident students who reside in another state.
7. The amount of receipts and expenditures.
8. A general description of tuition and fees charged for credit courses.
9. A general description of tuition and fees charged for noncredit courses.
10. Such other information as the governor and the joint legislative budget committee deem proper.

C. In each odd-numbered calendar year, the report shall also contain the following information regarding dual enrollment programs operated pursuant to section 15-1821.01:

1. Documentation of compliance with the requirements prescribed in section 15-1821.01, paragraphs 3, 4 and 5, including a list of the members of the faculty advisory committees of each community college.
2. Total enrollments listed by location, by high school grade level and by course.
3. A copy of each addendum to intergovernmental agreements or contracts executed pursuant to section 15-1821.01, paragraph 1.
4. Summary data by community college district and by individual community colleges on the number of scholarships or grants awarded to students.
5. Such other information as the governor and the joint legislative budget committee deem proper.

ARS 15-1821.01. Dual enrollment information

On a determination by a community college district governing board that it is in the best interest of the citizens of a district, the district governing board may authorize district community colleges to offer college courses that may be counted toward both high school and college graduation requirements at the high school during the school day subject to the following:

1. The community college district governing board and the governing board of the school district or organization of which the high school is a part shall enter into an agreement or contract. These intergovernmental agreements or contracts shall be based on a uniform format that has been cooperatively developed by the community college districts in this state. Each of these agreements or contracts shall clearly specify the following:

(a) The financial provisions of the agreement or contract and the format for the billing of all services under the agreement or contract, including the amount that the community college received in full-time student equivalent funding pursuant to section 15-1466.01, the portion of the funding that is distributed to the school district governing board or charter school and any amount that is subsequently returned to the community college district by the school district governing board or charter school.

(b) Student tuition and financial aid policies, including if scholarships or grants are awarded to students in dual enrollment courses from the community college.

(c) The accountability provisions for each party to the agreement or contract.

(d) The responsibilities and services required of each party to the agreement or contract.

(e) The type of instruction that will be provided under the agreement or contract, including the titles of the courses to be offered.

(f) The quality of the instruction that will be provided under the agreement or contract.

2. Students shall be admitted to the community college under the policies adopted by each district, subject to the following:

(a) All students enrolled for college credit shall be high school juniors or seniors. All students in the course, including those not electing to enroll for college credit, shall satisfy the prerequisites for the course as published in the college catalog and shall comply with college policies regarding student placement in courses.

(b) A community college may waive the class status requirements specified in subdivision (a) of this paragraph for up to twenty-five per cent of the students enrolled by a college in courses, provided that the community college has an established written criteria for waiving the requirements for each course. These criteria shall include a demonstration, by an examination of the specific purposes and requirements of the course, that freshman and sophomore students who meet course prerequisites are prepared to benefit from the college level course. All exceptions and the justification for the exceptions shall be reported annually to the joint legislative budget committee on or before October 1.

3. The courses shall be previously evaluated and approved through the curriculum approval process of the district, shall be at a higher level than taught by the high school and shall be transferable to a university under the jurisdiction of the Arizona board of regents or be applicable to an established community college occupational degree or certificate program. Physical education courses shall not be available for dual enrollment purposes.

4. College approved textbooks, syllabuses, course outlines and grading standards that are applicable to the courses if taught at the community college shall apply to these courses and to

all students in the courses offered pursuant to this section. The chief executive officer of each community college shall establish an advisory committee of full-time faculty who teach in the disciplines offered at the community college to assist in course selection and implementation in the high schools and to review and report at least annually to the chief executive officer whether the course goals and standards are understood, the course guidelines are followed and the same standards of expectation and assessment are applied to these courses as though they were being offered at the community college. The advisory committee of full-time faculty shall meet at least three times each academic year.

5. Each faculty member shall meet the requirements established by the governing board pursuant to section 15-1444. The chief executive officer of each community college district shall establish an advisory committee of full-time faculty who teach in the disciplines offered at the community college district to assist in the selection, orientation, ongoing professional development and evaluation of faculty teaching college courses in conjunction with the high schools. The advisory committee of full-time faculty shall meet at least two times each academic year.

6. A school district shall ensure that a pupil is a full-time student as defined in section 15-901 and is enrolled in and attending a full-time instructional program at a school in the school district before that pupil is allowed to enroll in a college course pursuant to this section, except that high school seniors who satisfy high school graduation requirements with less than a full-time instructional program shall be exempt from this paragraph.

PASS – Final Report to the HLC

1. **Summarize the goals of your project. Who are/were you attempting to impact and why? If the project shifted in focus during the time in the Academy, explain why.**

The original, general goal of the project was simply to improve student success. The unique nature of our service area, student population, and delivery methods meant that, even with best practices in teaching and advising, gaps in service to students existed and those gaps most often occurred in the areas of persistence and completion. This also aligned with NPC's strategic plan of removing student barriers.

Northland Pioneer College serves Navajo and Apache counties, which are the two poorest counties in the state of Arizona and two of the poorest counties in the United States. Our service area is 22,000 square miles, with classes held at four campuses and five centers; in addition to face-to-face classes, the institution provides much education via synchronous, networked classrooms, meaning students in a single class may be participating from classrooms more than 100 miles away from one another and/or from the instructor. Away from the college campuses and centers, many students do not have access to computers or even to the Internet. Furthermore, most students attend part-time, juggling school with work and family responsibilities; added to that, for many students, are the challenges of poverty and of living in very remote areas. Income is lower than the state average and unemployment is much higher than the state average.

As the college held breakout sessions at convocation, reviewed data, and gathered information, it became clear that persistence and completion presented the greatest challenge to students and thus were the most significant areas of student success to address. These general goals were eventually refined into Intent, Persistence, Retention, and Completion. It was at this point, after two years of work, that the college joined the HLC Persistence and Completion Academy in 2015 and our focus became much more concrete: fall to next term persistence, fall to fall retention, and completion.

As we moved through the Persistence and Completion Academy, our goal further focused into three major initiatives: Starfish Early Alert System, a Student Success Course, and Faculty Success Coaches.

Starfish Early Alert System: This proprietary system helps NPC faculty, advisors, and others to 1) identify at-risk students and to intervene in a timely manner; 2) to increase engagement and communication between faculty, advisors, and others in efforts to help those students; and 3) to track each intervention through the process to completion.

As the Starfish System was put into place and piloted, it became clear that two resulting gaps had to be bridged: training faculty on the use of the new system and securing faculty buy-in to add system use to their existing duties.

Buy-in has been addressed through discussion about the need for a concerted, concentrated way to identify and help at-risk students as early in the semester as possible and to coordinate efforts between faculty, advisors, and others. Two Student Progress Surveys have been put into place, one asking faculty to identify via Starfish students who do not attend the first class meeting and another one in the third and fourth week of the semester, asking faculty to identify students who have not turned in early assignments. Incentives were also used to promote Starfish usage among faculty.

Faculty Success Coaches: Issues of faculty comfort with and use of the Starfish system led to the recruiting-within NPC strategy of Faculty Success Coaches, one or more identified within each college division, to train faculty, increase Starfish use, and provide general support to faculty concerning the institution's persistence and completion goals. Having the success coaches in place will also allow us to work seamlessly with faculty as our work toward student persistence and completion grows and changes in response to changing student needs.

Student Success Course: In an effort to roll out the Starfish software system to our students, we decided to introduce it to them during student orientation. During this time period, it was also determined that NPC’s previous student orientation efforts had been deficient. The main deficiency in our previous orientation was the lack of on-time information. The Student Success Course was developed as part of this project to be taught by advising staff. Knowing that academic advisors are often one of the main contacts to the college, we believe that having them as the instructors is a way to be sure students know who their advisor is and who they can contact for help. It is a hybrid course with a one-time face-to-face session and the remainder of the course is self-paced and online to meet the needs of our busy students. New students learn about the Starfish System and the course management system, about institution-specific services such as registration, advising, and financial aid, and about college-general topics such as plagiarism. Students also learn test-taking skills, how to stay motivated, organized, and on track. Finally, students learn essential skills for planning their future after college. Most importantly, they are receiving this information on-time and when it is useful to them.

2. What, if any, direct or indirect indicators do you have regarding the impact of your project? If you did not see an improvement, do you have ideas as to what other variables may have intervened?

Although NPC’s HLC Academy goals are to ultimately improve the retention and completion metrics, we have developed additional indirect indicators to help us meet the overall goals. The following are some metrics that guide our progress.

We officially implemented the Early Alert System in the spring 2017 semester. Compared to the subsequent semesters, spring 2017 was an anomaly as it was the first semester faculty and students were exposed to this intervention. Before we can gauge the impact of the Early Alert system, we take into consideration of how widely used this system has been since its official implementation. The next three indicators (i.e., potential impact, faculty level usage, and course level usage) provide some insights in this area.

Table 1: Potential Impact

	SP17	FA17	SP18	FA18
# Students under Starfish Early Alert System	2,478	2,731	2,654	2,797
# Students receiving any type of alerts	1,737	1,370	1,760	1,842
%	70.1%	50.2%	66.3%	65.9%

Table 2: Faculty Level Usage

	SP17	FA17	SP18	FA18
# Faculty with Courses under Starfish Early Alert System	120	119	129	128
# Faculty using the Early Alert System	92	76	89	103
%	76.7%	63.9%	69.0%	80.5%

Table 3: Course Level Usage

	SP17	FA17	SP18	FA18
# Courses under Starfish Early Alert System	914	889	959	832
# Courses in which early alerts were used (excluding system-raised flags)	767	521	654	593
%	83.9%	58.6%	68.2%	71.3%

Tables 1, 2, and 3 show that spring 2017 appeared to be an anomaly compared to all subsequent semesters. This could be because it was the first semester faculty and students were exposed to the new Early Alert feature. The unfamiliarity and novelty nature of the System might have sparked a lot of interests at the beginning. The results starting from fall 2017 presented a more realistic picture of utilization. Overall, there have been more faculty

using the system (Table 2) in an increasing number of courses (Table 3). Table 1 shows that there was an increase in the percentage of students receiving any type of early alerts from Fall 2017 to Spring 2018, but this proportion seemed to plateau in Fall 2018. Since faculty may still be adjusting how to use the various types of early alerts, it is still too early to tell whether the potential impact would reach only two-thirds of our eligible students.

Table 4: Percentages of Various Flags Raised

	SP17	FA17	SP18	FA18
Total # Items Raised	4,594	3,455	4,744	5,794
% Items as Flags	42.5%	48.8%	42.4%	40.1%
% 3 Active Flags	2.4%	2.0%	2.4%	2.9%
% Attendance Concern	5.5%	5.2%	4.1%	3.1%
% Class Assignment Concern	6.8%	8.2%	7.6%	8.0%
% General Concern	3.0%	3.2%	3.6%	1.7%
% No Show	0.8%	2.2%	2.3%	2.2%
% In Danger of Failing	6.2%	4.8%	6.0%	6.8%
% Unsatisfactory Progress	15.8%	21.4%	14.4%	11.6%
% Low GPA	1.6%	1.2%	1.9%	0.8%

Other items raised include: Kudos, Referrals, and To Do's

Table 4 presents additional information on the type of early alerts received by students. Despite an increase in the total number of items raised from fall 2017 to fall 2018, the percentages of items considered as flags declined. This decline in the overall percentage (from 48.8% to 40.1%) was accompanied by a corresponding decline in the percentage of Unsatisfactory Course Progress flags from 21.4% to 11.6%. These flags were typically raised during mid-term exams. The observed decline could be related to multiple factors, including (1) faculty's increased familiarity in using the system, (2) changes in how, when, and how many flags were raised to alert students, and (3) different student characteristics across semesters.

Table 5: Distribution of In Danger of Failing (IDOF) Flags Received

	SP17	FA17	SP18	FA18
Total # IDOF Flags	284	167	283	396
First 4 Weeks	18%	25.8%	36.4%	53.5%
5-8 Weeks	42.6%	35.3%	27.6%	16.4%
9-12 Weeks	32.0%	35.3%	29.3%	25.8%
13+ Weeks	7.4%	3.6%	6.7%	4.3%

As the faculty began to adopt the use of the Early Alerts System into their routine practices, we also saw an increase in the In Danger of Failing (IDOF) flags being raised earlier in time. When these flags were raised, our advisors reached out to students and provided the necessary support. Table 5 shows a notable increase in the IDOF flags raised within the first four weeks of classes from Spring 2017 to Fall 2018 (18% to 53.5%).

Table 6: Success of Students Based On When They First Received an In Danger of Failing Flag

	# First IDOF Issued at Course Level	%Drop/Withdrawal Status	%Passing Grade	%Failing/Withdrawal Grade
First 4 Weeks	359	35.1%	30.4%	34.5%
5 -8 Weeks	287	27.2%	24.0%	48.8%
9-12 Weeks	272	19.1%	23.5%	57.4%
13+ Weeks	61	4.9%	44.3%	50.8%

Combined all the first IDOF flags raised from the four semesters, Table 6 shows that compared to students whose IDOF flags were raised from five to 12 weeks, a larger percentage of students with IDOF flags raised within the first four weeks of classes passed the class or withdrew from the class. Students with IDOF flags first raised at 13th week or later appeared to have different characteristics than those whose flags were raised earlier.

Tables 7 and 8 present the course level outcomes for students with an IDOF flag or an Unsatisfactory Course Progress flag. Although more IDOF flags were raised earlier each subsequent semester, this did not appear to help students in successfully completing their courses. Similarly, unsatisfactory course progress flags did not show the anticipated positive outcomes.

Table 7: Short-Term Course Outcomes of Students with In Danger of Failing Flags

	SP17	FA17	SP18	FA18
# Courses where students receiving an IDOF flag	261	146	241	331
# Courses where students completed their classes with a passing grade	55	44	71	99
% Receiving a Passing Grade	19.9%	30.1%	29.5%	29.9%
% Drop/Withdraw from Course	24.2%	25.4%	32.4%	25.4%
% Receiving a Failing/Withdrawal Grade	55.9%	44.5%	38.1%	44.7%

Table 8: Short-Term Course Outcomes of Students with Unsatisfactory Course Progress Flags

	SP15	FA15	SP16	FA16	SP17	FA17	SP18	FA18
# Courses where students with "U" as their mid-term grade	621	562	606	582	606	687	607	591
# Courses where students completed their classes with a passing grade	218	163	174	207	163	187	162	189
% Receiving a Passing Grade	35.1%	29.0%	28.7%	35.6%	26.9%	27.2%	26.7%	32.0%
% Drop/Withdraw from Course	14.8%	17.1%	18.5%	13.2%	14.4%	18.0%	13.1%	10.8%
% Receiving a Failing/Withdrawal Grade	50.1%	53.9%	52.8%	51.2%	58.7%	54.8%	60.2%	57.2%

Source: NPC's Student Information System (Jenzabar).

Note: The full implementation of the Early Alert System did not occur until spring 2017. Data from spring 2015 to fall 2016 are presented for historical comparison.

Table 9 shows the latest persistence, retention, and completion results. Since the Early Alert System did not fully implement until spring 2017, it is still too early to tell if the intervention leads to any robust positive outcomes. Of note is that since fall 2015, NPC has eliminated the graduation application fee, which may be associated with the increase in the number of students applying for graduation and the notable jump in the 2-year completion rate.

Table 9: Persistence, Retention, and Completion Results

	Baseline	FA15	FA16	FA17	FA18
Fall-Spring Persistence	62.9%	63.2%	64.2%	66.7%	Note
Fall-Fall Retention	42.1%	39.8%	38.3%	43.9%	Note
6-year completion	21.5%	Note			
Interim 2-year completion	7.9%	13.6%	17.0%	Note	

Note: Results are not available to be included in the HLC Academy QI final report.

3. What will happen to your project now that your time in the Academy is ending?

We feel confident that our Persistence and Completion project, as embodied by the Starfish System, Faculty Success Coaches, and the Student Success Course, will continue and will evolve as needs change. Since the first pre-Academy work of gathering opinions from faculty and student-services employees about student needs, to identifying Persistence and Completion as institutional goals, and through the Academy to completion of the current project, the administration and project leaders have been up-front with the college community about project progress, goals, and changes every step of the way, and we have achieved considerable faculty use of the Starfish system. The institution has committed resources to this project throughout the process, including assigning an Institutional Research Analyst; these resources will continue to support the ongoing project after Academy participation ends. Our Academy team continues to work on sustainability plans for each project. It is likely that the Student Services department will manage the College Success Strategies course and continue to support Starfish. The thought is that the New Faculty Mentor program that NPC has will also incorporate the Faculty Success Coaches into their program. Overall, the Enrollment Management committee will likely take on the persistence, retention, and completion goals of NPC. Because the Academy goals were mostly long term we will continue to monitor the progress of persistence, retention, and completion. These sustainability plans will be more concrete before the academy ends.

4. What were the three most important suggestions you would offer to schools beginning similar improvement efforts? How can you apply those suggestions to future improvement projects at your own institution?

First, it is imperative to have a well-defined set of goals that are created from input from the college as a whole and by a committee that is diverse. This committee should represent the college as a whole.

Second, get faculty and staff involved at the outset. Top-down change is the very fabric of the institution, the student-faculty-advisor relationship is rarely successful for a host of reasons, including past experiences and resulting skepticism. We began the process by asking stakeholders to identify issues and challenges, focused on one of those challenges, worked across the curriculum with faculty and student services representatives and kept everyone informed every step of the way. One-hundred percent buy-in is never going to happen, but participation can be improved through transparency and continuing response to needs.

Third, realize that most decisions will result in going back to revisit and possibly modify the original plan and other, earlier decisions. Working toward change, especially institutional change, is a recursive process, not a straight line.

Forth, the administration needs to commit to the project, and this means not only getting the project going and assigning committee members, etc., but being willing to provide resources, including funds, as the project moves forward and new or different conditions or needs are identified. Failing to support the project as it progresses is a common error that stifles institutional change and creates skepticism toward new projects down the line.

Each of the above points has obvious applications to future improvement projects at NPC. The real issue is creating an institutional awareness of these points so that each future committee/project isn't rebuilding the wheel in terms of early involvement, recursive decision-making, and institutional commitment.

Recommendations

Objective	Tasks	Timeline	Resources
Create a Culture Of Student Success	Student Survey (define success)	FA19/SP20	Director of IE/Qualtrics
	Convocation Sessions (guided discussions) to discuss student survey and to redefine student success	SP20	Director of Student Services/Faculty Breakout at Convocation
	Transition PASS into a Student Success Steering Committee (*Shared Governance)	FA20	Faculty/Staff/Students
	Coordinate with and support strategic priorities	Ongoing	Steering Committee
	Keep Assessment in the Conversation	Ongoing	Office of IE and Steering Committee
Faculty Success Coaches	Merge with Faculty Mentor Program and ISW	FA19	Faculty in Education Technology/Deans
Early Alert System	Continue to Improve Functionality	Ongoing	Director of Student Services
	Hold one meeting each semester to discuss functionality/improvements	Ongoing	Faculty/Staff/Students Director of Student Services
College Success Strategies Course	Continue to evaluate and make improvements	Ongoing	Director of Student Services/Facilitators/SS Steering Committee

With the additional support received at the Results Forum, how, if at all, do you plan to scale up or out your initiative beyond its original scope?

Northland Pioneer College will scale up our initiatives beyond the original scope by redefining student success and making it an explicit part of our culture. In the chart above you can see the details regarding how we plan to complete this task. We have also included in the chart the sustainability plans for each of our original initiatives.

How do you see your Academy work factoring into supporting/improving overall student success at your institution?

As mentioned above, the first thing we must do is re-define what student success is here at NPC. After redefining student success, the college as a whole will then be able to focus on improving our definition of student success according to what our students need in the communities we serve. The academy work has helped us realize that student success is more than just persistence and completion. Focusing on things that we can control will allow us to better serve the students in our service area. Our participation in the Academy has served as a foundation and a launching pad for our continuing efforts to student success.

The projects that were created while being a part of the academy have helped our students be better prepared, and given them the resources they needed in a timely manner. Additionally, they helped increase the knowledge of our faculty and staff about how they can better help our students while on their journey at NPC. As a result of purchasing and implementing an early alert software system, communication between faculty, students, and advisors has improved.

Will PASS's efforts help improved persistence and completion?

This is a difficult question to answer for the following reasons:

- Multiple initiatives (Early Alert, CSS course, Faculty Success Course, Transportation, Scholarships, etc)
- Not enough data collected (6-year completion)
- Significant gap between baseline data and implementation (2012-2017)
- Learning curve of tools
- PASS projects had different implementation timelines
- We didn't have a Director of IE when the program began
- More time is needed

*PASS recommends that the Student Success Steering Committee reports to the Leadership Council to reach a broader audience to promote student success across all college committees.