

Notice of Public Meeting

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the members of the Navajo County Community College District Governing Board (Board) and to the general public that the Board will hold a regular District Governing Board Meeting open to the public on February 15, 2011, beginning at 11:00 a.m. Further notice is given that the Board will hold a Study Session open to the public beginning at 9:00 a.m. All sessions will be held at the Northland Pioneer College Painted Desert Campus, Tiponi Community Center meeting room, located at 2251 E. Navajo Blvd., Holbrook, Arizona.

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 Russell Dickerson at the above address or telephone number at least 24 hours prior to the scheduled time.

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

I, Russell Dickerson, certify that this notice of public meeting, prepared pursuant to A.R.S. § 38-431.02, was posted on the 14th day of February at 9:00 a.m.

Russell Dickerson, Recording Secretary to the Board

Notice
Distribution

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



Northland Pioneer College

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Governing Board Study Session Agenda¹

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

Date: February 15, 2011

Time: 9:00 a.m.

| <u>Item</u> | <u>Description</u> | <u>Resource</u> |
|-------------|--------------------------------------------------------------------------------------------------------------------|----------------------|
| 1. | Community College Strategic Plan (T3) (First Read) ----- | President Swarthout |
| 2. | 2011-2012 Tuition and Fees Schedule (T4) (First Read) ----- | Vice President Hatch |
| 3. | Update on Revision to Procedure 2720 (T5) (Informational) ----- | Vice President Hatch |
| 4. | Request to Approve Procedure 2755 External Investigators (T6) ----- (Action) | President Swarthout |
| 5. | Request to Accept the 2009-10 Single Audit Reporting Package (T7) -- (Action) | Vice President Hatch |
| 6. | Request to Approve Membership in the Apache/Navajo Counties Regional Sustainability Consortium (T8) ----- (Action) | President Swarthout |
| 7. | Request to Approve Title III Evaluation Contract (T9) ----- (Action) | Director Bishop |
| 8. | Request to Approve 2011-2012 Academic Calendar (T10) ----- (Action) | Vice President Vest |
| 9. | Request to Approve Program Deletions and Modifications (T11) ----- (Action) | Vice President Vest |

¹ The District Governing Board may consider any item on this agenda in any order and at any time during the meeting.



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Governing Board Meeting Agenda¹

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

Date: February 15, 2011

Time: 11:00 a.m.

| <u>Item</u> | <u>Description</u> | <u>Resource</u> |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 1. | Call to Order and Pledge of Allegiance ----- | Chairman Jeffers |
| 2. | Adoption of the Agenda (T1) ----- (Action) | Chairman Jeffers |
| 3. | Call for Public Comment ----- | Chairman Jeffers |
| 4. | Reports | |
| A. | Financial Position (T12) ----- | Vice President Hatch |
| B. | NPC CASO ----- | Ina Sommers |
| C. | NPC Faculty Association ----- | Gary Mack |
| D. | NPC Student Government Association ----- | Jake Hinton |
| E. | NPC Foundation ----- | Lance Chugg |
| 5. | Consent Agenda ----- (Action) | Chairman Jeffers |
| A. | January 18, 2011 Study Session Minutes (T2) | |
| B. | January 18, 2011 Regular Board Meeting Minutes (T2) | |
| C. | January 20, 2011 Teleconference Meeting Minutes (T2) | |
| D. | 2009-2010 Dual Enrollment Intergovernmental Agreement Between the Navajo County Community College District and Hopi Junior/Senior High School, Inc. | |
| E. | 2010-2011 Dual Enrollment Intergovernmental Agreement Between the Navajo County Community College District and Chinle Unified School District No. 24 and Window Rock Unified School District No. 8 | |
| 6. | Old Business | |
| A. | Oath of Office and Seating of District 2 Board Member ----- (Action) | Navajo County School Superintendent |
| 7. | New Business | |
| A. | Request to Approve Procedure 2755 External Investigators (T6) --- (Action) | President Swarthout |
| B. | Request to Accept the 2009-10 Single Audit Reporting Package (T7) (Action) | Vice President Hatch |
| C. | Request to Approve Membership in the Apache/Navajo Counties Regional Sustainability Consortium (T8) ----- (Action) | President Swarthout |
| D. | Request to Approve Title III Evaluation Contract (T9) ----- (Action) | Director Bishop |
| E. | Request to Approve 2011-2012 Academic Calendar (T10) ----- (Action) | Vice President Vest |
| 8. | Standing Business | |
| A. | Request to Approve Program Deletions and Modifications (T11) --- (Action) | Vice President Vest |
| B. | Strategic Planning and Accreditation Steering Committee Update ----- | Director Bishop |
| C. | Human Resources Update (T13) ----- | Peggy Belknap |
| 9. | President's Report ----- | President Swarthout |
| 10. | Board Report/Summary of Current Events ----- | Board Members |
| 11. | Announcement of Next Regular Meeting ----- March 15, 2011 | Chairman Jeffers |
| 12. | Adjournment ----- (Action) | Chairman Jeffers |

¹ 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.



Northland Pioneer College

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Navajo County Community College District Governing Board Study Session Minutes

January 18, 2011

2251 East Navajo Boulevard, Holbrook, Arizona, 86025

Governing Board Members Present: Bill Jeffers, Ginny Handorf and E.L. Parsons.

Staff Present: President, Jeanne Swarhout; Vice President, Blaine Hatch; Vice President, Mark Vest; Director, Eric Bishop; Recording Secretary to the Board, Russell Dickerson.

Reports:

1. Study Session Agenda Item 1.: Shared Governance (Informational) – President Swarhout

Dr. Swarhout presented a new shared governance structure as outlined in college procedure 2125 and explained that the updated procedure provides for a more streamlined committee structure. Dr. Swarhout added that the new governance model increases student, staff and faculty involvement, provides for greater transparency and accountability and more clearly defines communication pathways between shared governance entities. Dr. Swarhout noted that the new governance structure also includes a definition and purpose of shared governance to provide greater understanding of what shared governance means to the institution. Dr. Swarhout explained that the shared governance procedure was disseminated to the faculty and staff organizations and feedback was incorporated into several successive revisions. Responding to a question from Chairman Jeffers, Dr. Swarhout stated that there is strong college-wide consensus that the new shared governance procedure is an improvement and that it will be implemented in fall 2011.

2. Study Session Agenda Item 2.: Distance Education Guidelines (Informational) – Vice President Vest

Mr. Vest presented the latest iteration of the college's Distance Education Guidelines and explained that the document recognizes the emergence of technologies that go beyond the audio, video and Internet based coursework the college has implemented for years. Mr. Vest explained that the guidelines include language and structures for developing web conferencing classes and the creation of hybrid class environments through the introduction of technology into stand alone classes. Mr. Vest noted that the guidelines spell out how the college's Faculty in Educational Technology will provide technical quality control for distance education courses through the use of a nationally recognized quality rubric. Mr. Vest added that an extensive quality review of existing courses will occur for new and existing distance education courses.

3. Study Session Agenda Item 3.: Proposed Revision to Procedure 2720 (Informational) – Vice President Hatch

Mr. Hatch reported that the revised procedure expands upon the reduction in force procedure to include adjustments in work hours and compensation, as well as furloughs, thereby providing increased flexibility to the college in the face of ongoing State funding concerns and the general economic outlook. Mr. Hatch added that the revised procedure allows the college to make employment term adjustments mid-contract in order to address circumstances not controlled by the college. Mr. Hatch explained that should adjustments to terms of employment become necessary, staff will present a recommendation and information to the Board. Mr. Hatch explained that should the Board approve the staff recommendation, changes to terms of employment would take place no sooner than 90 days for an existing contract. Dr. Swarhout added that the 90 day timeframe is of sufficient length so as to allow the affected employee to finish out a semester or see a program to completion prior to changes to employment status. Responding to the concerns of Mr. Parsons, Mr. Hatch explained that through good financial planning and frugality, the college currently has reserves that would allow the college to adjust to virtually any circumstances and clarified that the 90 day timeframe is not a severance, rather a 90 notice requiring Board approval prior to implementation. Chairman Jeffers noted that the 90 day timeframe aligns well with the length of a semester. Dr. Swarhout explained that proposed revisions to procedure have been reviewed by the college attorney and will go out to the college today for a period of review and comment.



4. Study Session Agenda Item 4.: Proposed Revision to Employee Contracts (Informational) – Vice President Hatch

Mr. Hatch presented the revised employee contracts which reference Procedure 2720 and includes language that allows the college to adjust base salaries for all types of employees due to changed circumstances. Mr. Hatch explained that the new contracts come in three versions, faculty, staff and administrators. Mr. Hatch explained that staff members are those employees that are neither faculty nor administrators and added that administrators serve at the pleasure of the college president without entitlement or expectation of a continued contract. Responding to a question to Chairman Jeffers, Dr. Swarthout confirmed that in most cases, a reduction of salary would be the primary course of action as opposed to a reduction in force. Dr. Swarthout added that the new contracts are simpler, more easily understood and that NPC is the last Arizona community college to incorporate this type of language into employee contracts. Board members agreed that the college needs to be in position to take action in a financial worst case scenario. Dr. Swarthout reported that the new contracts will be sent out to the college for a two week period of review and comment and that they will be brought back to the Board by April for formal approval. Mr. Parsons asked staff members to research contract language from other colleges with regard to the 90 day timeframe for employee notification noting that the State tends to make adjustments to funding in January or February which would result in the 90 day timeframe coinciding with the end of the fiscal year. Mr. Hatch reiterated that due to sound financial management, the college has the ability to manage necessary adjustments for the 90 day period without adverse effect to the college. Mr. Parsons suggested that procedure language should read “may give 90 days notice” which would give the college the flexibility to make adjustments in the face of catastrophic financial circumstances.

5. Agenda Item 7.A.: Request to Approve Open Pathway for Accreditation – President Swarthout and Director Bishop

Dr. Swarthout presented the Strategic Planning and Accreditation Steering Committee (SPASC) recommendation to approve the Open Pathway for accreditation from the Higher Learning Commission (HLC). Dr. Swarthout explained that NPC is in the first group of institutions that must choose a pathway due to the timing of the last accreditation visit. Dr. Swarthout reported that SPASC and the college have looked carefully at the two pathway options and even invited Dr. Lynn Priddy of the HLC to the spring 2011 convocation to present more information on the Open Pathway. Responding to a Board question, Dr. Swarthout explained that NPC is scheduled to enter a new accreditation pathway in 2012-2013 as the 10 year model is going away. Responding to a question from Chairman Jeffers, Mr. Bishop explained that the college could be ready for the AQIP pathway in five or six years but currently, the AQIP requirements and formalized processes are outside of the scope of what the college can accomplish. Dr. Swarthout added that the college’s Institutional Research function is not yet ready to work under the AQIP model. Dr. Swarthout explained that Open Pathway gives the college the liberty to choose projects that will improve the institution.

6. Agenda Item 7.B.: Request to Approve Budget Development Calendar – Vice President Hatch

Mr. Hatch presented the staff recommendation to approve the proposed 2011-2012 Budget Development Calendar and reported that beyond the updating of dates for 2011, not much has changed from the previous year calendar sequences. Mr. Hatch reported that budget estimates are being generated and departmental budget information is being collected. Mr. Hatch summarized the calendar which included the following: initial review of a proposed tuition and fee schedule in February with final adoption scheduled for March; presentation of the preliminary budget analysis and wage and salary schedules in March; review of the proposed budget and salary schedules in April with final budget adoption scheduled for May 2011 following budget and truth in taxation hearings. Responding to a Board question, Mr. Hatch acknowledged that the college does not always have all financial information from external entities prior to the beginning of the budget adoption process and in the past has received adjustments to financial information from State and County entities after the budget process has begun. Mr. Hatch recommended that the college continue to formulate a budget based upon the best information available, noting that a budget can, at any time, be adjusted downward following adoption.

Mr. Hatch reported a proposed budget has been unveiled by the Governor’s Office. With regard to NPC, Mr. Hatch reported that the Governor’s budget calls for a cut to State operating aid of about \$2 million, or 47%, and a small reduction to equalization funding. Mr. Hatch reported that over the last decade, the college has become more reliant on State equalization funding as operating aid has continued to be reduced. Mr. Hatch noted that the reference in the



narrative section to 2007 is beneficial as it captures the height of State funding of community colleges. Mr. Hatch added that State assertion that community college funding is being cut by only 6% is based upon outdated estimates by college chief financial officers with regard to property tax and tuition revenues. Mr. Hatch added that Navajo County tax assessments are estimated to be down by about 3% resulting in a tax levy amount, assuming the maximum 2% increase, decrease of about \$150,000 for the college. Mr. Hatch anticipates that all college revenue amounts will fall well short of the figures contained in the budget proposal. Mr. Hatch reported that currently, tuition and fee revenues are lagging behind budget expectations with about \$400,000 collected for the first half of January 2011. Mr. Hatch reported that NPC is the only community college currently experiencing an enrollment decline and added that historically, NPC, due to its demographics, tends to be a leading indicator of enrollment for the state. Mr. Hatch reported that overall, Arizona community colleges will see a two-thirds reduction, approximately \$73 million, in operating aid as well as a small reduction to equalization aid.

7. Agenda Item 7.C.: Request to Approve Acceptance of Nursing Grant – Vice President Vest

Mr. Vest presented the staff recommendation to approve acceptance of a \$30,000 direct grant to the college to provide scholarships to Nursing students. Mr. Vest reported that the college has administered the HRSA grant several times in the past, most recently in 2009. Mr. Vest reported that historically, availability of the grant funds has positively affected Nursing program completion as well as performance on Nursing examinations. Mr. Vest reported that scholarship funds are based upon a set of established objective criteria.

8. Agenda Item 7.D.: Request to Approve Intergovernmental Agreement with Navajo County – Director Bishop

Mr. Bishop presented the staff recommendation to approve a network sharing agreement between Navajo County and NPC that will allow both taxpayer supported entities to work together to save money. Mr. Bishop reported that there are several current Navajo County projects that could utilize the college's expanded network resources for substantial cost savings and added that he anticipates that future college projects will realize cost savings through the network sharing relationship. Mr. Bishop reported that the agreement was drafted by the college attorney and that there is no detriment or negative financial impact to the college.

9. Agenda Item 7.E.: Request to Approve Land Lease with the White Mountain Apache Tribe – Director Bishop

Mr. Bishop reported that the college had a land lease that lapsed in 2009 and the college has since continued the relationship on a month to month basis. Mr. Bishop explained that the college wanted to have a current land lease in place prior to making improvements at McKay's Peak and Whiteriver Point. Mr. Bishop reported that the new lease agreement starts at a rate of \$7,200 per year with 2.5% increases each year for an initial term of seven years, with an option to extend for an additional 5 years.

10. Agenda Item 7.E.: Request to Grant Sewer Easement – Vice President Hatch

Mr. Hatch explained that the Town of Snowflake has approved the extension of a sewer line north of the Silver Creek Campus running along the ADOT right of way which needs to join up with a manhole that is inside the campus property, just south of an entrance to the parking lot. Mr. Hatch explained that instead of having to cut through the entryway, the line can be run into an existing sewer line that is already below the entryway. Mr. Hatch reported that developer Kelly Willis is amenable to the installation of a backflow prevention device that would prevent sewer problems at the Learning Center building. Mr. Hatch recommended that the Board approve a sewer easement with the Town of Snowflake and that Dr. Swarthout be authorized to sign the document. Snowflake Town Manager Paul Watson and engineer Doug Brimhall addressed Board member concerns over a 90 degree turn in the proposed sewer line and Mr. Willis made assurances that college landscaping would be returned to its current state upon completion of the sewer line work.

Study session ended at 11:00 a.m.



Respectfully submitted,

Russell Dickerson
Recording Secretary to the Board

Bill Jeffers
Chairman

Ginny Handorf
Secretary to the Board



Navajo County Community College District Governing Board Meeting Minutes

January 18, 2011 – 11:00 a.m.
2251 East Navajo Boulevard, Holbrook, Arizona, 86025

Governing Board Member Present: Bill Jeffers, Ginny Handorf and E.L. Parsons.

Staff Present: President, Jeanne Swarhout; Vice President, Blaine Hatch; Vice President, Mark Vest; Information Services Director, Eric Bishop; Recording Secretary to the Board, Russell Dickerson.

Others Present: Ann Hess, Rickey Jackson, David Roberts, Peggy Belknap, Maderia Ellison, John Bremer, Lauren Sedillo, Matt Weber, Beulah Bob-Pennypacker, Paul Watson, Kelly Willis, Doug Brimhall and Ina Sommers.

Agenda Item 1: Call to Order and Pledge of Allegiance

Chairman Jeffers called the meeting to order at 11:05 a.m. Ms. Handorf led the Pledge of Allegiance.

Agenda Item 2: Adoption of Agenda

Mr. Parsons moved to adopt the agenda as presented with the provision that the Board move agenda item 7.F, Request to Grant Sewer Easement, to the top of the agenda. Ms. Handorf seconded the motion. *The vote was unanimous in the affirmative.*

Agenda Item 3: Call for Public Comment

None.

Agenda Item 7: New Business (See Agenda Item 2: Adoption of Agenda)

7.F. – Request to Grant Sewer Easement – Vice President Hatch

Mr. Hatch presented the staff recommendation for approval of a sewer easement to the Town of Snowflake as discussed in study session. Mr. Hatch summarized earlier discussion noting that a backflow prevention device would be installed, the Town of Snowflake will be responsible for sewer line maintenance and that Dr. Swarhout will be authorized to sign sewer easement documentation. Town of Snowflake and developer representatives answered specific questions with regard to college property. Ms. Handorf moved that NPC grant the sewer easement to the Town of Snowflake as presented and discussed. Mr. Parsons seconded the motion. *The vote was unanimous in the affirmative.*

Agenda Item 4: Reports

4.A. – Financial Position – Vice President Hatch

Mr. Hatch reported that through the end of November 2010, the primary property levy is just over 50% collected in line with expected collection trends and that April 2011 is expected to be the next month of substantial collections. Mr. Hatch reported that the college has received 50% of State aid and that the college expects to be fully funded and has requested a third quarter allocation. Mr. Hatch reported that tuition and fee collection through November are at 41% and continue to fall below expected levels. Mr. Hatch reported that investment earnings are on target, as are all other general fund areas. Mr. Hatch reported that through November, general fund revenues are at 52% with 42% of the budget period expired and that expenditures are at 30%. Mr. Hatch



reported that unrestricted plant fund revenues are the result of transfers from the general fund and fund expenditures remain light as the college continues to be cautious with regard to capital expenditures. Mr. Hatch reported that restricted, auxiliary and agency fund revenues are greater than expenditures and through November net cash for all activities totals approximately \$7.1 million.

4.B. – NPC CASO – Ina Sommers

Ina Sommers, CASO President, reported that CASO held an annual planning meeting following the January convocation, CASO members are looking forward to the April NPC picnic and CASO members will once again hold a non-foods drive to benefit organizations in NPC communities.

4.C. – NPC Faculty Association – Gary Mack

Gary Mack, NPC Faculty Association President, reported that Sandy Manor, NPC Disability Resource and Access Coordinator, will be invited to attend the next Faculty Association meeting to discuss college policy and procedures regarding student mental health problems as faculty members would like information following the shootings in Tucson, Arizona. Mr. Mack reported that the Faculty Association held a successful retreat on December 10, 2010 and discussion centered around the impact of technology on classrooms. Mr. Mack reported that work continues on a Faculty Senate constitution.

4.D. – NPC Student Government Association – Jake Hinton

Mr. Hinton reported that the Second Annual Coed Basketball Tournament will take place on February 12th and 13th at Holbrook High School. Mr. Hinton reported that auditions for the Third Annual NPC Talent Show will take place on February 18, 19, 25 and 26 at the Little Colorado Campus in Winslow. Mr. Hinton reported that SGA will hold special elections to fill senator positions at the White Mountain and Painted Desert Campuses and the Kayenta Center.

4.E. – NPC Foundation – Lance Chugg

No report.

Agenda Item 5: Consent Agenda

Ms. Handorf moved to approve the consent agenda as presented. Mr. Parsons seconded the motion. *The vote was unanimous in the affirmative*

Consent Agenda (Action):

- A. November 16, 2010 Study Session Minutes
- B. November 16, 2010 Regular Board Meeting Minutes
- C. 2009-2010 Dual Enrollment Intergovernmental Agreement Between the Navajo County Community College District and Blue Ridge USD No. 32
- D. 2010-2011 Dual Enrollment Intergovernmental Agreement Between the Navajo County Community College District and Hopi Junior/Senior High School, Inc.

Agenda Item 6: Old Business

None.



Agenda Item 7: New Business

7.A. – Request to Approve Open Pathway for Accreditation – President Swarthout and Director Bishop
Dr. Swarthout presented the staff request to approve a recommendation for the college to move to the Open Pathway for Higher Learning Accreditation as discussed in study session. Ms. Handorf moved to approve movement to the Open Pathway accreditation pathway. Mr. Parsons seconded the motion. *The vote was unanimous in the affirmative.*

7.B. – Request to Approve 2011-2012 Budget Development Calendar – Vice President Hatch
Mr. Hatch presented the staff request to approve the 2011-2012 budget development calendar that was reviewed and discussed in study session. Mr. Hatch noted that the proposed calendar is consistent with what the college has done in the past. Mr. Parsons moved to approve the 2011-2012 budget development calendar as presented. Ms. Handorf seconded the motion. *The vote was unanimous in the affirmative.*

7.C. – Request to Approve Acceptance of Nursing Grant – Vice President Vest
Mr. Vest presented the staff request to approve acceptance of a federal Health Resources and Service Administration (HRSA) Nursing scholarship grant in the amount of \$30,000 as discussed in study session. Mr. Vest noted that the college has successfully administered the HRSA grant in the past. Mr. Vest notified Board members that the college did not receive notification of the award before half the grant period expired and added that he does not anticipate any problems awarding the money to nursing students by the grant completion date of June 30, 2011. Mr. Parsons moved to approve acceptance of the HRSA Nursing scholarship grant in the amount of \$30,000 as presented. Ms. Handorf seconded the motion. *The vote was unanimous in the affirmative.*

7.D. – Request to Approve IGA with Navajo County – Director Bishop
Mr. Bishop presented the staff request to approve the network resources sharing agreement between Navajo County and the college district as discussed in study session. Mr. Bishop explained that the agreement will allow both tax supported entities to collaborate on networking projects that will result in future cost savings. Mr. Bishop noted that the agreement will create no negative impact on the college and will produce immediate benefits for the County and future benefits for the college. Ms. Handorf moved to approve the intergovernmental agreement with Navajo County as presented. Chairman Jeffers seconded the motion. *The motion was approved by a majority affirmative vote and a single abstention by Mr. Parsons.*

7.E. – Request to Approve Land Lease with the White Mountain Apache Tribe – Director Bishop
Mr. Bishop presented the staff request to approve a land lease with the White Mountain Apache Tribe for network facilities located at McKay's Peak and Whiteriver Point as discussed in study session. Mr. Bishop explained that the college has operated under a month to month arrangement with the Tribe as the most recent lease expired in 2009. Mr. Bishop added that the college needs to have a lease agreement in place that will cover additional land required for network improvements. Mr. Bishop reported that the lease rate starts at \$7,200 for the first year with standard 2% yearly increases for a term of 7 years with an option extend for an additional 5 years. Mr. Bishop added that the locations are necessary for operations at the Whiteriver Center. Mr. Parsons moved to approve the land lease with the White Mountain Apache Tribe as presented and discussed. Ms. Handorf seconded the motion. *The vote was unanimous in the affirmative.*

7.F. – Request to Grant Sewer Easement – Vice President Hatch
Item moved to the top of the agenda. (See Agenda Item 2: Adoption of Agenda)



Agenda Item 8: Standing Business

8.A.

– *Strategic Planning and Accreditation Steering Committee (SPASC) Report* – Director Bishop Eric Bishop, SPASC Co-Chair, reported that in December, SPASC made a recommendation to President Swarthout to move to the Open Pathway for Higher Learning Commission accreditation. Mr. Bishop reported that SPASC will meet on February 4, 2011 to begin revising the college strategic plan which will be sent out this year for college-wide comment. Mr. Bishop reported that the webcast of Dr. Lynn Priddy's Open Pathway presentation at the January convocation was a success and was attended virtually by approximately 100-120 people from Coconino, Arizona Western, Cochise and Mohave Community Colleges.

8.B. – Human Resources Update – Peggy Belknap

Peggy Belknap presented the Human Resources update for January and provided updated numbers of applicants for currently open positions. Ms. Belknap introduced two new employees, Mr. John Bremer, Controller and Ms. Lauren Sedillo, General Ledger Account, to Board members. Ms. Belknap announced that Ms. Nancy Williams assumed the role of Interim Dean of Nursing and Allied Health and will serve in that capacity through June 2011.

Agenda Item 9: President's Report – President Swarthout

Dr. Swarthout reported that she is working with the Navajo County Schools Superintendent on an appointment for the District 2 seat vacated by Mr. A.T. Siquah in December. Dr. Swarthout and Board members agreed to hold a special teleconference Board meeting at 8:00 a.m. on Thursday, January, 20, 2011 for the purpose of electing Board officers for 2011. Dr. Swarthout reported that ACCPC will meet on Wednesday and Thursday and the group is currently working to get an appointment to meet with the Governor. Regarding the impact of budget cuts to community colleges, Dr. Swarthout explained that the Governor's proposed budget cuts university funding by approximately 10% and community colleges by approximately 50%. Dr. Swarthout noted that there is large inequity in state funding per student with universities receiving about \$4,950 per student while community colleges receive only \$750 per student. Dr. Swarthout added that ACCPC is close to completing a community college strategic planning document. Dr. Swarthout announced that the spring NPC picnic will take place on Friday, April 20, 2011 in Snowflake.

Agenda Item 10: Board Report/Summary of Current Events

Ms. Handorf reported that AADGB has a new representative from Maricopa Community Colleges and that the group is working on a position statement that outlines AADGB constituents, goals and means of increasing community college affordability and accessibility.

Agenda Item 11: Announcement of Next Regular Meeting: Tuesday, February 15, 2011.

Agenda Item 12: Adjournment

The meeting was adjourned upon a motion by Mr. Parsons, a second by Ms. Handorf and a unanimous affirmative vote.



Respectfully submitted,

Russell Dickerson
Recording Secretary to the Board

Bill Jeffers
Chairman

Ginny Handorf
Secretary to the Board

DRAFT



Navajo County Community College District Governing Board Teleconference Meeting Minutes

January 20, 2011 – 8:00 a.m.
1-800-266-7845, extension 7479

Governing Board Member Present: Bill Jeffers, E.L. Parsons and Daniel Peaches.

Staff Present: President, Jeanne Swarthout; Vice President, Blaine Hatch; Vice President, Mark Vest; Information Services Director, Eric Bishop; Recording Secretary to the Board, Russell Dickerson.

Others Present: Everett Robinson.

Agenda Item 1: Call to Order

Chairman Jeffers called the meeting to order at 8:00 a.m.

Agenda Item 2: Adoption of Agenda

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

Agenda Item 3: Call for Public Comment

None.

Agenda Item 4: New Business

4.A. – Election of Board Officers for 2011 – Chairman Jeffers

Chairman Jeffers opened the floor for nominations for the position of Board Chairman for 2011. Mr. Peaches nominated Mr. Jeffers as 2011 Chairman. Mr. Parsons seconded the nomination. Chairman Jeffers accepted the nomination and recommended that Board members consider another candidate next year. *Mr. Jeffers was elected 2011 Board Chairman by a unanimous affirmative vote.* Chairman Jeffers opened the floor for nominations for the position of Secretary for 2011. Mr. Parsons nominated Ms. Handorf for the position of Secretary for 2011. Mr. Peaches seconded the nomination. *Ms. Handorf was elected 2011 Board Secretary by a unanimous affirmative vote.* Chairman declared the 2011 Board elections closed.

Agenda Item 11: Announcement of Next Regular Meeting: Tuesday, February 15, 2011.

Agenda Item 12: Adjournment

The teleconference meeting was adjourned upon a motion by Mr. Parsons, a second by Mr. Peaches, and a unanimous affirmative vote.



Respectfully submitted,

Russell Dickerson
Recording Secretary to the Board

Bill Jeffers
Chairman

Ginny Handorf
Secretary to the Board



Community College Strategic Plan

Summary:

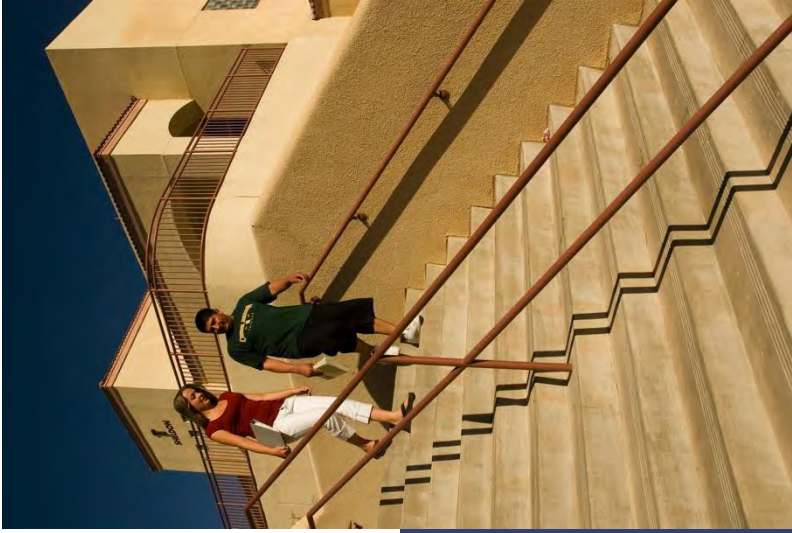
Over the past five months, the Arizona Community College Presidents Council has worked diligently on drafting a long-term strategic plan for the entire 10 community college districts in Arizona. The Community College Strategic Plan is still in draft form, subject to final review in light of the recent Governor's budget proposal. NPC feels that many elements of the plan should be adopted by our institution with the support of the District Governing Board. Thus, the executive team brings the draft plan to the DGB for a first read, subject to final ACCPC approval.

It is further proposed that the Community College Strategic Plan be incorporated, to the degree possible, into the NPC Strategic Plan, as there are shared goals and strategies. The community college districts' staff has worked hard to select data points that measure our success in moving our goals forward. Further, staff has aligned, across the state, shared definitions for these metric data points, ensuring consistent performance metrics. These performance metrics respond to external stakeholder needs for information regarding the state of community college quality and performance as well as allow the community colleges to line up data points with the universities and the number of initiatives on higher education within Arizona.



Northland Pioneer College

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ARIZONA COMMUNITY COLLEGES: LONG-TERM STRATEGIC VISION

Arizona Community College Presidents' Council
www.maricopa.edu/statewidevision



OUR VISION



Arizona's community colleges seek to collaborate with education, business, and community partners to significantly increase the number of Arizonans who achieve their postsecondary education and training goals, complete a degree or certificate, and/or transfer to a university.



INTRODUCTION TO THE STRATEGIC PLAN

- Mission / Importance of Vision 2
- Vision for the Future 3
- External Forces will Affect this Plan 5
- 6

GOALS AND METRICS OF THE PLAN

7

GOAL ONE: BROAD ACCESS TO EDUCATION AND TRAINING

8

- Goal One: Background 9
- Key Indicators of Progress 11
- Achieving our Access Goal 12
- Strategies for Excellence 15

GOAL TWO: IMPROVED RETENTION

16

- Goal Two: Background 17
- Key Indicators of Progress 19
- Achieving our Retention Goal 20
- Strategies for Excellence 23

GOAL THREE: GREATER COMPLETION AND TRANSFER

24

- Goal Three: Background 25
- Key Indicators of Progress 27
- Achieving our Completion Goal 28
- Strategies for Excellence 31



INTRODUCTION

to the strategic plan



OUR MISSION

- To ensure broad access to high-quality education and training for all Arizonans
- To improve the retention of learners through their education or training goals
- To significantly improve goal attainment, transfer, and degree/certificate completion

The Arizona Community College Presidents' Council (ACCPC) presents this statewide long-term strategic vision as a framework for the state's community colleges to improve the economic strength of our state and quality of life for Arizonans. This plan is organized around three critical goals: Broad Access to Postsecondary Education and Training, Improved Retention, and Greater Completion and Transfer. Within each area are key indicators of statewide progress toward these goals, as well as strategies and initiatives for achieving excellence in each area.

This plan both builds on and contributes to ongoing efforts to improve and align secondary and postsecondary education and training in Arizona, including the statewide Getting AHEAD (Access to Higher Education and Degrees) project funded by the Lumina Foundation. This plan also maps directly to several of the goals set out in the Arizona Board of Regents' 2008 long-term strategic plan, titled *2020 Vision*, in recognition that common goals and shared strategies are essential to the betterment of Arizona's economy, workforce, and overall quality of life.

WHY THIS VISION IS SO IMPORTANT

Educated Arizonans will enjoy greater economic prosperity

All Arizonans, not just those with a degree or certificate, will benefit as more become educated

Arizona's workforce will benefit from greater numbers of educated and skilled workers

Providing access to community programs and events will maintain and improve the quality of life in Arizona communities

MORE EDUCATION = HIGHER EARNINGS AND A MORE ROBUST ECONOMY

Greater educational attainment has significant individual and societal benefits. The benefits to the individual are clear: the more education a person attains, the more that person will earn over his or her lifetime.

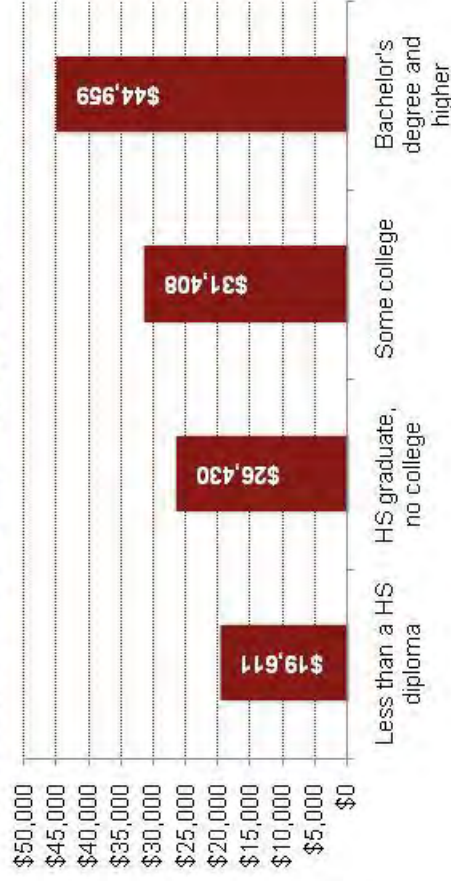
And the difference in lifetime earnings is significant: a bachelor's degree recipient can, on average, expect to earn over \$1 million more than someone with only a high school education. But even some college matters; Arizona residents who complete at least some postsecondary education will earn, on average, close to 20% more than a high school graduate.¹ And those who earn a community college degree or certificate in a high-demand field can expect to earn even more.

The societal benefits of an educated populace are also striking. By increasing educational attainment in Arizona, the state can expect to:

- Reduce unemployment and poverty rates
- Increase tax revenues
- Meet growing workforce demands for skilled workers
- Reduce dependence on social safety-net programs²

These outcomes are essential to the future of Arizona. By focusing on three overarching goals of improved access, retention, and completion, Arizona's community colleges will help to generate a more robust economy, support a growing workforce, and create better opportunities for future generations of Arizonans.

Arizona Median Earnings by Education: 2000



¹ U.S. Bureau of the Census, 2000 (graph from same source)

² The College Board, —Education Pays: The Benefits of Higher Education for Individuals and Society,” 2007

VISION FOR THE FUTURE

5

Our vision for the future includes a significantly greater percentage of Arizonans entering and succeeding in postsecondary education and/or training. The chart presented here illustrates the core metrics guiding this plan, as well as a snapshot of where we were at the end of 2010. Progress along these metrics will depend largely on community college actions, but will also be heavily influenced by external support for community colleges, as well as how well community colleges can work with K-12 schools and universities to create and maintain educational pathways that attract, support, and graduate more learners.

Data pertaining to these metrics will be collected and analyzed every two years, and best practices will be shared across the state on a regular basis.

CONNECTION TO THE VOLUNTARY FRAMEWORK OF ACCOUNTABILITY

Several of the core metrics, as well as a significant percentage of the key indicators of progress within each goal area, reflect measures included in the American Association of Community Colleges' national Voluntary Framework of Accountability (VFA). The VFA attempts to create common, sector-appropriate measures by which community colleges can be held accountable. VFA metrics encompass student progress and outcomes measures, as well as workforce, economic, and community development metrics.

All VFA measures included in this strategic vision follow the definitions included in the most recent VFA technical manual. However, because the VFA is currently in its pilot stage, these measures should be considered interim. They will be finalized following any modifications to the VFA definitions in mid- to late-2011.

CORE METRICS AND BASELINE 2010 DATA

45% College Going Rate
(From K-12 to all Higher Education)

135,789 FTSE Enrollment in Community Colleges

69% College-Level Course Success Rate

62% Developmental Course Success Rate

20% Success After Developmental Math

37% Success After Developmental English/Reading

49% Fall-to-Fall Retention Rate

11,435 In-State University Transfers

26% In-State University Transfer Rate

30,520 Degrees and Certificates Awarded Annually

20% Graduation (Degree/Certificate Completion) Rate

61% Percent of Learners Achieve a Successful Community College Outcome

52% Occupational Program Completers Employed with a Livable Wage or Enrolled in Further Education

26% of Adults Have a Bachelor's Degree
(1 Million Adults)

EXTERNAL FORCES WILL AFFECT THIS PLAN

Community colleges in Arizona are buffeted by several external forces—demographic, economic, political, and educational. These forces, and in particular the current economic crisis and sharp downturn in state funding, will challenge the colleges' ability to provide high quality education and training to a population with diverse educational goals and life circumstances.

Recent reductions in state support for Arizona's community colleges—including a proposed 66% cut in state operating aid in the Fiscal Year 2012 Executive Budget—are particularly damaging to our ability to achieve the goals outlined in this long-term strategic vision.

As a result of these reductions, Arizona's community colleges will be hard-pressed to maintain current levels of enrollment and student services, let alone improve access, retention, and completion rates. Indeed, most districts will be forced to cut essential programs and services, as well as faculty and staff positions, in order to balance their budgets.

Although for years Arizona's community colleges have been working to improve efficiency, the proposed dramatic revenue reductions may mean that districts will have to sacrifice one mission—access, for example—in order to maintain current levels of performance in other areas (e.g., retention or completion).

It is important to note that the current economic crisis and sharp downturn in state funding does *not* affect our goals or our long-term vision for Arizona's community colleges. It does, however, severely hinder our ability to achieve those goals in the foreseeable future.

Recent reductions in state support for Arizona's community colleges are particularly damaging to our ability to achieve the goals outlined in this long-term strategic vision.

Dramatic revenue reductions may mean that districts will have to sacrifice one mission—access, for example—in order to maintain current levels of performance in other areas (e.g., retention or completion).



GOALS AND METRICS of the plan

GOAL 1:

Ensure broad access to high-quality education and training for all Arizonans at times and places that are convenient for learners; strengthen educational pathways through comprehensive partnerships and educational linkages; and ensure awareness of the opportunities community colleges provide for postsecondary education.

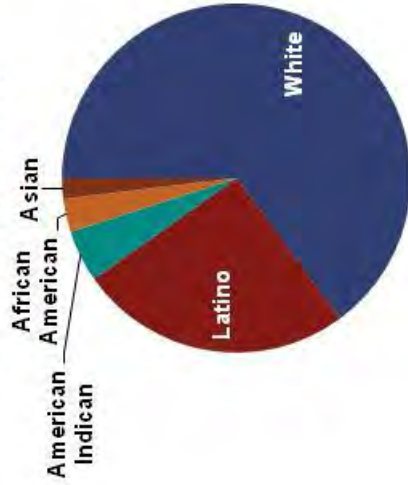
Access



BACKGROUND: A DIVERSE AND GROWING POPULATION

Arizona has the fastest growing population (next to Nevada) in the United States, with the 2000 population more than doubling to 10.7 million by 2030.¹ Immigrants and their children—the vast majority from Mexico and Latin America—are likely to account for about 38% of the state's population increase.²

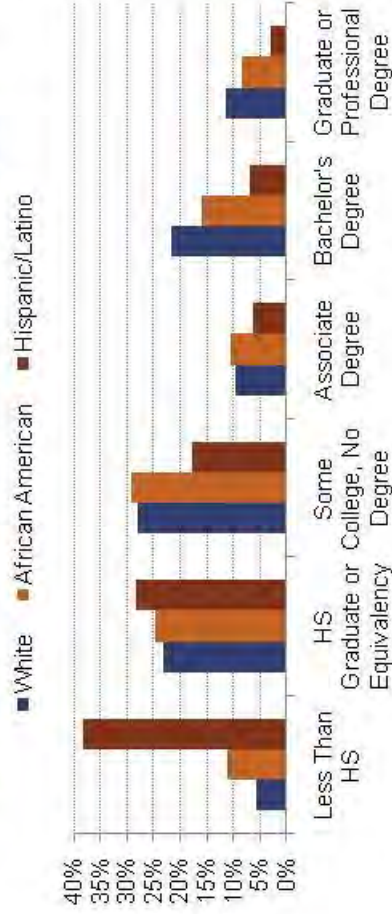
Arizona's Demographic Profile: 2005



Latinos, American Indians, and African Americans—three groups that are historically less likely to enter and succeed in college—make up roughly one-third of the Arizona's population. Furthermore, almost 15% of Arizona's population is foreign-born, and 28% speak a language other than English at home (3 out of 4 of these speak Spanish).

In order to significantly improve college access and success rates, Arizona's community colleges will have to take the unique needs and experiences of a diverse and rapidly growing population into consideration. This will require paying close attention to who our students are—as well as who they are likely to be in the near future—and how they will access and utilize our colleges in ways that may be different from previous generations.

Arizona Education Attainment by Race



¹ U.S. Bureau of the Census, "State Interim Population Projections By Age and Sex: 2004-2030," 2005

² Federation for American Immigration Reform, "Arizona: Census Bureau Data," 2008

Source for pie graph: Arizona Department of Health Services, 2005

Source for bar graph: U.S. Census Bureau, 2006-08 American Community Survey (ACS), Public Use Microdata Sample (PUMS) File

BACKGROUND: UNDERPREPARED STUDENTS

Arguably one of the greatest challenges Arizona's community colleges face is the extent of developmental education required by incoming students—both those coming out of high school and those returning to postsecondary education after long stints in the workforce. In 2009 only 76% of Arizona's high school students graduated within four years; four-year graduation rates were significantly lower for Native American and Latino students (63% and 69%, respectively), as well as economically disadvantaged students (69%).¹

Even among high school graduates, many are not prepared for college-level work. Statewide, roughly half of all incoming community college students require at least one developmental course in math (this figure is as high as 82% in some districts), and 41% require at least one pre-college course in English or reading. Almost one-quarter (23%) of incoming community college students require three or more developmental courses.

Although these statistics do not vary considerably from national figures, they do indicate a continued and growing role for developmental education at Arizona community colleges. College faculty and administrators will need to prioritize basic skills as an essential function of the institution—one necessary to preserving and promoting access—examine new ways of providing developmental instruction that best meet students' needs, and work closely with K-12 schools to align college readiness and high school graduation standards.

Community college faculty and administrators will need to prioritize basic skills as an essential function of the institution—one necessary to preserving and promoting access.

¹ Arizona Department of Education, "2009 four year grad rate for the state by subgroup," 2010

GOAL ONE: KEY INDICATORS OF PROGRESS

Access Goal: To ensure broad access to high-quality education and training for all Arizonans at times and places that are convenient for learners; strengthen education pathways through comprehensive partnerships and educational linkages; and ensure awareness of the opportunities community colleges provide for postsecondary education.

KEY INDICATORS OF PROGRESS TOWARD ACCESS GOAL

Enrollment of underserved populations

Number of learners engaged in non-traditional (e.g., online, night and/or weekend) courses

Percent of high school graduates who enroll directly in community colleges

Number and percent of learners who progress through a developmental math course or sequence and successfully complete a college-level math course

Number and percent of learners who progress through a developmental English and/or reading course or sequence and successfully complete a college-level English course

Cost of attendance as a percentage of Arizona median family income



ACHIEVING OUR ACCESS GOAL:

1. CLOSE ACCESS GAPS, ESPECIALLY AMONG UNDERSERVED POPULATIONS

If Arizona community colleges are to reach our access goal, we must work to close access gaps among those populations that are not enrolling and succeeding in community colleges at rates commensurate to their peers.

This will require:

- Providing outreach to—and increasing enrollment of—populations that are emerging from current demographic trends (including immigrants and their children, males, Latinos, American Indians, low-income students, and displaced workers)
- Partnering with K-12 schools and social service agencies to communicate the need for postsecondary education and/or training, and providing collaborative pathways to college

Initiatives include:

- Arizona Western College's CAMP (College Assistance Migrant Program) recruits first-time college students from farm-worker families and supports their enrollment and success during the first year of college through residential living and learning communities. These learning communities provide comprehensive support for students, including language and/or math tutoring, financial planning, cultural awareness, mentoring, and connections to other students from similar backgrounds.
- In partnership with the County One Stop Shop, Mohave Community College has developed a fast-track program designed to enroll displaced workers in accelerated certificate programs in high-demand occupational fields.
- Maricopa's Achieving a College Education (ACE) program targets students who may not consider college as an option. The district-wide program is designed to reduce dropouts among at-risk high school students, as well as assist in their transition to college. The ACE program recruits students in their sophomore year of high school to participate in the program as juniors and seniors, allowing them to earn up to 24 college credits by high school graduation. In addition, the Junior ACE Project offered at 4 of Maricopa's colleges and the Adult ACE program at Rio Salado College engage middle school and adult learners in bridge programs leading to college readiness.

ACHIEVING OUR ACCESS GOAL:

13

2. OPTIMIZE PROGRAMS AND PARTNERSHIPS LEADING TO COLLEGE READINESS

Although community colleges did not choose to play such a central role in developmental education, it has nonetheless become a primary institutional function, and one that must be recognized for the role it plays in preparing an educated citizenry and in helping students from all walks of life achieve their personal, educational, and career objectives. As community colleges, we have a responsibility to optimize current developmental programs, as well as to work with K-12 schools to reduce the need for remediation over time.

This will require:

- Collaborating with K-12 and university providers to align curriculum to college-readiness standards
- Moving beyond a deficit model of development and promoting developmental education as an essential way of providing learners with opportunities for growth and preparation
- Using next-generation technology and alternative delivery models to make developmental education offerings more flexible and tailored to learners' needs

Initiatives include:

- Eastern Arizona College and its feeder high schools have established several “7-14 associations”: collaborative partnerships between EAC faculty and middle and high school teachers that aim to increase student success by aligning curricula and placement evaluations, sharing best practices, enhancing instructor qualifications, and cultivating dual enrollment opportunities. Since the 7-14 organizations were established, participating teachers have applied more constructivist teaching practices, and their students have demonstrated better scores on posttests compared to a control group.
- Pima Community College is working to support an organizational culture dedicated to improving basic skills development for all students. As part of these efforts, the district has (among other things): developed Learning Center options for developmental math, reading, writing, and ESL courses; integrated ESL best practices into developmental courses; developed modular courses and other formats to meet learner needs; developed a peer mentoring program for developmental students; and established a Readiness Academy to prepare learners for math, reading, and writing instruction.

ACHIEVING OUR ACCESS GOAL:

3. PROVIDE COURSES AND SERVICES THAT ARE CONVENIENT FOR LEARNERS

Many community college students work full- or part-time, live far away from campus, and/or have other life circumstances that preclude them from taking courses at traditional times or locations. To meet our access goal, we must provide developmental and college-level courses and services at hours, places, and in formats that are most convenient for learners.

This will require:

- Utilizing a range of delivery methods such as distance education, outreach centers, and online or hybrid courses
- Providing courses and services at non-traditional times and places, including at night, on weekends, and at off-campus locations

Initiatives include:

- Northland Pioneer College's service area encompasses 22,000 square miles, and thus the institution has long believed in providing education in local communities, particularly those with large populations of underserved or low-income learners. NPC has educational centers on the White Mountain Apache, Hopi, and Navajo Nations, and also offers developmental education at multiple reservation and non-reservation sites.
- Many of Arizona's community college districts engage in distance education and provide online courses and services in order to extend access to students who might not otherwise be able to participate in higher education. For example, NPC runs one multimedia and two ITV classrooms to provide multi-site access to all Arizona General Education Curriculum (AGEC) and associate of arts courses. Mohave's videoconferencing/ITV reach includes 10 rural county sites, and its Distance Education campus now accounts for over 30% of overall enrollments. In addition to providing technology solutions and educational centers across its service area, Arizona Western College offers a vast array of web-based services through which students can monitor their classroom success, receive advising and tutoring, or seek assistance from local college personnel from their own homes or communities. Finally, Cochise College's Online Campus offers 15 fully online degree or certificate programs, as well as numerous non-credit courses.

STRATEGIES FOR EXCELLENCE

MACRO STRATEGIES FOR PROVIDING BROAD ACCESS TO EDUCATION AND TRAINING

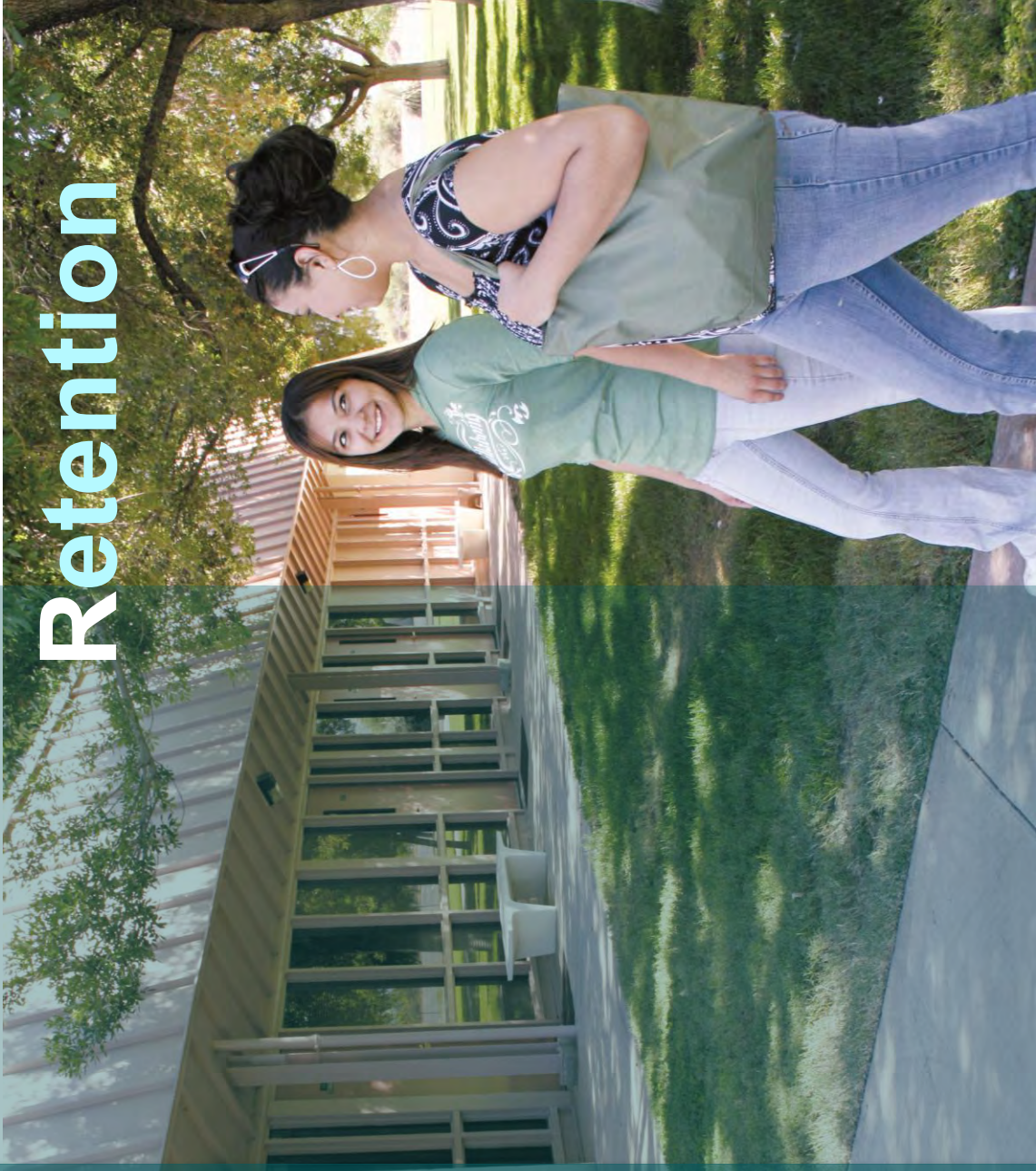
1. **Close access gaps, especially among underserved populations**
 - a. Increase enrollment of populations emerging from current demographic trends
 - b. Partner with K-12 schools to promote postsecondary education or training and engage in collaborative pathways to college
2. **Optimize programs and partnerships leading to college readiness**
 - a. Collaborate to align K-12 curricula with college-readiness standards
 - b. Promote developmental education as an essential way of providing learners with opportunities for growth and preparation
 - c. Tailor developmental education to best meet students' needs
3. **Provide courses and services that are convenient for learners**
 - a. Utilize a wide range of delivery methods such as distance education, outreach centers, and online courses
 - a. Provide courses and services at non-traditional times and places



GOAL 2:

Improve the retention of learners through the achievement of their education or training goals.

Retention



BACKGROUND: A SWIRLING STUDENT POPULATION

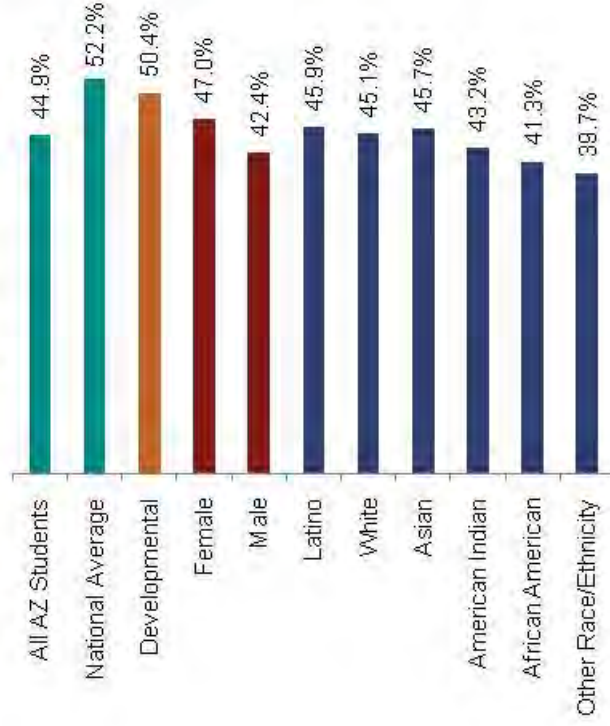
Community colleges are frequently criticized for retention rates that, at a national average of 52.2%, are significantly lower than retention rates at four-year public institutions (76.8%).¹

In response, college leaders typically respond with evidence that community college students attend for multiple reasons, not all of them academic; swirl among multiple institutions; stop out and drop out frequently; and that they must contend with multiple issues such as the need to work in order to pay tuition and fees, take several developmental courses, find childcare, and contribute to the support of their families.

Regardless of the reasons, **it is clear that community colleges in Arizona and across the nation must work to improve student retention**, especially among those groups (American Indians and African Americans, for example) who persist and complete at consistently lower rates than their peers.

With statewide retention rates 7.3% lower than the national average, improving student retention is a particular priority for Arizona's community colleges.

**2009 Statewide Fall-to-Fall Retention
by Student Subgroup**



Note: Statewide retention rates presented here differ slightly from those presented on page 5, which measure retention among a select VFA cohort of students. Overall (i.e., non-VFA) retention rates are presented here to improve comparability with the national average.

¹ NCHEMS, "Retention Rates – First-Time College Freshmen Returning Their Second Year," 2008. (National average in graph is from same source.)

BACKGROUND: GATEWAY COURSES AND CREDIT THRESHOLDS

For many years, research has pointed to variables that may help to improve student persistence in community colleges, including the frequency of contact with faculty, staff, and other students; involvement in learning communities; the quality and availability of student support services; and greater state expenditures per full-time equivalent student.

Recently, several researchers have also begun to look at how retention may be affected by when and if students reach certain momentum points. For example, a 2009 study of students in California's community colleges showed significantly higher retention and completion rates among full-time students who completed a college-level math and/or English course within two years, as well as those who earned at least 20 credits in their first year.¹

Based on these and similar data, as well as the inclusion of student progress metrics in the Voluntary Framework of Accountability, this plan incorporates several key momentum points as indicators of progress toward our retention goal.

| Retention by Momentum Points | | |
|---------------------------------------|--------------------------------------|------------------------------|
| Momentum Points | Semester-to-Semester Retention (74%) | Fall-to-Fall Retention (58%) |
| College-Level Math | | |
| Completed Within 2 Years (21%) | 92.8% | 86.7% |
| Did Not Complete Within 2 Years (79%) | 70.1% | 52.2% |
| College-Level English | | |
| Completed Within 2 years (28%) | 91.4% | 84.0% |
| Did Not Complete Within 2 Years (72%) | 68.2% | 49.5% |
| First-Year Credits | | |
| Earned 20+ Credits (24%) | 99.3% | 89.0% |
| Did Not Earn 20+ Credits (76%) | 66.0% | 48.3% |

(Note: retention figures in the above table are significantly higher than the Arizona statistics presented on the previous page, primarily because they include only full-time students and exclude students who enrolled only for one term.)

¹ Moore, C., Shulock, N., & Offenstein, J. —Steps to Success: Analyzing Milestone Achievement to Improve Community College Student Outcomes." Institute for Higher Education Leadership and Policy, 2009. (Table adapted from same source.)

GOAL TWO: KEY INDICATORS OF PROGRESS

Retention Goal: To improve the retention of learners through the achievement of their education or training goals.

KEY INDICATORS OF PROGRESS TOWARD RETENTION GOAL

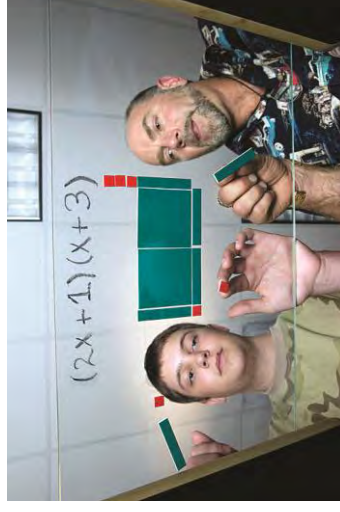
College-level course success rate

Developmental course success rate

Percent of learners successfully completing college-level math and/or English

Percent of full-time learners completing 42 credits—and percent of part-time learners completing 24 credits—within 2 years

Semester-to-semester and fall-to-fall retention rates



ACHIEVING OUR RETENTION GOAL:

1. PROVIDE HIGH QUALITY ACADEMIC AND OCCUPATIONAL PROGRAMS

Arizona's community colleges provide a vast array of high quality and innovative academic and occupational programs. Improving student retention will necessitate continued investment in these programs, as well as ongoing support and professional development for faculty and staff.

This will require:

- Providing learners with opportunities for exploration and critical thinking through interdisciplinary courses, connections to the workforce, new technologies, and/or modifications to traditional liberal arts classes that help learners connect the curriculum to their 21-century lives
- Supporting exemplary teaching and learning through professional development and opportunities for faculty collaboration

Initiatives include:

- Engagement Opportunities at Estrella Mountain Community College is an initiative to implement active learning strategies into several college programs, including peer-to-peer mentoring, student government, the Learning Enhancement and Writing Center, the NASA Center for Success in Math & Science, and others. Active learning strategies—such as collaborative or cooperative learning, student debates, problem solving, role playing, and journal writing—have been shown to improve critical thinking skills and increase retention.
- Several of Arizona's community college districts have made professional development a clear priority in acknowledgement of the link between professional development, effective teaching and learning, and student retention and completion. Central Arizona College, for example, annually reimburses up to 6 credit hours of study at an accredited postsecondary institution, and provides up to \$800 for faculty and staff to attend professional development seminars or workshops. Coconino Community College sponsors two Employee Development Days each year to allow faculty and staff to participate in free professional development sessions of their choosing. And the Maricopa Community College District offers numerous professional development activities, including a summer institute for faculty working with developmental learners; a student success conference that brings together faculty, administrators, and student affairs personnel to discuss best practices in retention and completion; as well as various seminars and Dialogue Days to allow faculty to share ideas about how to enhance teaching and learning.

ACHIEVING OUR RETENTION GOAL:

2. PROVIDE AND PROMOTE A BROAD ARRAY OF STUDENT SUPPORT SERVICES

While community colleges have always offered support services for students, to significantly improve retention and completion rates, we need to think critically about how these services are provided and promoted, as well as how faculty and staff can work together to improve student engagement and persistence.

This will require:

- Providing and promoting a broad and easily accessible array of support services through one-stop shops, mandatory orientation or advising sessions, and/or learning communities
- Encouraging faculty and staff collaboration in identifying at-risk students early, providing just-in-time support services, and engaging in meaningful interactions with learners within and outside of the classroom

Initiatives include:

- Most of Arizona's community college districts have consolidated their student support services into centralized locations in order to more efficiently and effectively engage learners outside the classroom and connect them with needed programs and services. Arizona Western College, for example, offers a one-stop-shop where students can easily enroll in classes, seek counseling or advising, learn about financial aid or scholarships, explore transfer opportunities, and so forth. Similarly, Pima Community College has recently renovated its Student Services Centers in order to provide a diverse set of services at a single location on each campus. As well, Mohave Community College has opened a Student Learning Commons (SLC) on each of its four campuses. Each SLC contains learning lounges for students, computer classrooms, and a Learning Assistance Center that provides space for academic debate, casual studying, group interaction, and formal academic support resources such as supplemental instruction and tutoring.
- The majority of Arizona's community colleges have also implemented academic monitoring and early alert systems that use student data to track learners' progress and provide appropriate interventions and academic supports. Several colleges have also adapted "intrusive advising" practices for first-year students and those most at risk of leaving college. As well, various colleges have adopted mandatory orientations, advisement, placement, and/or student success courses to ensure that learners start strong and have personalized academic plans to keep them on track toward their academic or occupational goals.

ACHIEVING OUR RETENTION GOAL:

3. CREATE CAREER AND TRANSFER PATHWAYS THAT LINK DEVELOPMENTAL, ACADEMIC, AND OCCUPATIONAL PROGRAMS

If Arizona's community colleges are to create effective career and transfer pathways, as well as other curricular links shown to improve student engagement, retention, and completion, we must build stronger and more innovative alliances between academic, occupational, and developmental programs.

This will require:

- Creating career and/or transfer pathways that integrate instruction in basic skills as well as appropriate student support services
- Integrating academic and occupational preparation to both strengthen learners' technical skills and incorporate elements of general education that will accrue toward an associate degree and/or prepare them for career advancement opportunities

Initiatives include:

- Mohave's Fast Track program provides displaced workers with access to accelerated developmental, academic, and occupational programs which, combined with wrap-around services, positions learners to quickly re-enter the workforce in a new field or continue their education. The program offers a rigorous orientation program that includes placement testing, financial aid assistance, and course registration. Students requiring remediation are afforded special tutoring sessions between semesters to allow them to progress more quickly through developmental coursework.
- In January 2011 Phoenix College began implementing Project Degree as a way of improving retention and completion among learners requiring developmental education. Project Degree participants begin college in a learning community, take developmental reading and writing courses and a college success course, and receive supplemental tutoring in math. A resource specialist works intensively with each first-year student, and as learners transition into college-level courses and progress toward a degree or certificate, they are supported by a completion advisor who continues to connect them to college resources and support services.

STRATEGIES FOR EXCELLENCE

23

MACRO STRATEGIES FOR IMPROVING RETENTION

- 1. Provide high quality academic and occupational programs**
 - Provide learners with opportunities for exploration and critical thinking
 - Support exemplary teaching and learning through professional development and opportunities for collaboration
- 2. Provide and promote a broad array of student support services**
 - Provide and promote a broad array of easily accessible support services through one-stop shops, mandatory orientation or advising, and/or learning communities
 - Encourage faculty and staff collaboration in providing meaningful and just-in-time support for learners both within and outside the classroom
- 3. Create career and transfer pathways that link developmental, academic, and occupational programs**
 - Provide academic or occupational pathways that integrate instruction in basic skills as well as appropriate student support services
 - Integrate academic and occupational preparation to both strengthen learners' technical skills and incorporate elements of a general education that will accrue toward an associate degree and/or prepare them for career advancements



GOAL 3:

Significantly increase the number of learners who achieve their education or training goals, complete a degree or certificate, transfer to a university, and/or complete non-credit workforce education courses or programs.

Completion



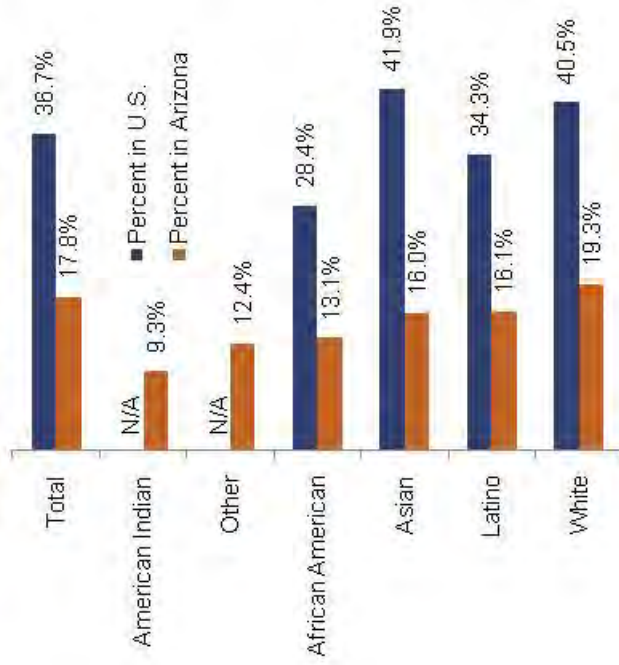
BACKGROUND: THE COMPLETION AGENDA

In recent years, the federal government and several major philanthropic organizations have begun to focus attention on the community college's role in dramatically increasing the number of U.S. citizens with bachelor's and other postsecondary degrees. These completion initiatives are framed not only by a desire to retain the United States' economic competitiveness in a global marketplace, but also by an acknowledgement that institutions of higher education—including community colleges—can do better in terms of transfer and degree/certificate attainment.

Nationally, almost 37% of community college students complete a degree or certificate within 6 years.¹ In Arizona, that figure is just under 18%.

Completion rates vary greatly among Arizona community college districts. Some—particularly those with large percentages of part-time students and/or those that prioritize the transfer mission—confer degrees or certificates on only 5 or 6 percent of learners. At other districts, particularly those that work closely with nearby businesses and industries, over a quarter of learners earn a degree or certificate within 6 years.

National and Statewide Completion Rates by Race/Ethnicity



There is also significant variation in degree/certificate completion rates among different subgroups of students, with persistent achievement gaps between white learners and their Latino, African American, and American Indian counterparts.

Note: Statewide completion rates presented here differ slightly from those presented on page 5, which measure completion among a select VFA cohort of students. Overall (i.e., non-VFA) completion rates are presented here to improve comparability with national rates.

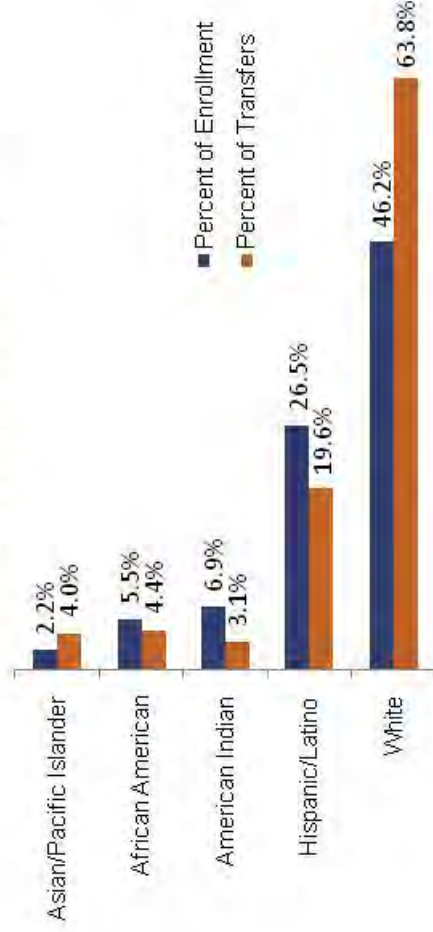
¹ U.S. Department of Education, National Center for Education Statistics, "Quest of Education Statistics," 2009. (National data in graph from same source.)

BACKGROUND: TRANSFER

Statewide, 26% of Arizona community college students who engage in *transfer intent behavior* successfully transfer to an in-state public university within 6 years. These rates are comparable to national figures. Transfer intent behavior is defined as: earning 12 or more community college credit hours; declaring an intent to transfer or obtain a transfer degree; and completing at least one core course from the Arizona General Education Curriculum (AGEC).¹

White and Asian students are overrepresented among the Arizona transfer population, while African American, American Indian, and Latino students do not transfer at rates commensurate with their enrollment in community colleges.² **While Arizona’s community colleges are engaging in efforts to increase transfer across the board, we must pay particular attention to the success of these populations.**

Percent of Transfers compared to Percent of Enrollment by Race/Ethnicity



¹ Arizona State System for Information on Student Transfer (ASSIST), —Statewide summary: Transfer rates for new-to-higher-education cohorts,” 2010 .

² *Ibid*, U.S. Department of Education, Integrated Postsecondary Education Data System (IPEDS), —Enrollment of first-time undergraduates by race/ethnicity, Fall 2007” (graph from same sources).

GOAL THREE: KEY INDICATORS OF PROGRESS

Completion Goal: To significantly increase the number of learners who achieve their education or training goals, complete a degree or certificate, transfer to a university, and/or complete non-credit workforce education courses or programs.

KEY INDICATORS OF PROGRESS TOWARD COMPLETION GOAL

Number and percent of learners who achieve their stated education or training goals

Number and percent of learners who earn a degree or certificate (graduation rate)

Number and percent of learners who complete an AGEC

Number and percent of learners who transfer to a university

Number and percent of learners achieving a successful community college outcome

Percent of community college transfers who go on to earn a bachelor's degree

Percent of occupational program completers passing a licensure exam within one year

Number and percent of occupational program completers either employed with a livable wage or enrolled in further education

Percent of ABE/GED completers who continue their education or gain employment



ACHIEVING OUR COMPLETION GOAL:

1. CENTER COMPLETION EFFORTS AROUND THE IDENTIFICATION AND ACHIEVEMENT OF LEARNERS' EDUCATION OR TRAINING GOALS

Unlike students at four-year colleges and universities who typically aim to earn a bachelor's degree, community college students have a wide variety of educational goals. In order to more accurately analyze student retention and completion—and to more appropriately target interventions—we must center completion efforts around the identification and achievement of learners' education or training goals.

This will require:

- Collecting student intent data—including reasons for attending, intended area of study, and whether or not the student plans to return to the college in a subsequent term—each semester
- Focusing retention and completion efforts around the achievement of learners' stated education or training goals

Initiatives include:

- In 2007 staff and administrators at Pima Community College (PCC) launched an online student intent tracking process that collects data for all students the first time they register each semester. Students select their reason for attending PCC (degree or certificate, transfer, personal interest, job skills, or UofA student taking PCC classes), identify their intended area of study, and state whether they plan to return to PCC in one of the subsequent two terms. If they are not planning to return, students are asked to select a reason (completed program of study, achieved educational goal, transferred, financial reasons, etc.). PCC intent data can then be combined with any other student information, including demographics, education level, financial aid status, GPA and grades, instructional delivery method, course taking behavior, and so forth, allowing the college to examine student retention and completion using a combination of intent and other data. Intent data can also be utilized to identify populations that are less likely to succeed in order to provide additional support, identify programs or subject areas where PCC and state universities can improve transfer pathways, and provide other targeted interventions that can increase retention and completion.
- Mohave Community College has begun to implement PCC's student intent tracking model, and both Arizona Western and Maricopa Community Colleges have their own systems for collecting information on students' goals.

ACHIEVING OUR COMPLETION GOAL:

2. PROVIDE ACADEMIC AND OCCUPATIONAL PROGRAMS AND PARTNERSHIPS THAT ARE ALIGNED WITH STATE AND/OR LOCAL WORKFORCE DEVELOPMENT NEEDS, AND THAT LEAD TO A DEGREE, CERTIFICATE, OR IMMEDIATE EMPLOYMENT

In order to serve as a nexus of employment preparation for a diverse population of learners, we must provide programs and engage in partnerships that are aligned with state and/or local workforce development needs, and that help students attain their education, training, or career goals.

This will require:

- Monitoring economic and industry forecasts—as well as maintaining relationships with local business and industry leaders—in order to develop or redesign degree and certificate programs to meet emerging workforce demands
- Collaborating with state and local workforce development agencies, local businesses, and/or Joint Technical Education Districts (JTEDS) to design and provide occupational or contract training programs that prepare learners for immediate employment in high-demand areas

Initiatives include:

- In 2010, after consulting with various biofuel and solar companies operating in central Arizona; examining statistical forecasts of regional, state, and national employment growth in these fields; and reviewing the state's plans to attract additional solar and biofuel producers, Central Arizona College applied for and received a \$2.2 million Community Based Job Training grant from the U.S. Department of Labor in order to create instructional programs in alternative energy. In spring 2011 the college will be offering its first courses in biofuels and solar energy leading to a one-year certificate or a two-year associate degree.
- As the wine industry in the Verde Valley has grown significantly in the past decade, Yavapai College has developed a new occupational certificate program in viticulture. The college partnered with Merkin Green Vineyard Management to plant and maintain a one-acre vineyard on the Verde Valley campus, and has aligned itself with the Verde Valley Wine Consortium to facilitate alliances with vintners and viticulturalists throughout Yavapai County. The college plans to expand its viticulture program to offer an associate degree in enology and viticulture.

ACHIEVING OUR COMPLETION GOAL:

3. COLLABORATE TO STRENGTHEN PROGRAMS AND PATHWAYS LEADING TO THE BACCALAUREATE

Simply providing transfer courses and programs is no longer sufficient if we are to significantly increase transfer and bachelor's degree production in Arizona. We must collaborate with our university partners to develop new and improve existing programs and pathways that both minimize common obstacles to transfer and maximize course transferability and applicability.

This will require:

- Developing and/or improving guaranteed admission programs with in-state universities to provide students in multiple degree programs with a clear path to the baccalaureate
- Collaborating to provide co-located or joint bachelor's degree programs on community college campuses in order to extend baccalaureate opportunities to rural or place-bound learners

Initiatives include:

- Following Maricopa's Academic Program Pathways (MAPP) model, which provides tuition incentives and guaranteed admission into Arizona State University (ASU) for community college students who follow one of several ASU-defined degree pathways and earn a minimum GPA, several other districts (including Pima, NPC, and Mohave) have developed similar Transfer Admission Guarantee (TAG) programs.
- Coconino Community College has developed an exemplary joint admissions program with Northern Arizona University (CCC2NAU), allowing community college students to seamlessly transfer credits, benefit from tailored advisement, and receive assistance in navigating community college and university resources and systems. Mohave and Maricopa Community Colleges have set up similar agreements with NAU, and Cochise College has worked with the University of Arizona South to develop the Cochise Cats program, which provides programs, services, and joint advising to assist students in successfully transferring and earning a bachelor's degree.
- In fall 2011 Northland Pioneer College will begin to offer an RN>BSN program in collaboration with ASU. This program will allow graduates of NPC's nursing program to earn their bachelor's in nursing from ASU through distance education, with classroom and support services provided by both institutions.

STRATEGIES FOR EXCELLENCE

31

MACRO STRATEGIES FOR INCREASING COMPLETION AND TRANSFER

- Center completion efforts around the identification and achievement of learners' education or training goals**
 - Collect student intent data each semester
 - Focus retention and completion efforts around the achievement of learners' education or training goals
- Provide academic and occupational programs and partnerships that are aligned with state and/or local workforce development needs and that lead to a degree, certificate, or immediate employment**
 - Monitor economic and industry forecasts in order to develop or redesign programs to meet emerging workforce demands
 - Collaborate to provide occupational programs leading to immediate employment in high-demand areas
- Collaborate to strengthen programs and pathways leading to the baccalaureate**
 - Develop and/or improve guaranteed admissions programs with in-state universities to provide students with a clear path to the baccalaureate
 - Collaborate to provide joint or co-located bachelor's degree programs on community college campuses to extend baccalaureate access to rural or place-bound learners



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Cochise Community College District

Arizona Community Colleges: Long-Term Strategic Vision was created with the assistance of Dr. Carrie B. Kisker and the California Community College Collaborative (C4) at UC Riverside.
www.c4.ucr.edu

All data not explicitly cited in this plan were provided by the institutional research effectiveness offices at Arizona's 10 community college districts, each of whose staff members were incredibly helpful in the development of this strategic vision and its metrics.

2011-2012 Tuition and Fee Schedules

Background Information:

Continuing State budget concerns along with constraints on property tax levies increase the importance of maintaining steady tuition revenue growth. Historical tuition rates are included along with comparative information presented on the tables and charts following the schedules. Staff will present and discuss the information in detail.

Approximately \$200,000 of additional revenue will be generated by the proposed increases in tuition.

No changes are proposed in the general fee schedule.

Instructional staff conducted a comprehensive review of all course fees to assure fees are based on cost of consumable supplies and other course specific expenses. Over 1,300 courses are listed in the current catalog, with approximately one-third of the courses requiring a course fee. Proposed course fee changes are not expected to generate additional revenue beyond the increased cost of course supplies, equipment maintenance and course-specific operation expenses.

In the Arts and Sciences division a fee increase of 10% is proposed for one credit Internet courses based largely on the fact that less than 20% of enrollment in these classes come from within Navajo and Apache counties. A fee has been proposed for SPT178 to cover make-up kits that will be distributed to students.

In the Career and Technical Education division, AIS and BUS proposes increased fees due to the increasing cost of instructional supplies, including CDs, flash drives and other instructor materials needed for the courses. Proposed increases in CIS course fees are a result of new courses requiring instructional supplies and heavy use of computer parts and components. FRS fees are proposed to increase for some courses and decrease for other courses as the fee schedule is being further refined to more closely align with actual expenditures. HQO courses fees are proposed to increase to more fully account for



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equipment maintenance and fuel costs. The proposed fee will cover approximately one-third of the actual cost per student. Proposed IMO course fees are based on several new courses. Proposed increases in WLD course fees are a result of the increasing cost for purchasing metal pipe.

The Nursing and Allied Health division is proposing an increase in HES 109-Phlebotomy that is based on current calculation of actual cost of supplies per student. The proposed fee will cover approximately one-half of the actual cost of supplies per student.



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**NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
NORTHLAND PIONEER COLLEGE
2011-12
PROPOSED**

| TUITION | Approved 2010-11 | Proposed 2011-12 |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IN-STATE | \$56 per credit hour | \$60 per credit hour |
| APACHE COUNTY | \$56 per credit hour | \$60 per credit hour |
| OUT-OF-STATE | \$95 per credit for 1-6 hrs. \$270 per credit for 7 hours and beyond. | \$100 per credit for 1-6 hrs. \$295 per credit for 7 hours and beyond. |
| SENIOR CITIZENS 60 years or older | 50% of the applicable rate: In-District, Apache County, or Out-of-State. (Does not apply to non-credit courses) | 50% of the applicable rate: In-District, Apache County, or Out-of-State. (Does not apply to non-credit courses) |
| REFUNDS FOR TUITION | 100% before 1 st day of semester and if NPC cancels the class. 50% during 1 st and 2 nd weeks of the semester. No refund after the end of the second week of the semester | 100% before 1 st day of semester and if NPC cancels the class. 50% during 1 st and 2 nd weeks of the semester. No refund after the end of the second week of the semester |
| SUMMER SESSION REFUNDS | 100% prior to 1 st day of session. 50% through 1 st two days of the term | 100% prior to 1 st day of session. 50% through 1 st two days of the term |
| SHORT-TERM COURSE REFUNDS | 100% prior to 1 st day of session. 50% through 1 st two days of the term | 100% prior to 1 st day of session. 50% through 1 st two days of the term |

**NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
NORTHLAND PIONEER COLLEGE
2011-2012
Proposed**

| FEES | Approved 2010-11 | Proposed 2011-12 |
|-------------------------------------------|------------------------------|------------------------------|
| GENERAL | | |
| Media Fee ^① | \$35/semester | \$35/semester |
| SPECIAL | | |
| Graduation Fee (non-refundable) | \$35 | \$35 |
| Special Certificate | \$15 | \$15 |
| Transcript (each) | \$10 | \$10 |
| Transcript (each) On demand | \$15 | \$15 |
| Transcript (each) Next day delivery | \$20 | \$20 |
| NSF Check Collection | \$25 | \$25 |
| GED Test ^② | \$85 | \$85 |
| GED Retest | \$12 | \$12 |
| COMPASS/ASSET Testing ^③ | \$10 | \$10 |
| Late Registration Fee | \$25 | \$25 |
| Credit by Exam | 50% of in-state tuition rate | 50% of in-state tuition rate |
| Credit by Evaluation ^④ | 50% of in-state tuition rate | 50% of in-state tuition rate |
| Credit by Evaluation Fee (non-refundable) | \$15 | \$15 |
| Delinquent Account Charge | \$10/month | \$10/month |
| HESI Testing | \$38 | \$38 |
| Student Emergency Loan Processing Fee | \$10 | \$10 |

① Assessed to all students enrolling in three (3) or more credit hours.

② Includes a \$20.00 Arizona State Surcharge Fee.

③ Includes up to three (3) tests.

④ Evaluation of Learning Certificates from business, industry, government, military, and non-regionally accredited institutions without waiver agreement.

**NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
NORTHLAND PIONEER COLLEGE
2011-2012
Proposed Course Fees**

| ARTS & SCIENCES | | | Approved 2010-11 | Proposed 2011-12 |
|----------------------------|-----|--------------------------------------|-----------------------------|-----------------------------|
| ART | 103 | Basic Design | \$15 | \$15 |
| ART | 105 | Beginning Drawing I | \$15 | \$15 |
| ART | 110 | Figure Drawing I | \$15 | \$15 |
| ART | 140 | Lettering | \$15 | \$15 |
| ART | 150 | Advertising Design | \$15 | \$15 |
| ART | 155 | Printmaking | \$15 | \$15 |
| ART | 170 | Sculpture I | \$15 | \$15 |
| ART | 175 | Painting | \$15 | \$15 |
| ART | 180 | Watercolor | \$15 | \$15 |
| ART | 185 | Handbuilding Pottery | \$20 | \$20 |
| ART | 186 | Clay Sculpture | \$20 | \$20 |
| ART | 187 | Raku Pottery | \$20 | \$20 |
| ART | 190 | Ceramics | \$20 | \$20 |
| ART | 205 | Drawing II | \$15 | \$15 |
| ART | 206 | Figure Drawing II | \$15 | \$15 |
| ART | 220 | Painting II | \$15 | \$15 |
| ART | 225 | Watercolor II | \$15 | \$15 |
| ART | 245 | Ceramics II | \$20 | \$20 |
| ART | 246 | Ceramics III | \$20 | \$20 |
| ART | 247 | Ceramics IV | \$20 | \$20 |
| ART | 280 | Art Studio – 2 Dimensional | \$15 | \$15 |
| ART | 281 | Art Studio – 3 Dimensional | \$20 | \$20 |
| | | | | |
| BIO | 100 | Biological Concepts | \$35 | \$35 |
| BIO | 160 | Intro. to Human Anatomy & Physiology | \$35 | \$35 |
| BIO | 181 | General Biology I | \$35 | \$35 |
| BIO | 182 | General Biology II | \$35 | \$35 |
| BIO | 201 | Human Anatomy & Physiology I | \$35 | \$35 |
| BIO | 202 | Human Anatomy & Physiology II | \$35 | \$35 |
| BIO | 205 | Microbiology | \$35 | \$35 |
| | | | | |
| CHM | ALL | All Courses | \$35 | \$35 |
| | | | | |

199-299 and non-credit/special interest courses have variable fees determined by the length and type of each.

| ARTS & SCIENCES (cont'd) | | | Approved 2010-11 | Proposed 2011-12 |
|-------------------------------------|------------|-----------------------------------------------------------------|-----------------------------|-----------------------------|
| ECD | ALL | ECD Permanent Number/1 cr. | \$17 | \$17 |
| ECD | 143 | Inclusion of Children w/ Special Needs | \$17 | \$17 |
| ECD | 233 | Developing Policies and Procedures for Early Childhood Programs | \$35 | \$35 |
| | | | | |
| EDU | 281 | Introduction to Structured English Immersion | \$50 | \$55 |
| | | | | |
| GEO | 111 | Physical Geography | \$20 | \$20 |
| | | | | |
| GLG | ALL | All Geology Courses | \$ 25 | \$ 25 |
| | | | | |
| MUS | 155 | Music Applied (all) | \$120 | \$120 |
| | | | | |
| PHO | 100 | Beginning Photography | \$20 | \$20 |
| PHO | 101 | Digital Photography | \$20 | \$20 |
| PHO | 115 | Pictorial Journalism | \$20 | \$20 |
| PHO | 150 | Investigative Photo I | \$20 | \$20 |
| PHO | 151 | Investigative Photo II | \$20 | \$20 |
| PHO | 200 | Intermediate Photography | \$20 | \$20 |
| PHO | 201 | Intermediate Digital Photography | \$20 | \$20 |
| PHO | 212 | Color Photography I | \$20 | \$20 |
| PHO | 213 | Color Photography II | \$20 | \$20 |
| PHO | 220 | Advanced Photography | \$20 | \$20 |
| PHO | 230 | View Camera Photo | \$20 | \$20 |
| PHO | 240 | Photography Portfolio | \$20 | \$20 |
| PHO | 270 | Free Lance/Stock Photo | \$20 | \$20 |
| PHO | 280 | Photography Practicum | \$20 | \$20 |
| | | | | |
| POS | 221 | Arizona Constitution and Government | \$50 | \$55 |
| POS | 222 | U.S. Constitution | \$50 | \$55 |
| | | | | |
| PHY | ALL | All Physics Courses | \$25 | \$25 |
| | | | | |
| SPT | 178 | Stage Makeup | - | \$50 |

199-299 and non-credit/special interest courses have variable fees determined by the length and type of each.

| CAREER & TECHNICAL EDUCATION | | | Approved 2010-11 | Proposed 2011-12 |
|-----------------------------------------|-------------|-----------------------------------------------------|-----------------------------|-----------------------------|
| AIS | 100 | Keyboarding | - | \$10 |
| AIS | 102 | Business Grammar | - | \$10 |
| AIS | 105 | Developing your Professionalism | - | \$10 |
| AIS | 110 | Basic Keyboarding & Formatting | \$15 | \$15 |
| AIS | 111 | Advanced Keyboarding & Document Processing | \$15 | \$15 |
| AIS | 112 | Proofreading | - | \$10 |
| AIS | 113 | Basic Letter and Memo Writing | - | \$10 |
| AIS | 114 | Introduction to the Modern Office | - | \$10 |
| AIS | 115 | Ten-Key Adding Machine | \$15 | \$15 |
| AIS | 116 | Electronic Calculators | \$15 | \$15 |
| AIS | 118 | MediSoft Billing | \$15 | \$15 |
| AIS | 119 | Medical Office Procedures | \$15 | \$15 |
| AIS | 123 | Vocabulary for the Medical Office | - | \$10 |
| AIS | 127 | Medical Office Insurance and Coding | - | \$10 |
| AIS | 130 | Machine Transcription | \$15 | \$15 |
| AIS | 135 | Intro to MedTranscription | \$15 | \$15 |
| AIS | 140 | Microsoft Word Basic | \$15 | \$15 |
| AIS | 145 | Microsoft Word for Windows | \$15 | \$15 |
| AIS | 150 | MS Publisher Basics | - | \$10 |
| AIS | 153 | MS Publisher Complete | - | \$15 |
| AIS | 170 | Written Business Comm | \$15 | \$15 |
| AIS | 180 | Records Management | - | \$10 |
| AIS | 181 | Medical Records Management | - | \$10 |
| AIS | 190 | Legal Terminology | - | \$10 |
| AIS | 191 | Intro to Law Ofc Procedures | \$15 | \$15 |
| AIS | 202 | Customer Service for the Office Professional | - | \$10 |
| AIS | 214 | Administrative Office Management | - | \$10 |
| AIS | 226 | Advanced WordPerfect | \$15 | \$15 |
| AIS | 231 | Intro to Microsoft Office | \$15 | \$15 |
| AIS | 232 | Advanced Microsoft Office | \$15 | \$15 |
| AIS | 235 | Adv Transcription–Med I | \$15 | \$15 |
| AIS | 236 | Adv Transcription–Med II | \$15 | \$15 |
| AIS | 245 | Advanced Microsoft Word | \$15 | \$15 |
| | | | | |
| ATO | ALL* | All Automotive Courses except ATO 103 | \$30 | \$30 |
| | | | | |
| BOC | 102 | Construction Safety Practice | \$25 | \$25 |
| BOC | 105 | Wood & Steel Framing | \$25 | \$25 |
| BOC | 106 | Building Exteriors | \$25 | \$25 |
| BOC | 107 | Drywall Techniques | \$25 | \$25 |

199-299 and non-credit/special interest courses have variable fees determined by the length and type of each.

| CAREER & TECHNICAL EDUCATION (cont'd) | | | Approved 2010-11 | Proposed 2011-12 |
|--------------------------------------------------|------------|---------------------------------------------------------------|-----------------------------|-----------------------------|
| BOC | 115 | Block & Brick Masonry | \$25 | \$25 |
| BOC | 117 | Concrete Flatwork & Formwork | \$25 | \$25 |
| BOC | 120 | Cabinetmaking I | \$25 | \$25 |
| BOC | 130 | Contractor License & Law | \$25 | \$25 |
| BOC | 135 | Furniture making I | \$25 | \$25 |
| BOC | 136 | Plumbing Level I | \$25 | \$25 |
| BOC | 137 | Plumbing Level II | \$25 | \$25 |
| BOC | 138 | Plumbing Level III | \$25 | \$25 |
| BOC | 139 | Plumbing Level IV | \$25 | \$25 |
| BOC | 146 | Electrical Level I | \$25 | \$25 |
| BOC | 147 | Electrical Level II | \$25 | \$25 |
| BOC | 148 | Electrical Level III | \$25 | \$25 |
| BOC | 149 | Electrical Level IV | \$25 | \$25 |
| BOC | 152 | Commercial Wiring | \$25 | \$25 |
| BOC | 153 | Industrial Wiring | \$25 | \$25 |
| BOC | 156 | HVAC Level I | \$25 | \$25 |
| BOC | 157 | HVAC Level II | \$25 | \$25 |
| BOC | 158 | HVAC Level III | \$25 | \$25 |
| BOC | 159 | HVAC Level IV | \$25 | \$25 |
| BOC | 170 | Carpentry Level I | \$25 | \$25 |
| BOC | 171 | Carpentry Level II | \$25 | \$25 |
| BOC | 172 | Carpentry Level III | \$25 | \$25 |
| BOC | 173 | Carpentry Level IV | \$25 | \$25 |
| BOC | 180 | Building Maintenance | \$25 | \$25 |
| BOC | 205 | Adv Framing Techniques | \$25 | \$25 |
| BOC | 220 | Cabinetmaking II | \$25 | \$25 |
| BOC | 221 | Cabinetmaking III | \$25 | \$25 |
| BOC | 235 | Furniture making II | \$25 | \$25 |
| | | | | |
| BUS | ALL | All Business Courses except 122, 128, 129 | - | \$10 |
| BUS | 122 | Computer Accounting | \$15 | \$15 |
| BUS | 128 | Spreadsheet Applications for Business | \$15 | \$15 |
| BUS | 129 | Data Base Applications for Business | \$15 | \$15 |
| | | | | |
| CIS | ALL | All 1, 2 and 3 credit CIS courses except 141, 142, 145 | \$15 | \$15 |
| CIS | 141 | Managing and Maintaining Your PC I | - | \$200 |
| | 142 | Managing and Maintaining Your PC II | - | \$200 |
| | 145 | Network + Certification Preparation | - | \$275 |
| | | | | |
| COS | ALL | All Cosmetology Courses | \$40 | \$40 |
| | | | | |

199-299 and non-credit/special interest courses have variable fees determined by the length and type of each.

| CAREER & TECHNICAL EDUCATION (cont'd) | | | Approved 2010-11 | Proposed 2011-12 |
|--------------------------------------------------|----------------|--------------------------------------------------|-----------------------------|-----------------------------|
| DRF | ALL | All Drafting Courses | \$30 | \$30 |
| FRS | 100 | Firefighter Orientation & Terminology | \$15 | \$10 |
| FRS | 102 | First Responder for the Fire Service | \$25 | \$10 |
| FRS | 104 | Firefighter I & II | \$225 | \$225 |
| FRS | 106 | Firefighter Health & Safety | \$20 | \$10 |
| FRS | 108 | Firefighting Strategies & Tactics | \$10 | Delete |
| FRS | 109 | Hazardous Materials Awareness | \$30 | \$10 |
| FRS | 110 | HazMat First Responder | \$20 | \$20 |
| FRS | 112 | Managing Company Tactical Ops | \$10 | Delete |
| FRS | 113 | Confined Space I | \$30 | \$10 |
| FRS | 115 | Principles of Fire Prevention | \$10 | \$10 |
| FRS | 116 | Intro Respiratory Protection | \$10 | \$10 |
| FRS | 117 | Intro to Forcible Entry Tools | \$10 | \$10 |
| FRS | 118 | Intro to Fire Hose, Streams & Nozzles | \$10 | \$10 |
| FRS | 119 | Intro to Fire Pumps/Apparatus | \$10 | \$10 |
| FRS | 120 | Emergency Vehicle Driving | \$20 | \$20 |
| FRS | 121 | Emergency Stabilization & Extrication | \$35 | \$35 |
| FRS | 122 | Fire Svc Ventilation & Ladders | \$10 | \$10 |
| FRS | 123 | Intro to Extinguishers & Foam Suppression | \$25 | \$25 |
| FRS | 124 | Intro to Fire Svc Ropes & Knots | \$20 | \$20 |
| FRS | 125 | Intro to Water Supply & Hydrant Testing | \$10 | \$10 |
| FRS | 126 | Rope Rescue I | \$10 | \$20 |
| FRS | 127 | Rope Rescue II | \$10 | \$20 |
| FRS | 128 | Rope Rescue III | \$10 | \$20 |
| FRS | 130 | Incident Command System | \$10 | \$10 |
| FRS | 131 | Vehicle Firefighting | \$10 | \$10 |
| FRS | 133 | Intro to Fire Behavior & Detection | - | \$10 |
| FRS | 134 | Rapid Intervention Crew | - | \$10 |
| FRS | 136 | Fire Apparatus, Equipment, & Hydraulics | \$10 | \$10 |
| FRS | 137 | Strategies and Tactics | \$10 | \$10 |
| FRS | 140 | Fire Service Report Writing | - | \$10 |
| FRS | 150 | Wildland Firefighter | - | \$10 |
| FRS | 207 | Fire Svc Bldg Construction | \$10 | \$10 |
| FRS | 211 | Leadership I | - | \$10 |
| FRS | 212 | Leadership II | - | \$10 |

199-299 and non-credit/special interest courses have variable fees determined by the length and type of each.

| CAREER & TECHNICAL EDUCATION (cont'd) | | | Approved 2010-11 | Proposed 2011-12 |
|--------------------------------------------------|------------|----------------------------------------|-----------------------------|-----------------------------|
| FRS | 213 | Leadership III | - | \$10 |
| FRS | 214 | Incident Safety Officer | \$10 | \$10 |
| FRS | 217 | Fire Officer I | \$10 | \$10 |
| FRS | 218 | Fire Officer II | \$10 | \$10 |
| FRS | 219 | Fire Officer III | \$10 | \$10 |
| | | | | |
| HPE | 106 | Aerobics | \$20 | \$20 |
| HPE | 110 | Beginning Weight Training | \$20 | \$20 |
| HPE | 111 | Adv. Weight Training | \$20 | \$20 |
| HPE | 115 | Golf | \$20 | \$20 |
| HPE | 124 | Beginning Swimming | \$20 | \$20 |
| HPE | 126 | Fitness Swimming | \$20 | \$20 |
| HPE | 127 | Aqua Fit | \$20 | \$20 |
| HPE | 128 | Aquatic Calisthenics | \$20 | \$20 |
| HPE | 136 | Karate I | \$20 | \$20 |
| HPE | 150-155 | Physical Fitness I - VI | \$20 | \$20 |
| HPE | 161 | Land Navigation & Wilderness Survival | \$20 | \$20 |
| HPE | 192 | Square Dance | \$20 | \$20 |
| HPE | 232 | Water Safety Instructor | \$20 | \$20 |
| | | | | |
| HQO | 109 | Basic Operations Techniques/Tractors | \$45 | \$100 |
| HQO | 119 | Introduction to Earthmoving and Trucks | \$45 | \$100 |
| HQO | 121 | Rollers and Scrapers | \$45 | \$100 |
| HQO | 122 | Loaders and Forklifts | \$45 | \$100 |
| HQO | 211 | Backhoes and Dozers | \$45 | \$100 |
| HQO | 212 | Intro Crew Leader & Excavators | \$45 | \$100 |
| HQO | 230 | Motor Graders | \$45 | \$100 |
| HQO | 232 | Finishing/Grading & Soils | \$45 | \$100 |
| HQO | 233 | Cranes and Rigging | \$45 | \$100 |
| HQO | 240 | Adv Loader Operation | \$45 | \$100 |
| HQO | 241 | Adv Dump Truck Op | \$45 | \$100 |
| HQO | 242 | Adv Scraper Operation | \$45 | \$100 |
| HQO | 243 | Adv Backhoe Operation | \$45 | \$100 |
| HQO | 244 | Adv Excavator Operation | \$45 | \$100 |
| HQO | 245 | Adv Forklift Operation | \$45 | \$100 |
| HQO | 246 | Adv Dozer Operation | \$45 | \$100 |
| HQO | 247 | Adv Motor Grader Op | \$45 | \$100 |
| | | | | |
| INA | ALL | All Industrial Arts Courses | \$25 | \$25 |
| | | | | |

199-299 and non-credit/special interest courses have variable fees determined by the length and type of each.

| CAREER & TECHNICAL EDUCATION (cont'd) | | | Approved 2010-11 | Proposed 2011-12 |
|--------------------------------------------------|----------------|------------------------------------------------------------------------|-----------------------------|-----------------------------|
| IMO* | ALL | All Industrial Maintenance Courses except 160, 161, 200, 201, 270, 271 | \$145 | \$145 |
| ITP | 105 | Unified Technical Concepts of Physics I | \$10 | Delete |
| ITP | 106 | Unified Technical Concepts of Physics II | \$10 | Delete |
| ITP | 150 | Pneumatics/Hydraulics Control Systems | \$10 | Delete |
| IMO | 151 | Electrical Level I | | \$45 |
| IMO | 152 | Electrical Level II | | \$45 |
| IMO | 153 | Electrical Level III | | \$45 |
| IMO | 154 | Electrical Level IV | | \$45 |
| IMO | 155 | Instrumentation Level I | | \$45 |
| IMO | 156 | Instrumentation Level II | | \$45 |
| IMO | 157 | Instrumentation Level III | | \$45 |
| IMO | 158 | Instrumentation Level IV | | \$45 |
| IMO* | 160 | Robotics | \$10 | \$10 |
| IMO* | 161 | Intro to Computer-Aided Mfg. | \$10 | \$10 |
| IMO* | 200 | Systems Critical Thinking & Control | \$10 | \$10 |
| IMO | 201 | Introduction to Industrial Maintenance | - | \$75 |
| ITP | 209 | Industrial Computational Skills | \$50 | Delete |
| IMO | 270 | DC Analysis and Lab | - | \$50 |
| IMO | 271 | AC Analysis and Lab | - | \$50 |
| | | | | |
| REA | 190 | Principles of Real Estate | \$60 | \$60 |
| REA | 191 | Agency in Real Estate | \$15 | \$15 |
| REA | 192 | Contract Writing | \$15 | \$15 |
| REA | 193 | Commissioner's Rules | \$15 | \$15 |
| REA | 194 | Fair Housing | \$15 | \$15 |
| REA | 195 | Real Estate Legal Issues | \$15 | \$15 |
| REA | 196 | Exploring the MLS Software I | \$15 | \$15 |
| | | | | |
| REA | 290 | Real Estate Broker Law & Finance | \$60 | \$60 |
| | | | | |
| WLD | 130 | Metal Art | \$55 | \$55 |
| WLD | 131 | Int. Metal Art | \$55 | \$55 |
| WLD | 151 | Cutting Process & Welding | \$55 | \$55 |
| WLD | 152 | SMAW Plate I | \$55 | \$55 |
| WLD | 153 | SMAW Plate II | \$55 | \$55 |
| WLD | 154 | GMAW Plate | \$55 | \$55 |
| WLD | 155 | GTAW Plate | \$55 | \$55 |
| WLD | 157 | AWS Level I Certification | \$55 | \$55 |
| WLD | 240 | Intro to Plastics | \$55 | \$55 |

199-299 and non-credit/special interest courses have variable fees determined by the length and type of each.

| CAREER & TECHNICAL EDUCATION (cont'd) | | | Approved 2010-11 | Proposed 2011-12 |
|--------------------------------------------------|------------|-------------------------------|-----------------------------|-----------------------------|
| WLD | 241 | Plastic Welding | \$55 | \$55 |
| WLD | 242 | Fabrication of Plastics | \$55 | \$55 |
| WLD | 243 | Pipe Fitting for Plastic | \$55 | \$55 |
| WLD | 260 | Fit Up/Inspect/Metallurgy | \$55 | \$55 |
| WLD | 261 | SMAW Open V Butt I | \$55 | \$55 |
| WLD | 262 | SMAW Open V Butt II | \$55 | \$55 |
| WLD | 263 | SMAW Open Root Pipe I | \$55 | \$75 |
| WLD | 264 | SMAW Open Root Pipe II | \$55 | \$75 |
| WLD | 265 | GMAW Pipe | \$55 | \$75 |
| WLD | 266 | FCAW Pipe | \$55 | \$75 |
| WLD | 267 | GTAW Pipe I | \$55 | \$75 |
| WLD | 268 | GTAW Pipe II | \$55 | \$75 |
| WLD | 290 | Welding Fabrication | \$55 | \$55 |

199-299 and non-credit/special interest courses have variable fees determined by the length and type of each.

| NURSING AND ALLIED HEALTH | | | Approved 2010-11 | Proposed 2011-12 |
|----------------------------------|------------|------------------------------------------|-----------------------------|-----------------------------|
| HES | 109 | Phlebotomy | \$100 | \$200 |
| EMT | 090 | Heart Saver CPR | \$10 | \$10 |
| EMT | 095 | Healthcare Provider CPR | \$10 | \$10 |
| EMT | 104 | Healthcare Provider CPR & First Aid | \$10 | \$10 |
| EMT | 120 | Emergency Medical Responder | \$10 | \$10 |
| EMT | 121 | EMR Refresher | \$10 | \$10 |
| EMT | 130 | EMT Prep Course | \$10 | \$10 |
| EMT | 132 | Emergency Medical Training | \$15 | \$15 |
| EMT | 133 | Refresher Course- EMT Recertification | \$40 | \$40 |
| EMT | 134 | EMT IVC | \$25 | \$25 |
| EMT | 236 | Advanced Cardiac Life Support | \$80 | \$80 |
| EMT | 237 | Pediatric Advanced Life Support | \$80 | \$80 |
| EMT | 238 | ACLS Renewal | \$50 | \$50 |
| EMT | 239 | PALS Renewal | \$50 | \$50 |
| EMT | 240 | Basic ECG & Pharmacy | \$10 | \$10 |
| EMT | 241 | ALS Refresher | \$150 | \$150 |
| EMT | 244 | Paramedic Training I | \$600 | \$600 |
| EMT | 245 | Paramedic Training II | \$600 | \$600 |
| EMT | 250 | Instructor Strategy | \$20 | \$20 |
| EMT | 251 | Instructor Renewal | \$10 | \$10 |
| MDA | 120 | Administrative Ofc Procedures | \$10 | \$10 |
| MDA | 123 | Clinical Procedures | \$60 | \$60 |
| NAT | 101 | Nursing Assistant | \$40 | \$40 |
| NUR | 116 | LPN to RN Transition | \$200 | \$200 |
| NUR | 121 | Nursing I | \$200 | \$200 |
| NUR | 122 | Nursing II | \$200 | \$200 |
| NUR | 221 | Nursing III | \$200 | \$200 |
| NUR | 222 | Nursing IV | \$200 | \$200 |
| NUR | 290 | RN Refresher Course | \$200 | \$200 |
| PHT | 101 | Pharmacy Technician | \$40 | \$40 |
| TMP | 105 | A& P with Kinesiology I | \$20 | \$20 |
| TMP | 106 | A&P with Kinesiology II | \$20 | \$20 |
| TMP | 203 | Applied Therapeutic Massage | \$25 | \$25 |
| TMP | 215 | Massage Techniques | \$25 | \$25 |
| TMP | 250 | Massage Clinical Practice | \$50 | \$50 |

199-299 and non-credit/special interest courses have variable fees determined by the length and type of each.

Procedure 2720

CHANGES IN TERMS OF EMPLOYMENT

A. Purpose

A change in terms of employment may consist of a reduction in force, a reduction in work hours, a reduction in compensation and/or a furlough. Such changes may be necessitated by a variety of circumstances, including but not limited to changes in or decreases to work requirements, reorganization, a decline in enrollment, elimination of educational or administrative services or programs, reduced funding or financial constraints.

B. Applicability

This procedure applies to all employees except for student employees, temporary employees, or probationary employees.

C. Procedure

1. If the President determines that a change in terms of employment is necessary, the President shall make a written recommendation for such a change to the Board. The recommendation shall identify the employees who would be affected by the recommended change in terms of employment. The President's recommendation should be designed to achieve any necessary savings with as little disruption to the College's mission as possible.
2. The change in terms of employment that is recommended by the President shall take effect on the date proposed by the President, which shall be at least ninety (90) days after the recommendation is submitted by the President to the Board, unless the Board rejects or modifies the recommendation prior to its effective date.
3. Employees who would be affected by the proposed change in terms of employment shall be given prompt notice of the President's recommendation. Those employees may submit written comments concerning the recommendation to the Board. Such comments should be submitted no later than ten (10) days prior to the meeting at which the Board is to consider the President's recommendation.
6. The Board shall consider the President's recommendation at a public meeting. The Board may allow a reasonable opportunity for public comment concerning the President's recommendation. The Board shall approve, modify or reject the President's recommendation within ninety (90) days from the date it is submitted to the Board by the President.

D. Procedures Applicable to a Reduction in Force

1. When a change in terms of employment consists of a reduction in force, during a one (1) year period from the date when an employee's employment was terminated, affected employees shall be considered on layoff status. Such employees shall be offered reemployment if suitable positions become available. If positions become available that could be filled by more than one employee on layoff status, the President shall determine the order in which reemployment will be offered. An individual who is offered reemployment will have ten (10) working days within which to accept or decline the offer.

To be entitled to an offer of reemployment, the affected employee must inform the College's Human Resources Department of his or her availability for work. The employee must also keep the Human Resources Department apprised of his or her current mailing address throughout the one (1) year period. Written notice of any offers of reemployment shall be sent to the most current address on file for the employee with the College's Human Resources Department. After one (1) year following the effective date of a layoff, the employee will have no further hiring priority rights.

2. Layoff status will impact the benefits of affected employees in the following ways:
 - a. Retirement service credit is not accrued during the layoff period.
 - b. Health benefits are covered to the extent permitted under COBRA regulations. If the employee elects to continue health coverage, he or she must pay the entire premium for the insurance, which will include both the employee's and the College's portion of the premium.
 - c. Annual or any other leave benefits are not accrued during the layoff period. Annual leave or any other leave benefits due at the beginning of the layoff period will be paid to the affected employee at normal paycheck distribution time following the date of layoff.
 - d. Sick leave is not accrued during the layoff period, but sick leave hours that have already accrued at the time the employee is placed on layoff status will be retained. Sick leave benefits may not be used during the layoff period.
 - e. Employees on layoff status and their eligible dependents may continue to participate in the employee tuition waiver program during the one (1) year period.
3. The Human Resources Department will assist employees on layoff status in finding new employment by providing outplacement counseling and services for three (3) months following the layoff.

Request to Approve Procedure 2755 External Investigators

Recommendation:

Staff recommends the District Governing Board approval of the attached list of external investigators to support newly revised Procedure 2755, Due Process.

Summary:

The newly revised Procedure 2755 moves the appointment of the investigative entity from inside the college to an external individual, promoting fairness for any employee involved in Due Process. As part of the revision to Procedure 2755, the District Governing Board is asked to approve, annually, a list of individuals qualified and available to conduct hearings under Procedure 2755. The attached list has been prepared in conjunction with an attorney who has conducted hearings for the college in the past. The qualifications and availability of these individuals has been verified in conjunction with this attorney.



Northland Pioneer College

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Procedure 2755

DISCIPLINE OF EMPLOYEES

I. SCOPE OF PROCEDURE

A. Applicability

1. This procedure governs employee discipline that consists of a suspension without pay for longer than ten (10) days or dismissal from employment. This procedure applies to all non-probationary employees who have a contract of employment for a specified term with the College.

2. Deans, directors, the controller and administrators may be dismissed from employment at any time without cause, although any contractual obligations to such individuals must be honored in the event of such a dismissal without cause. This procedure applies to such individuals in instances where the President proposes to suspend the individual without pay for longer than ten (10) days for cause, or to dismiss the individual from employment for cause.

B. Grounds for Discipline

Discipline may be imposed for any conduct that is inconsistent with an employee's duties, including but not limited to:

1. Unsatisfactory job performance, which includes incompetence in classroom instruction in the case of faculty members

2. Inefficiency

3. Neglect of duty

4. Insubordination

5. Dishonesty

6. Use of alcohol in violation of College policy

7. Current illegal use of drugs

8. Absence without leave

9. Conviction of a felony, or of a crime that would be a felony if committed in Arizona

10. Conviction of a misdemeanor involving moral turpitude or behavior involving moral turpitude which adversely reflects on the College or affects the employee's suitability for continued employment

11. Discourteous treatment of coworkers, students or the general public

12. Misuse, unauthorized use or abuse of college property or funds

13. Unsatisfactory attendance

14. Loss of required qualifications, license or certification including, but not limited to, any third party or agency approval required by the employee's contract or contracts between the College and such third parties or agencies
15. Falsification of any document, including the employment application
16. Illegal discrimination
17. Sexual or other prohibited harassment
18. Habits or conduct which risk the safety or health of persons in the working environment or risk damage to property
19. Violation of any portion of college policy or procedure

II. PROCEDURE FOR DISCIPLINE

A. Notice of Intent

1. Before imposing discipline, the President shall provide the employee with written notice of the President's intent to impose discipline. The notice shall be delivered in person or sent to the employee by first-class mail.
2. The notice shall identify the discipline that is contemplated. The notice shall also identify the specific conduct that is the basis for the proposed discipline, including the names of witnesses. The notice shall identify any policies or laws that the employee is alleged to have violated. The notice shall be sufficiently specific that the employee will be able to prepare a defense.
3. Once the President has given notice of intent to impose discipline, neither the employee nor the Administration shall discuss the merits of the matter with any Board member except in accordance with this procedure.

B. Request for Hearing

The employee may request a hearing with regard to the proposed discipline. The request must be in writing and must be received by the President within ten days after the employee receives the notice of intent to impose discipline. If a timely request for a hearing is not received, the President's decision to impose discipline shall be final.

C. Assignment of Hearing Officer

1. When an employee submits a timely request for a hearing, a hearing officer shall be appointed. The Board shall approve a list of acceptable hearing officers on an annual basis. Hearing officers shall be assigned from the approved list by the Human Resources Director, who shall choose the first available hearing officer on the list according to a set rotation. In the event Board has not approved a list of acceptable hearing officers, a hearing officer shall be appointed by the Board.
2. Once a hearing officer has been appointed, all issues shall be directed to the hearing officer.
3. The Administration and the employee must raise any objection to the hearing officer's

impartiality, or to the manner of appointing the hearing officer, within five (10) days of becoming aware of the grounds for such objections. Such objections shall be raised with the hearing officer. Any objections not raised in a timely manner shall be waived.

D. Hearing on Proposed Discipline

1. The hearing officer shall complete the hearing within thirty (30) days after being appointed. Continuances beyond that deadline shall not be granted except under extraordinary circumstances.
2. An audio recording of the hearing shall be made unless the parties agree to a different approach to making a record.
3. The Administration shall have the burden of showing, by a preponderance of the evidence, that the proposed discipline is warranted.
4. Both sides may present evidence at the hearing. Both sides may be represented by counsel at their own expense.
5. Within ten (10) days after completing the hearing, the hearing officer shall prepare a written recommendation to the President that includes relevant findings of fact and conclusions of law.

E. Decision by the President and Appeal to the Board

1. As soon as is practical after the President receives the hearing officer's recommended decision, the President shall render a decision with regard to the proposed discipline.
2. The employee may appeal the President's decision to the Board by providing written notice of the employee's desire to take such an appeal to the President within ten (10) days after receiving the President's decision. If no timely notice is received, the President's decision shall be final.
3. The Board shall consider and decide any appeal as soon as is practical. The Board may, in its discretion, allow the Administration and the employee to present written and/or oral arguments regarding the proposed discipline and the hearing officer's findings. The Board shall defer to the hearing officer's findings of fact unless the employee or the Administration demonstrates that a finding is clearly erroneous. The Board's decision shall be final.
4. When the President's decision is to dismiss an employee, the employee shall receive no further salary or benefits from the date of the President's decision, other than salary and benefits to which the employee is already entitled. If the employee appeals and the Board does not uphold the President's decision to dismiss the employee, the employee shall receive salary and benefits for the period of time between the President's decision and the Board's decision.

Request to Accept the Single Audit Reporting Package for the Fiscal Year Ended June 30, 2010

Recommendation:

Staff recommends acceptance of the Single Audit Reporting Package for the fiscal year ended June 30, 2010.

Summary:

Copies of the Single Audit Reporting Package have been received by the Office of the Auditor General. The audit results are an Unqualified Opinion with no findings. The independent auditors did not identify any weaknesses and found no instances of non-compliance or other matters that required reporting in the audit of the financial statements. Additionally, the independent auditors did not identify any deficiencies in internal control over compliance with requirements of federal programs.

The 2010 audit was again completed well ahead of the submission deadline established by the US Department of Education, March 31, 2011. The audit was submitted to the US Department of Education on January 27, 2011. Many people across many departments were involved in the completion of the audit, including Bookstore, Business Office, Computer Services, Financial Aid, Information Services, Maintenance, Payroll, and Records and Registration. The key facilitator of the effort was Maderia Ellison, Director of Financial Services. The successful audit process was accomplished during a period when the Controller position was vacant. The efforts of Ms. Ellison and the Business Office staff are particularly remarkable.

The independent auditors, Heinfeld, Meech & Co. and to the Office of the Auditor General continue to provide timely and professional work.

The preliminary version of the financial statements and findings will be reviewed by the Audit Committee in April.

Staff will review the audit package at the Board meeting and will be prepared to respond to Board questions.



Northland Pioneer College

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HEINFELD, MEECH & CO., P.C.
CERTIFIED PUBLIC ACCOUNTANTS



January 25, 2011

To the Governing Board
Navajo County Community College District

We have audited the financial statements of Navajo County Community College District for the year ended June 30, 2010, and have issued our report thereon dated December 5, 2010. Professional standards require that we provide you with the following information related to our audit.

Our Responsibilities under Auditing Standards Generally Accepted in the United States of America, Government Auditing Standards, and OMB Circular A-133

As stated in our engagement letter our responsibility, as described by professional standards, is to express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we considered Navajo County Community College District's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on major federal programs in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

As part of obtaining reasonable assurance about whether Navajo County Community College District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also in accordance with OMB Circular A-133, we examined, on a test basis, evidence about Navajo County Community College District's compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* applicable to each of its major federal programs for the purpose of expressing an opinion on Navajo County Community College District's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination of Navajo County Community College District's compliance with those requirements.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our engagement letter and communicated to management throughout the planning and performance of the audit.

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Navajo County Community College District are described in Note 1 to the financial statements. Management has informed us there were no new accounting policies adopted during the year, nor were there any changes in the application of existing policies. We noted no transactions entered into by the Navajo County Community College District during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. The disclosures in the financial statements are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. During the course of the audit we did not identify any uncorrected misstatements and/or audit adjustments that we deemed to be material.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 5, 2010.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” on certain situations. If a consultation involves application of an accounting principle to the Navajo County Community College District’s financial statements or a determination of the type of auditor’s opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Responsibility for Fraud

It is important for both management and the members of the Board to recognize their role in preventing, deterring, and detecting fraud. One common misconception is that the auditors are responsible for detecting fraud. Auditors are required to plan and perform an audit to obtain reasonable assurance that the financial statements do not include material misstatements caused by fraud. Unfortunately most frauds which occur in an organization do not meet this threshold.

The attached document is provided as a courtesy and provides some basic steps that should be taken to help prevent fraud from occurring in your organization. Some of these steps may already be in place, others may not. Not even the most well-designed internal controls or procedures can prevent and detect all forms of fraud. However, an awareness of fraud related factors, as well as the active involvement by management and the members of the Board in setting the proper “tone at the top”, increases the likelihood that fraud will be prevented, deterred and detected.

The information in this letter is intended solely for the use of the members of the Board and management of Navajo County Community College District and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Heinfeld, Meech & Co., P.C.

HEINFELD, MEECH & CO., P.C.
Certified Public Accountants

Steps Management Should Take in Preventing the Occurrence of Fraud

First and Foremost, acknowledge that fraud can and does occur – Fraud occurs in organizations often because management provides the perpetrator with a substantial amount of authority and a high degree of trust. Consequently, management performs limited or no review of the individual's work. Recognizing that fraud can occur in any organization, including your own, is the first step in prevention.

Clearly communicate to employees the behavior that is expected of them – Believe it or not, ignorance has been cited as a common cause of fraud. Some employees have been trained to commit fraudulent acts without knowing what they were doing, just assuming that "that's the way it's done".

Take strong action against employees who commit fraud – Call the police or other law enforcement agency and press charges. Failing to do so sends a message to other employees that management doesn't take fraud seriously.

Provide employees an opportunity to report the occurrence of fraud or other abuse anonymously – In a recent survey, one in five employees said they were personally aware of the occurrence of fraud in the workplace. Eighty percent said they would be willing to report fraud if they did not have to identify themselves. Management can establish a fraud hotline, "suggestion boxes," or other means to enable employees to bring the occurrence of fraud to its attention without requiring employees to give their names.

Conduct your own activities on a high ethical level – Employees will follow the lead of the governing body and management, whether that lead is ethical or not. More than what is said or included in a policy manual, the actions of the governing body and management establish behavioral norms.

Be alert to changes in employee attitudes, behavior and lifestyles – Because of day-to-day contact, management is in the best position to observe the unusual – attitudes that are hostile or defensive toward management or the organization in general, changes in behavior that are inconsistent with employees' normal disposition or lifestyles that are not reasonable based on the employees' level of compensation. Matters that may be of particular concern include:

- Indications of dissatisfaction with compensation, or a lack of promotion
- Indications of gambling
- Indications of drug use or excessive use of alcohol
- Indications of financial distress
- Indications of severe stress

Steps Management Should Take in Preventing the Occurrence of Fraud

Perform thorough background checks on all new employees – Call former employers and educational institutions for verification of previous employment and education. Beware of "gaps" in employment or educational history. Consider obtaining a credit report (if authorized by the candidate) before employment.

Require uninterrupted vacations for all employees and establish a schedule of rotation of employee responsibilities – More than just good management, rotation of duties provides a strong disincentive to commit fraud. In addition, it provides an opportunity to discover fraud that has already occurred.

Establish a budget – The governing body/management should establish an operating budget and monitor actual results on a regular basis. Any significant variances should be investigated.

Monitor exception reports – Unprocessed transactions should be carefully examined for propriety. This includes revenues, expenses, purchasing and payroll transactions.

Control the mail – The mail should be picked up by an employee who has no responsibilities related to the handling or recording of deposits, accounts receivable records or revenues. All remittances should be directed to a post office box. Limiting access to the organization's mail is essential in preventing the unauthorized negotiation of cash receipts.

Control the bank statements – Similarly, the bank statements should be picked up by an employee who has no related responsibilities and delivered to the management or other person independent of the reconciliation process. This person should review the contents of the statements before they are reconciled. Specific items to be alert to include:

- Missing checks
- Checks issued out of sequence
- Unknown payees
- Checks that appear to have been altered
- Checks not signed by authorized signatories
- Other unusual items

Account for sequences – Whether it is checks, invoices, credit memoranda, receiving reports, shipping documents, or other pre-numbered items, all sequences should be accounted for. Voided documents should be defaced to prevent unauthorized use and retained to complete sequences.

Steps Management Should Take in Preventing the Occurrence of Fraud

Control general journal entries – Management should either make or personally review and approve all general journal entries. Supporting documentation should be reviewed before approving general journal entries. In particular, the following items should be investigated:

- Entries made to unrelated accounts
- Entries made to receivables or revenues at or near the close of a period
- Entries made by persons whose responsibilities are not consistent with the accounts being adjusted

Obtain reasonable fidelity bond coverage – If the unthinkable occurs, insurance coverage is the most likely means of recovery of amounts misappropriated. The amount of coverage should be reviewed periodically for adequacy.

Evaluate the internal control framework – Lastly, evaluate the internal control framework of your organization. One particular useful evaluation tool is available in the Committee of Sponsoring Organization's (COSO) guidance on internal control over financial reporting for smaller organizations. This guidance may be obtained through the AICPA's website at www.cpa2biz.com (product #990017).

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**Navajo County
Community College District
(Northland Pioneer College)
Single Audit Reporting Package**

Year ended June 30, 2010

Table of Contents

| | <u>Page</u> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Financial Section | |
| Independent Auditors' Report..... | 1 |
| Management's Discussion and Analysis | 3 |
| Statement of Net Assets - Primary Government..... | 10 |
| Statement of Financial Position - Component Unit..... | 11 |
| Statement of Revenues, Expenses, and Changes in Net Assets – Primary Government | 12 |
| Statement of Activities – Component Unit..... | 13 |
| Statement of Cash Flows – Primary Government..... | 14 |
| Notes to Financial Statements..... | 16 |
| Supplementary Information: | |
| Schedule of Expenditures of Federal Awards..... | 29 |
| Notes to Schedule of Expenditures of Federal Awards | 30 |
| Single Audit Section | |
| Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Basic Financial Statements Performed in Accordance with <i>Government Auditing Standards</i> | 31 |
| Report on Compliance with Requirements That Could Have a Direct and Material Effect on Each Major Program and on Internal Control over Compliance in Accordance with OMB Circular A-133 | 33 |
| Schedule of Findings and Questioned Costs | |
| Summary of Auditors' Results..... | 35 |
| Financial Statement Findings..... | 36 |
| Federal Award Findings and Questioned Costs | 36 |
| Summary Schedule of Prior Audit Findings..... | 37 |



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INDEPENDENT AUDITORS' REPORT

The Auditor General of the State of Arizona

The Governing Board of
Navajo County Community College District

We have audited the accompanying financial statements of the business-type activities and discretely presented component unit of Navajo County Community College District (District), as of and for the year ended June 30, 2010, which collectively comprise the District's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the District's management. Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the discretely presented component unit. Those financial statements were audited by other auditors whose report thereon has been furnished to us, and our opinion, insofar as it relates to the amounts included for the discretely presented component unit, is based solely on the report of the other auditors.

We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of the discretely presented component unit were not audited by the other auditors in accordance with *Government Auditing Standards*. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit and the report of the other auditors provide a reasonable basis for our opinions.

In our opinion, based on our audit and the report of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and discretely presented component unit of Navajo County Community College District, as of June 30, 2010, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in conformity with U.S. generally accepted accounting principles.

The Management's Discussion and Analysis on pages 3 through 9 is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying Schedule of Expenditures of Federal Awards listed in the table of contents is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 5, 2010, on our consideration of the Navajo County Community College District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Heinfeld, Meech & Co., P.C.

HEINFELD, MEECH & CO., P.C.
Certified Public Accountants

December 5, 2010

**Navajo County Community College District
(Northland Pioneer College)
Management's Discussion and Analysis
Year Ended June 30, 2010**

This discussion and analysis prepared by the District's management introduces the basic financial statements and provides an overview of the District's financial activities for the year ended June 30, 2010. Please read it in conjunction with the financial statements, which immediately follow.

Basic Financial Statements

The District's annual financial statements are presented in accordance with U.S. generally accepted accounting principles prescribed by the Governmental Accounting Standards Board (GASB), the authoritative body for establishing Generally Accepted Accounting Principles (GAAP) for state and local governments, including public institutions of higher education. These standards permit public colleges and universities to use the guidance for special-purpose governments engaged in business-type activities. The standards allow for the presentation of the District's financial activity in a consolidated, single-column, entity-wide format. This format is similar to the type of financial statements typical of a business enterprise or not-for-profit organization. The basic financial statements consist of the following:

The *Statement of Net Assets* reflects the financial position of the District at June 30, 2010. It shows the various assets owned or controlled related liabilities and other obligations, and the various categories of net assets. Net assets is an accounting concept defined as total assets less total liabilities, and as such, represent institutional equity or ownership in the District's total assets.

The *Statement of Revenues, Expenses, and Changes in Net Assets* reflects the results of operations and other changes for the year ended June 30, 2010. It shows the various revenues and expenses, both operating and nonoperating, reconciling the beginning net assets amount to the ending net assets amount, which is shown on the *Statement of Net Assets* described above.

The *Statement of Cash Flows* reflects the inflows and outflows of cash and cash equivalents for the year ended June 30, 2010. It shows the various cash activities by type, reconciling the beginning cash and cash equivalents amount to the ending cash and cash equivalents amount, which is shown on the *Statement of Net Assets* described above. In addition, this statement reconciles cash flows from operating activities to operating loss on the *Statement of Revenues, Expenses, and Changes in Net Assets* described above.

Financial Highlights and Analysis

Consistent with its mission, the District creates, supports and promotes lifelong learning. Major funding sources supporting all functions include property taxes, state appropriations, government grants and contracts, and tuition and fees. The District may exercise primary and secondary property tax levy authority for generation of funds used for operating, capital equipment, and debt retirement purposes.

The condensed financial information below highlights the main categories of the *Statement of Net Assets*. Assets are distinguished as either current or noncurrent. Current assets are resources available to meet the District's operating needs. Other liabilities are made up of accounts

**Navajo County Community College District
(Northland Pioneer College)
Management's Discussion and Analysis
Year Ended June 30, 2010**

payable, accrued payroll and employee benefits. Net assets are divided into three categories reflecting the broad characteristics of institutional equity in the assets of the District. In addition to the District's capital assets, the District holds resources that external parties have restricted for specific programs or purposes. The remaining net assets are unrestricted but are dedicated to the District's primary mission. Over time, increases or decreases in net assets may serve as a useful indicator of whether the District's financial position is improving or deteriorating.

Condensed Financial Information

The following is a listing of condensed financial information for the District as of June 30, 2010 and 2009:

| Condensed Statement of Net Assets - Primary Government | | | |
|--------------------------------------------------------|---------------|---------------|----------|
| | June 30, 2010 | June 30, 2009 | % Change |
| Assets: | | | |
| Current assets | \$ 26,368,745 | \$ 17,193,921 | 53% |
| Noncurrent assets, other than capital assets | 1,144,810 | 1,842,680 | -38% |
| Capital assets, net | 32,314,878 | 33,252,059 | -3% |
| Total assets | 59,828,433 | 52,288,660 | 14% |
| Liabilities: | | | |
| Other liabilities | 989,254 | 995,390 | -1% |
| Long-term liabilities | 311,160 | 338,933 | -8% |
| Total liabilities | 1,300,414 | 1,334,323 | -3% |
| Net Assets: | | | |
| Invested in capital assets, net of related debt | 32,314,878 | 33,252,059 | -3% |
| Restricted net assets | 716,192 | 750,289 | -5% |
| Unrestricted net assets | 25,496,949 | 16,951,989 | 50% |
| Total net assets | \$ 58,528,019 | \$ 50,954,337 | 14% |

Current assets increased \$9.2 million. The increase is primarily related to cash/investments held with local banks and the state and county treasurer, which increased \$10.6 million. A reduction of \$1.3 million in net accounts receivables, which returned to normal levels after a State Fiscal Stabilization Fund receivable in 2009, and reduction in inventories of \$500,000 provided most of the offset.

Noncurrent assets, other than capital assets, decreased \$700,000 primarily due to reductions in both student and third party accounts receivables, which dropped from \$1 million to \$400,000. Restricted investments and secondary property taxes receivable also decreased.

Unrestricted net assets increased \$8.5 million due to a net increase from operations of the College. The increase during a period of revenue reductions occurred as a result of system-wide expenditure cuts. The increase in unrestricted net assets will allow the College to continue providing quality services to students and communities as the funding climate remains uncertain.

**Navajo County Community College District
(Northland Pioneer College)
Management's Discussion and Analysis
Year Ended June 30, 2010**

The condensed financial information on the next page highlights the main categories of the Statement of Revenues, Expenses, and Changes in Net Assets. Generally, revenues generated by the District from exchange transactions are considered operating revenues. Other revenues such as state appropriations, property taxes, and certain government grants are considered nonoperating revenues. In compliance with U.S. generally accepted accounting principles, scholarships applied to tuition and fees are recorded as an offset to operating revenues, instead of being reported as an expense to the District.

Depreciation expense is recorded in accordance with the adoption of the economic resources measurement focus. The construction and acquisition of capital assets, although budgeted and tracked as expenditures in the accounting system, are not reflected as expenses in these statements. Such transactions are instead capitalized and reported as assets, with the systematic depreciation of the costs expensed over the useful lives of the assets constructed or acquired.

The District shows an operating loss because the three largest revenue sources, property taxes, state appropriations, and government grants are considered nonoperating revenues. Please refer to the Summary of Significant Accounting Policies (Note 1), which directly follows the presentation of the basic financial statements, for a description of the differences between operating and nonoperating revenues.

**Navajo County Community College District
(Northland Pioneer College)
Management's Discussion and Analysis
Year Ended June 30, 2010**

**Condensed Statement of Revenues, Expenses, and
Changes in Net Assets - Primary Government
Year Ended June 30**

| | 2010 | 2009 | % Change |
|----------------------------------------------------------|----------------------|----------------------|----------|
| Revenues: | | | |
| <i>Operating</i> | | | |
| Tuition and fees (net of scholarship allowance) | \$ 3,062,113 | \$ 2,824,047 | 8% |
| Government contracts | 1,868,359 | 2,058,901 | -9% |
| Private grants and contracts | 450,763 | 529,310 | -15% |
| Bookstore income (net of scholarship allowance) | 701,123 | 803,661 | -13% |
| Other | 297,825 | 247,370 | 20% |
| <i>Total operating revenues</i> | <u>6,380,183</u> | <u>6,463,289</u> | -1% |
| <i>Nonoperating</i> | | | |
| Property taxes | 11,353,707 | 12,321,619 | -8% |
| State appropriations | 10,214,000 | 9,807,911 | 4% |
| Government grants | 4,956,184 | 5,083,645 | -3% |
| Share of state sales taxes | 422,737 | 453,912 | -7% |
| Investment income | 130,891 | 257,027 | -49% |
| <i>Total nonoperating revenues</i> | <u>27,077,519</u> | <u>27,924,114</u> | -3% |
| Total revenues | 33,457,702 | 34,387,403 | -3% |
| Expenses: | | | |
| <i>Operating</i> | 25,884,021 | 28,343,785 | -9% |
| <i>Nonoperating</i> | - | 67,163 | -100% |
| Total expenses | <u>25,884,021</u> | <u>28,410,948</u> | -9% |
| Income before other revenues, expenses, gains, or losses | <u>7,573,682</u> | <u>5,976,455</u> | 27% |
| Increase in net assets | 7,573,682 | 5,976,455 | 27% |
| Total net assets, July 1 | <u>50,954,337</u> | <u>44,977,882</u> | 13% |
| Total net assets, June 30 | <u>\$ 58,528,019</u> | <u>\$ 50,954,337</u> | 15% |

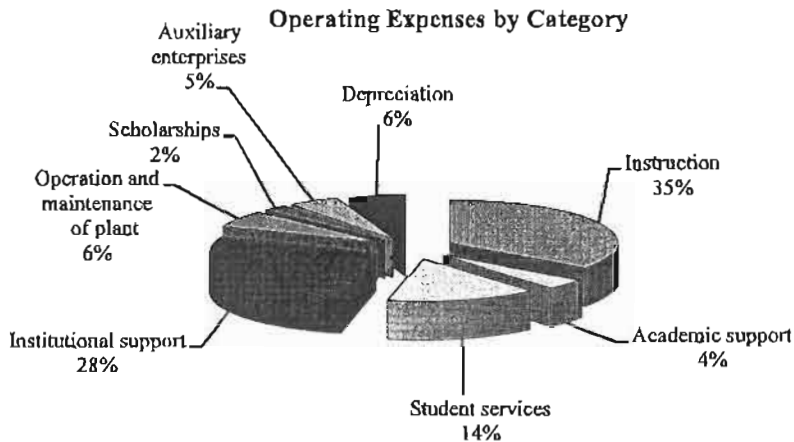
Operating revenues remained relatively stable with only a 1% decrease, or \$83,000, from the prior year. Decreases in government and private contracts were nearly offset by increases in tuition and fees. Government contracts decreased primarily as a result of lower Northern Arizona Vocational Institute of Technology (NAVIT) enrollment. While private scholarships increased 18 percent, private grants decreased nearly \$132,000. Bookstore gross income was nearly unchanged, however increases in book scholarship awards increased for a net reduction in revenue.

Nonoperating revenues decreased 3 percent, or nearly \$850,000, from the prior year. Reductions occurred in nearly all revenue categories. The decrease in property taxes revenues was anticipated as the secondary property tax to fund repayment of general obligation bonds was retired. Government grants was down \$127,000 due to decreased funding from the American Recovery and Reinvestment Act of 2009 (Recovery Act). The funding from the Recovery Act

**Navajo County Community College District
(Northland Pioneer College)
Management's Discussion and Analysis
Year Ended June 30, 2010**

was distributed through the State Fiscal Stabilization Fund (SFSF) – State Grants, Recovery Act (Education Stabilization Fund), and diminished \$880,000 from the prior year. Other federal and state grants were down \$620,000. The reduction in government grant funding was offset by a \$1.4 million increase in Pell awards to students. Investment income continued to decrease as a result of low interest rates. The singular exception to revenue downturn was an increase in State equalization funding as the State budget authorized adherence to the statutory formula. Even with an 8.5 percent cut in State operating aid and the complete elimination of State capital aid, the net increase in state appropriations totaled approximately \$400,000.

| | 2010 | 2009 | % Change |
|------------------------------------|----------------------|----------------------|----------|
| Operating Expenses | | | |
| Educational and general: | | | |
| Instruction | \$ 9,067,801 | \$ 10,565,902 | -14% |
| Public service | 14,178 | 14,126 | 0% |
| Academic support | 985,173 | 785,099 | 25% |
| Student services | 3,750,620 | 3,364,710 | 11% |
| Insitutional support | 7,151,218 | 7,814,683 | -8% |
| Operation and maintenance of plant | 1,599,258 | 2,037,490 | -22% |
| Scholarships | 609,337 | 980,151 | -38% |
| Auxiliary enterprises | 1,270,886 | 1,547,548 | -18% |
| Depreciation | 1,435,550 | 1,234,076 | 16% |
| Total operating expenses | <u>25,884,021</u> | <u>28,343,785</u> | -9% |
| Nonoperating Expenses | | | |
| Interest expense on debt | - | 67,163 | -100% |
| Total nonoperating expenses | <u>-</u> | <u>67,163</u> | -100% |
| Total Expenses | <u>\$ 25,884,021</u> | <u>\$ 28,410,948</u> | -9% |



**Navajo County Community College District
(Northland Pioneer College)
Management's Discussion and Analysis
Year Ended June 30, 2010**

Operating expenses were reduced by a substantial amount, down 9% or \$2.5 million. The District instituted cost containment initiatives in FY09 in response to the state budget cuts. Additional cost containment initiatives were added in FY10, including layoffs, a hiring and wage freeze, closure and consolidation of facilities. As all areas of the District have been impacted, the District is making every effort to maintain comprehensive and quality services to the students and communities in the service area.

Nonoperating expenses were eliminated as general obligation bonds and certificates of participation were retired.

Capital Assets and Debt Administration

Capital assets are defined as those items costing over \$5,000 and which have a normal useful life of more than one year. Implementation of the Master Technology Plan continues and will incorporate additional projects identified as Presidential Initiatives, including dedication of significant resources to sustaining technology and implementing web conferencing for delivery of coursework. While previous strategic planning documents called for the development of a Master Facilities Plan, this concept has been eliminated due to ongoing budget constraints and zero state capital aid. The District will continue to focus on maintenance and repair of existing facilities and related infrastructure. Additional information on the District's capital assets can be found in Note 3 to the basic financial statements.

The District currently has no long-term debt and does not anticipate acquiring new debt. General obligation bonds issued in 2003 and certificates of participation issued in 1994 have been fully retired.

Current Factors Having Probable Future Financial Significance

The District has four primary revenues sources: property taxes, state appropriations, government grants and contracts, and tuition.

Property taxes continue to be levied at the maximum rate allowed by statute; however, with the downturn in the economy collection of assessed property taxes may become more difficult.

Funding from the state continues to decrease and the District expects a precipitous drop in state funding in the future. In FY10, operating state aid decreased an additional 8.5% and capital state aid was not funded again. The District did qualify for equalization aid of \$6,624,000 in FY10, which was funded according to the statutory formula; however, future equalization funding is in jeopardy as the funding formulas for higher education in the state is reevaluated.

Program funding from external sources such as federal and local grants and contracts, along with community and business partnerships will become more important to the District. The District has been competitive in receiving Title III grants from the U.S. Department of Education and has been awarded an Equitable Access to Gainful Learning Experiences (EAGLE) grant for the next five years totaling \$1.9 million. The District is pursuing additional grant and partnership

**Navajo County Community College District
(Northland Pioneer College)
Management's Discussion and Analysis
Year Ended June 30, 2010**

opportunities while recognizing the increasingly competitive environment and constriction of available resources.

The District will continue to evaluate its tuition and fee structure and shift financial responsibility for education to students in the form of increased tuition and fees. However, the District is limited in the amount of increases it can implement based on the demographics of its service area. The District's service area covers approximately 21,158 square miles and is one of the poorest, most remote, and least populated of both Arizona and the United States. In-state tuition was increased 8%, or \$4, to \$52 per credit hour. The District continues to offer one of the lowest tuition rates in the State. A continuing demand for additional services and programs, along with increasing dissatisfaction with class availability and service reductions, must be balanced with anticipated reductions in funding.

National and state reform initiatives will demand greater accountability and resources needed to provide required information. Concern for the future fiscal health of the District prompted the addition of a new Board financial condition policy setting budget and cash management guidelines.

The District's Nursing Program achieved initial accreditation from the National League for Nursing Accrediting Commission, recognizing outstanding performance and will provide increased opportunities for students.

The District received continued accreditation for ten years from the Higher Learning Commission. An extremely successful October 2009 accreditation visit followed an intensive period of self study and resulted in high praise from the team of peer reviewers. Reaffirmation of accreditation will allow the District to continue to advance its mission to create, support and promote lifelong learning. The Higher Learning Commission is in process of restructuring the accreditation pathway, which will demand immediate attention to several critical strategic initiatives: address online processes, quality checks and compensation issues; plan for Assessment of Student Services Support of Student Learning; dedicate resource to sustain network, technology and instructional support resources; implement web conferencing for delivery of coursework.

Request for Information

This discussion and analysis is designed to provide a general overview of the Navajo County Community College District's finances for all those with an interest in such matters. Questions concerning any of the information provided in the basic financial statements or requests for additional information should be addressed to Administrative Services, Northland Pioneer College, PO Box 610, Holbrook, Arizona 86025.

Separately issued financial statements are issued for Northland Pioneer College Foundation, a discretely presented component unit of Navajo County Community College District. Complete financial statements for the Foundation can be obtained from Northland Pioneer College Foundation, P.O. Box 610, Holbrook, Arizona 86025.

Navajo County Community College District
(Northland Pioneer College)
Statement of Net Assets - Primary Government
June 30, 2010

| Assets | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Current assets:</p> <p>Cash and cash equivalents</p> <p>Investments</p> <p>Receivables (net of allowances for uncollectibles)</p> <p style="padding-left: 20px;">Accounts</p> <p style="padding-left: 20px;">Property taxes</p> <p style="padding-left: 20px;">Student loans, current portion</p> <p>Inventories</p> <p>Prepaid items</p> <p style="padding-left: 40px;">Total current assets</p> | <p style="text-align: center;">Business - Type Activities</p> <hr/> <p>\$ 2,433,254</p> <p>20,477,064</p> <p>811,048</p> <p>588,778</p> <p>91,489</p> <p>905,460</p> <p>1,061,652</p> <hr/> <p>26,368,745</p> |
| <p>Noncurrent assets:</p> <p>Restricted assets:</p> <p style="padding-left: 20px;">Cash and cash equivalents</p> <p style="padding-left: 20px;">Investments</p> <p style="padding-left: 20px;">Property taxes receivable</p> <p>Student loans receivable, long term portion</p> <p>Capital assets, not being depreciated</p> <p>Capital assets, being depreciated, net</p> <p style="padding-left: 40px;">Total noncurrent assets</p> <p style="padding-left: 40px;">Total assets</p> | <p>12,414</p> <p>703,778</p> <p>19,247</p> <p>409,371</p> <p>709,291</p> <p>31,605,587</p> <hr/> <p>33,459,688</p> <hr/> <p>59,828,433</p> |
| <p>Liabilities</p> | |
| <p>Current liabilities:</p> <p>Accounts payable</p> <p>Accrued payroll and employee benefits</p> <p>Deposits held in custody for others</p> <p>Current portion of compensated absences payable</p> <p style="padding-left: 40px;">Total current liabilities</p> | <p>641,731</p> <p>309,927</p> <p>37,596</p> <p>233,370</p> <hr/> <p>1,222,624</p> |
| <p>Noncurrent liabilities:</p> <p>Compensated absences payable</p> <p style="padding-left: 40px;">Total noncurrent liabilities</p> <p style="padding-left: 40px;">Total liabilities</p> | <p>77,790</p> <hr/> <p>77,790</p> <hr/> <p>1,300,414</p> |
| <p>Net assets</p> | |
| <p>Invested in capital assets</p> <p>Restricted:</p> <p style="padding-left: 20px;">Nonexpendable - endowments</p> <p style="padding-left: 20px;">Expendable:</p> <p style="padding-left: 40px;">Restricted investment for NATC</p> <p style="padding-left: 40px;">Scholarships, grants and contracts</p> <p>Unrestricted</p> <p style="padding-left: 40px;">Total net assets</p> | <p>32,314,878</p> <p>12,414</p> <p>477,769</p> <p>226,009</p> <p>25,496,949</p> <hr/> <p>\$ 58,528,019</p> |

See accompanying notes to financial statements.

**Navajo County Community College District
(Northland Pioneer College)
Statement of Financial Position - Component Unit
June 30, 2010**

Northland Pioneer College Foundation

| Assets | |
|-------------------------------------------------------|--------------------------|
| Cash and cash equivalents | \$ 32,825 |
| Restricted cash-savings | 75,357 |
| Accounts receivable | 1,745 |
| Investments: | |
| Certificates of deposit | 42,350 |
| Real estate | 18,000 |
| Prepaid expense | 8,716 |
| Utility deposit | 1,705 |
| Land and building, net of accumulated depreciation | <u>36,250</u> |
| Total assets | <u>\$ 216,948</u> |
| Liabilities and Net Assets: | |
| Liabilities | |
| Accounts payable | \$ 247 |
| Credit card payable | <u>2,344</u> |
| Total liabilities | 2,591 |
| Net Assets | |
| Unrestricted | 139,007 |
| Temporarily restricted | 21,681 |
| Permanently restricted | <u>53,669</u> |
| Total net assets | <u>214,357</u> |
| Total liabilities and net assets | <u>\$ 216,948</u> |

See accompanying notes to financial statements.

Navajo County Community College District
(Northland Pioneer College)
Statement of Revenues, Expenses, and Changes in Net Assets - Primary Government
Year Ended June 30, 2010

| | <u>Business - Type Activities</u> |
|---------------------------------------------------------------|---------------------------------------|
| Operating revenues: | |
| Tuition and fees, net of scholarship allowance of \$1,100,276 | \$ 3,062,113 |
| Government contracts | 1,868,359 |
| Private grants and contracts | 450,763 |
| Bookstore income, net of scholarship allowance of \$429,589 | 701,123 |
| Other sales and services | 242,998 |
| Other | <u>54,827</u> |
| Total operating revenues | 6,380,183 |
| Operating expenses: | |
| <i>Educational and general:</i> | |
| Instruction | 9,067,801 |
| Public service | 14,178 |
| Academic support | 985,173 |
| Student services | 3,750,620 |
| Institutional support | 7,151,218 |
| Operation and maintenance of plant | 1,599,258 |
| Scholarships | 609,337 |
| <i>Auxiliary enterprises</i> | 1,270,886 |
| <i>Depreciation</i> | <u>1,435,550</u> |
| Total operating expenses | <u>25,884,021</u> |
| Operating loss | (19,503,838) |
| Nonoperating revenues (expenses): | |
| Property taxes | 11,353,707 |
| State appropriations | 10,214,000 |
| Government grants | 4,956,184 |
| Share of state sales taxes | 422,737 |
| Investment income | <u>130,891</u> |
| Total nonoperating revenues | <u>27,077,519</u> |
| Income before other revenues, expenses, gains, or losses | <u>7,573,682</u> |
| Increase in net assets | 7,573,682 |
| Total net assets, July 1, 2009 | <u>50,954,337</u> |
| Total net assets, June 30, 2010 | <u><u>\$ 58,528,019</u></u> |

See accompanying notes to financial statements.

**Navajo County Community College District
(Northland Pioneer College)
Statement of Activities - Component Unit
Year Ended June 30, 2010**

Northland Pioneer College Foundation

| | <u>Unrestricted</u> | <u>Temporarily Restricted</u> | <u>Permanently Restricted</u> | <u>Total</u> |
|-----------------------------------------------------------------------------|---------------------|-----------------------------------|-----------------------------------|-------------------|
| Support and Revenue: | | | | |
| Special events revenue, net | \$ 4,738 | \$ - | \$ - | \$ 4,738 |
| Contributions | 11,511 | - | 11,605 | 23,116 |
| Interest income | <u>957</u> | <u>574</u> | <u>56</u> | <u>1,587</u> |
| Total support and revenue | 17,206 | 574 | 11,661 | 29,441 |
| Net Assets Released from Restrictions: | | | | |
| Satisfaction of donor restrictions | <u>3,045</u> | <u>(3,045)</u> | <u>-</u> | <u>-</u> |
| Total Support, Revenue and Net Assets Released from Restrictions | 20,251 | (2,471) | 11,661 | 29,441 |
| Expenses: | | | | |
| Program services | 40,176 | - | - | 40,176 |
| Support services | <u>21,939</u> | <u>-</u> | <u>-</u> | <u>21,939</u> |
| Total expenses | <u>62,115</u> | <u>-</u> | <u>-</u> | <u>62,115</u> |
| Increase(decrease) in net assets | (41,864) | (2,471) | 11,661 | (32,674) |
| Net Assets, Beginning of Year (Restated) | <u>180,871</u> | <u>24,152</u> | <u>42,008</u> | <u>247,031</u> |
| Net Assets, End of Year | <u>\$ 139,007</u> | <u>\$ 21,681</u> | <u>\$ 53,669</u> | <u>\$ 214,357</u> |

See accompanying notes to financial statements.

**Navajo County Community College District
(Northland Pioneer College)
Statement of Cash Flows - Primary Government
Year Ended June 30, 2010**

| | Business - Type Activities |
|----------------------------------------------------------------------|---------------------------------------|
| Cash flows from operating activities: | |
| Tuition and fees | \$ 4,739,197 |
| Government contracts | 2,319,122 |
| Bookstore receipts | 1,219,770 |
| Other receipts | 297,825 |
| Payments to suppliers and providers of goods and services | (8,770,688) |
| Payments to employees | (15,199,079) |
| Payments to students for scholarships and loans | <u>(609,337)</u> |
| Net cash used for operating activities | (16,003,190) |
| Cash flows from noncapital financing activities: | |
| Property taxes | 11,272,958 |
| State appropriations | 10,214,000 |
| Grants | 4,956,184 |
| Share of state sales taxes | 422,737 |
| Deposits held in custody for others disbursed | <u>1,574</u> |
| Net cash provided by noncapital financing activities | 26,867,453 |
| Cash flows from capital and related financing activities: | |
| Property taxes | 78,606 |
| Acquisition and construction of capital assets | <u>(498,369)</u> |
| Net cash used for capital and related financing activities | (419,763) |
| Cash flows from investing activities: | |
| Interest received on investments | <u>130,891</u> |
| Net cash provided by investing activities | <u>130,891</u> |
| Net increase in cash and cash equivalents | 10,575,392 |
| Cash and cash equivalents, July 1, 2009 | <u>13,051,118</u> |
| Cash and cash equivalents, June 30, 2010 | <u>\$ 23,626,510</u> |

(continued)

See accompanying notes to financial statements.

**Navajo County Community College District
(Northland Pioneer College)
Statement of Cash Flows - Primary Government - Concluded
Year Ended June 30, 2010**

| | Business - Type Activities |
|------------------------------------------------------------------------------------------------------|---------------------------------------|
| Reconciliation of operating loss to net cash used for operating activities: | |
| Operating loss | \$ (19,503,838) |
| Adjustments to reconcile operating loss to net cash used for operating activities: | |
| Depreciation | 1,435,550 |
| Changes in assets and liabilities: | |
| Increase in: | |
| Accounts payable | 40,933 |
| Prepaid items | (95,150) |
| Decrease in: | |
| Accounts receivable | 1,096,990 |
| Accrued payroll and employee benefits | (48,643) |
| Student loans receivable | 580,094 |
| Inventories | 518,647 |
| Compensated absences payable | (27,773) |
| Net cash used for operating activities | <u>\$ (16,003,190)</u> |
| Reconciliation of cash and cash equivalents, as presented on the Statement of Net Assets: | |
| Cash and cash equivalents | \$ 2,433,254 |
| Investments | 20,477,064 |
| Restricted assets: | |
| Cash and cash equivalents | 12,414 |
| Investments | 703,778 |
| Total cash and cash equivalents, June 30, 2010 | <u>\$ 23,626,510</u> |

See accompanying notes to financial statements.

Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2010

Note 1 – Summary of Significant Accounting Policies

The accounting policies of the Navajo County Community College District conform to generally accepted accounting principles applicable to public institutions engaged only in business-type activities adopted by the Governmental Accounting Standards Board (GASB).

A. Reporting Entity

The District is a special-purpose government that is governed by a separately elected governing body. It is legally separate and fiscally independent of other state and local governments. The accompanying financial statements present the activities of the District (the primary government) and its discretely presented component unit, the Northland Pioneer College Foundation (Foundation).

The Foundation is a legally separate, tax-exempt organization. It acts primarily as a fund-raising organization that receives gifts and bequests, administers those resources, and disburses payments to or on behalf of the District for scholarships and other educational purposes. Although the District does not control the timing or amount of the receipts from the Foundation, the Foundation's restricted resources can only be used by, or for the benefit of, the District or its constituents. Consequently, the Foundation is considered a component unit of the District and is discretely presented in the District's financial statements.

For financial reporting purposes, the Foundation follows the Financial Accounting Standards Board (FASB) statements for not-for-profit organizations. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information included in the District's financial report. Accordingly, those financial statements have been reported on separate pages following the respective counterpart financial statements of the District. For financial reporting purposes, only the Foundation's statement of financial position and activities are included in the District's financial statements as required by generally accepted accounting principles for public colleges and universities. The Foundation has a June 30 year end.

During the year ended June 30, 2010, the Foundation distributed \$27,298 to and on behalf of the District for both restricted and unrestricted purposes. Complete financial statements of the Foundation can be obtained from the Northland Pioneer College Foundation, P. O. Box 610, Holbrook, Arizona 86025-0610.

Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2010

Note 1 – Summary of Significant Accounting Policies – Continued

B. Basis of Presentation and Accounting

The basic financial statements include a statement of net assets; a statement of revenues, expenses, and changes in net assets; and a statement of cash flows.

A statement of net assets provides information about the assets, liabilities, and net assets of the District at the end of the year. Assets and liabilities are classified as either current or noncurrent. Net assets are classified according to external donor restrictions or availability of assets to satisfy District obligations. Invested in capital assets, net of related debt represents the value of capital assets, net of accumulated depreciation, less any outstanding debt incurred to acquire or construct the assets. Nonexpendable restricted net assets are gifts that have been received for endowment purposes, the corpus of which cannot be expended. Expendable restricted net assets represent grants, contracts, gifts, and other resources that have been externally restricted for specific purposes. Unrestricted net assets include all other net assets, including those that have been designated by management to be used for other than general operating purposes.

A statement of revenues, expenses, and changes in net assets provides information about the District's financial activities during the year. Revenues and expenses are classified as either operating or nonoperating, and all changes in net assets are reported, including capital contributions and additions to endowments. Operating revenues and expenses generally result from exchange transactions. Accordingly, revenues such as tuition and bookstore charges are considered to be operating revenues. Other revenues, such as property taxes, state appropriations and certain government grants are not generated from exchange transactions and are considered to be nonoperating revenues. Operating expenses include the cost of sales and services, administrative expenses, and depreciation on capital assets. Other expenses, such as interest expense on debt, are considered to be nonoperating expenses.

A statement of cash flows provides information about the District's sources and uses of cash and cash equivalents during the year. Increases and decreases in cash and cash equivalents are classified as operating, noncapital financing, capital financing, or investing.

The financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Property taxes are recognized in the year for which they are levied. State appropriations are recognized as revenue in the year in which the appropriation is first made available for use. Grants and donations are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met. The District eliminates all internal activity.

Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2010

Note 1 – Summary of Significant Accounting Policies – Continued

The District’s policy is to first apply restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net assets are available.

The District follows FASB Statements and Interpretations issued on or before November 30, 1989; Accounting Principles Board Opinions; and Accounting Research Bulletins, unless those pronouncements conflict with GASB pronouncements. The District has chosen the option not to follow FASB Statements and Interpretations issued after November 30, 1989.

C. Cash and Investments

For the statement of cash flows, the District’s cash and cash equivalents are considered to be cash on hand, demand deposits, cash and investments held by the County Treasurer, investments in the State Treasurer’s Local Government Investment Pool, and highly liquid investments.

D. Inventories

Inventories are stated at lower of cost (first-in, first-out method) or market.

E. Capital Assets

Capital assets are reported at actual cost, or estimated historical cost if historical records are not available. Donated assets are reported at estimated fair value at the time received.

Capitalization thresholds (the dollar values above which asset acquisitions are added to the capital asset accounts), depreciation methods, and estimated useful lives of capital assets reported in the financial statements are as follows:

| | <u>Capitalization Threshold</u> | <u>Depreciation Method</u> | <u>Estimated Useful Life</u> |
|-----------------------------------|-------------------------------------|--------------------------------|----------------------------------|
| Land | \$ 5,000 | Not applicable | Not applicable |
| Buildings | 5,000 | straight-line | 10 - 40 years |
| Improvements other than buildings | 5,000 | straight-line | 40 years |
| Equipment | 5,000 | straight-line | 5 – 10 years |
| Library books | All | straight-line | 10 years |

**Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2010**

Note 1 – Summary of Significant Accounting Policies – Continued

F. Investment Income

Investment income is comprised of interest, dividends, and net changes in the fair value of applicable investments.

G. Compensated Absences

Compensated absences consist of vacation and sick leave earned by employees based on services already rendered.

Employees may accumulate up to 224 hours of vacation depending on years of service, but any vacation hours in excess of the maximum amount that are unused at the end of August are forfeited. Upon termination of employment, all unused and unforfeited vacation benefits are paid to employees. Accordingly, vacation benefits are accrued as a liability in the financial statements.

Generally, sick leave benefits provide for ordinary sick pay and are cumulative but do not vest with employees. Therefore, a liability for sick leave benefits is not accrued in the financial statements.

H. Scholarship Allowances

A scholarship allowance is the difference between the stated charge for goods and services provided by the District and the amount that is paid by the student or third parties making payments on behalf of the student. Accordingly, some types of student financial aid, such as Pell grants and scholarships awarded by the District, are considered to be scholarship allowances. These allowances are netted against tuition and fees revenues, and bookstore income fees in the statement of revenues, expenses, and changes in net assets.

Note 2 – Deposits and Investments

Arizona Revised Statutes (A.R.S.) requires the District to deposit special tax levies for the District's maintenance or capital outlay with the County Treasurer. The statutes do not require the District to deposit other public monies in its custody with the County Treasurer; however, the District must act as a prudent person dealing with the property of another when making investment decisions about those monies. The statutes do not include any requirements for credit risk, custodial credit risk, concentration of credit risk, interest rate risk or foreign currency risk for the District's investments.

Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2010

Note 2 – Deposits and Investments - Continued

At June 30, 2010, the District’s deposits and investments, including restricted cash consisted of the following:

| | Reported on the Statement of Net Assets as: | |
|--------------------------------------------|------------------------------------------------|---------------|
| | Cash and Cash Equivalents | Investments |
| Deposits: | | |
| Cash on hand | \$ 11,632 | |
| Cash in bank | 2,421,622 | |
| Restricted cash | 12,414 | |
| Investment at fair value: | | |
| Held by Navajo County Treasurer | | \$ 16,326,869 |
| Investments with State Treasurer’s pool | | 3,730,552 |
| Restricted investment with State Treasurer | | 1,123,421 |
| Total | \$ 2,445,668 | \$ 21,180,842 |

Deposits: At June 30, 2010, the carrying amount of the District’s cash in bank was \$2,434,036 with \$12,414 being restricted funds and the bank balance was \$2,674,618. The District currently does not have a deposit policy for custodial credit risk.

Investments: At June 30, 2010, the District’s investments consisted of the following:

| | Weighted Average Maturity | Fair Value |
|-------------------------------------|------------------------------|---------------|
| County Treasurer’s investment pool | 22.1 months | \$ 16,326,869 |
| State Treasurer’s investment pool 5 | 0.7 months | 4,853,973 |
| Total | | \$ 21,180,842 |

The State Board of Investment provides oversight for the State Treasurer’s pools. The fair value of a participant’s position in the pool approximates the value of that participant’s pool shares and the participant’s shares are not identified with specific investments. No comparable oversight is provided for the County Treasurer’s investment pool, and that pool’s structure does not provide for shares.

Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2010

Note 2 – Deposits and Investments - Continued

Interest Rate Risk: The District currently does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk: The District has no investment policy that would further limit its investment choices. As of June 30, 2010, the District's investment in the County Treasurers' investment pools did not receive a credit quality rating from a national rating agency. The State pool that the District invests with has a Standard and Poor's Rating Service rate of AAAf/S1+.

Custodial Credit Risk: For an investment, custodial credit risk is the risk that, in the event of the counterparty's failure, the District will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. The District currently does not have an investment policy for custodial credit risk.

Note 3 – Capital Assets

Capital asset activity for the year ended June 30, 2010, was as follows:

| | <u>Balance</u> <u>July 1, 2009</u> | <u>Increases</u> | <u>Decreases</u> | <u>Balance</u> <u>June 30, 2010</u> |
|---------------------------------------------------|---------------------------------------|---------------------|------------------|----------------------------------------|
| Capital assets not being depreciated: | | | | |
| Land | \$ 709,291 | \$ - | \$ - | \$ 709,291 |
| Construction in progress | 62,715 | - | 62,715 | - |
| <i>Total capital assets not being depreciated</i> | <u>772,006</u> | <u>-</u> | <u>62,715</u> | <u>709,291</u> |
| Capital assets being depreciated: | | | | |
| Buildings | 32,224,278 | 24,797 | - | 32,249,075 |
| Equipment | 4,929,432 | 263,451 | 48,937 | 5,143,946 |
| Improvements other than buildings | 6,978,542 | 265,870 | 94,559 | 7,149,853 |
| Library books | 624,638 | 16,315 | 32,529 | 608,424 |
| <i>Total capital assets being depreciated</i> | <u>44,756,890</u> | <u>570,433</u> | <u>176,025</u> | <u>45,151,298</u> |
| Less accumulated depreciation for: | | | | |
| Buildings | 6,790,294 | 780,131 | - | 7,570,425 |
| Equipment | 3,430,888 | 334,889 | 39,589 | 3,726,188 |
| Improvements other than buildings | 1,723,332 | 266,658 | 94,559 | 1,895,431 |
| Library books | 332,323 | 53,873 | 32,529 | 353,667 |
| <i>Total accumulated depreciation</i> | <u>12,276,837</u> | <u>1,435,551</u> | <u>166,677</u> | <u>13,545,711</u> |
| Total capital assets being depreciated, net | <u>32,480,053</u> | <u>(865,118)</u> | <u>9,348</u> | <u>31,605,587</u> |
| Capital assets, net | <u>\$ 33,252,059</u> | <u>\$ (865,118)</u> | <u>\$ 72,063</u> | <u>\$ 32,314,878</u> |

**Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2010**

Note 4 – Long-Term Liabilities

Compensated Absences Payable: The following schedule details the District’s long-term liability and obligation activity for the year ended June 30, 2010:

| | <u>Balance July 1, 2009</u> | <u>Additions</u> | <u>Reductions</u> | <u>Balance June 30, 2010</u> | <u>Due within one year</u> |
|------------------------------|-------------------------------------|------------------|-------------------|--------------------------------------|--------------------------------|
| Compensated absences payable | \$ 338,933 | \$ 319,479 | \$ 347,252 | \$ 311,160 | \$ 233,370 |

Note 5 – Risk Management

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; natural disasters; errors and omissions; and injuries to employees. The District participates with other Arizona community college districts and school districts in the Arizona School Risk Retention Trust, Inc., a public entity risk pool. The Trust insures the District against liabilities arising from general liability, professional liability, property, automobile, boiler and machinery, and commercial crime risks. The Trust’s operating agreement includes a provision for the member to be charged an additional assessment in the event that total claims paid by the Trust exceed the members’ contributions and reserves in any one year. The District will be charged for any such assessment in the following year. The District has never been charged such an assessment.

The District also carries commercial insurance for other risks of loss, including workers’ compensation, accidental death and dismemberment for students and employees, employee travel, and extended reporting for errors and omissions. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past 3 fiscal years, except in the year ended June 30, 2010, when the District reached its life time no fault limit on mold coverage for one campus and paid additional expenses of \$10,175. The no fault mold coverage is limited to \$25,000 per campus and covers direct physical loss or damage caused by fungus, wet or dry rot, or bacteria, including the cost of removal and the cost for clearance testing. The limitation is for mold damage not linked to a specific occurrence. Property damage insurance continues to be available for occurrences reported within 30 days of the event. The District does not anticipate any further expenses associated with exhausting its no fault mold coverage.

**Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2010**

Note 5 – Risk Management - Continued

The District was unable to obtain health coverage at a cost it considers to be economically justifiable; therefore, the District joined the Navajo County Schools Employee Benefit Trust (Trust). The District together with other school districts in the state use the Trust to manage risks of loss related to employee health and accident claims. The Trust is a public entity risk pool operating as a common risk management and insurance program for its member school districts. The Trust is funded by irrevocable contributions from the District for employee coverage and from employees for dependent coverage. The Trust, which is managed by a separate board of directors, allows the fund to be self-funded, insured, or both. Additionally, if the Trust becomes insolvent, the District would be assessed, on a pro-rata basis, an additional assessment not to exceed the amount of the annual contribution. Should the District withdraw from the Trust, it would then be responsible for its proportional share of claims and would forfeit all rights to the return of any surplus, unearned contributions, or other legally permitted distributions from the Trust. Whether the District withdraws or the Trust becomes insolvent, the District remains liable for assessments for liabilities of the Trust incurred during the District's period of membership in the Trust. The Trust has not assessed the District any additional assessments above its annual contribution in any of the past three fiscal years.

Note 6 – Pension and Other Postemployment Benefits

Plan descriptions – The District contributes to a cost-sharing, multiple-employer defined benefit pension plan; a cost-sharing, multiple-employer defined benefit health care plan; and a cost-sharing, multiple-employer defined benefit long-term disability plan, all of which are administered by the Arizona State Retirement System. The Arizona State Retirement System (through its Retirement Fund) provides retirement (i.e., pension), death, and survivor benefits; the Health Benefit Supplement Fund provides health insurance premium benefits (i.e., a monthly subsidy); and the Long-Term Disability Fund provides long-term disability benefits. Benefits are established by state statute. The System is governed by the Arizona State Retirement System Board according to the provisions of A.R.S. Title 38, Chapter 5, Article 2.

The System issues a comprehensive annual financial report that includes financial statements and required supplementary information. The most recent report may be obtained by writing the Arizona State Retirement System, 3300 North Central Avenue, P.O. Box 33910, Phoenix, Arizona 85067-3910 or by calling (602) 240-2000 or (800) 621-3778.

**Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2010**

Note 6 – Pension and Other Postemployment Benefits - Continued

Funding policy – The Arizona State Legislature establishes and may amend active plan members’ and the District’s contribution rates. For the year ended June 30, 2010, active plan members were required by statute to contribute at the actuarially determined rate of 9.40 percent (9.00 percent for retirement and 0.4 percent for long-term disability) of the members’ annual covered payroll and the District was required by statute to contribute at the actuarially determined rate of 9.40 percent (8.34 percent for retirement, .66 percent for health insurance premium, and 0.4 percent for long-term disability) of the members’ annual covered payroll.

The District’s contributions for the current and two preceding years, all of which were equal to the required contributions, were as follows:

| Years ended June 30, | Retirement Fund | Health Benefit Supplement Fund | Long-Term Disability Fund |
|----------------------|----------------------------|-------------------------------------------|--------------------------------------|
| 2010 | \$ 859,122 | \$ 67,989 | \$ 41,171 |
| 2009 | 929,372 | 111,664 | 58,158 |
| 2008 | 880,719 | 114,876 | 54,703 |

Note 7 – Operating Expenses

The District’s operating expenses are presented by functional classification in the Statement of Revenues, Expenses, and Changes in Net Assets – Primary Government. The operating expenses can also be classified into the following:

| | |
|------------------------------|----------------------|
| Personal services | \$ 15,122,656 |
| Contract services | 1,729,224 |
| Communications and utilities | 1,399,939 |
| Depreciation | 1,435,550 |
| Supplies and other services | 5,399,355 |
| Scholarships | 609,337 |
| Other | 187,960 |
| Total | <u>\$ 25,884,021</u> |

**Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2010**

Note 8 – Discretely Presented Component Unit Disclosures

A. Summary of Significant Accounting Policies

The financial statements of Northland Pioneer College Foundation, Inc. (the Foundation) have been prepared on the accrual basis. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

Nature of Foundation

The Foundation is a not-for-profit corporation operating in accordance with Section 501(c) (3) of the Internal Revenue Code. The Foundation is located in Snowflake, Arizona, and provides supplemental philanthropic support for students, and programs and services that advance the mission of Northland Pioneer College (NPC). The Foundation receives cash contributions, gifts, and membership dues, administers and invests securities and property, conducts special event fundraisers, and disburses payments to NPC for educational purposes.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Revenue Recognition

Membership dues and other revenues received for support of current operations are recorded as revenues. Membership dues and other revenues received for support of future operations are deferred and recognized over the periods to which the dues and revenues relate.

Financial Statement Presentation

The Foundation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. In addition, the Foundation is required to present a statement of cash flows.

Income taxes

The Foundation is a public foundation and is exempt from federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code and Section 43-1201 of the Arizona Revised Statutes. Therefore, the accompanying financial statements contain no provision or liability for income taxes. In addition, the Foundation qualifies for the charitable deduction under Internal Revenue Section 170(b)(1)(A).

**Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2010**

Note 8 – Discretely Presented Component Unit Disclosures - Continued

Contributions

The Foundation records contributions received as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and/or nature of any donor restrictions.

Endowment Funds

The Foundation is subject to an enacted version of the Uniform Prudent Management of Institutional Funds Act (UPMIFA), which requires enhanced disclosures for all its endowment funds. UPMIFA provides the Foundation with guidance on accounting for the net asset classification of such endowment funds.

Investments

Investments in marketable securities with readily determinable fair values and all investments in debt securities are reported at their fair values in the Statement of Financial Position. Unrealized gains and losses are included in the change in net assets.

B. Cash

The total cash held by the Foundation at June 30, 2010, is as follows:

| | |
|--------------|-------------------|
| Checking | \$ 5,001 |
| Money market | 73,269 |
| Savings | <u>29,912</u> |
| | <u>\$ 108,182</u> |

C. Investments

Investments consist of certificates of deposits held in financial institutions by the Foundation and real estate comprising several lots of land. As of June 30, 2010, the certificates of deposit totaled \$42,350. Real estate totaled \$18,000 as of June 30, 2010. These investments are stated at market value and adjustments have been made to accrue earned interest income on the certificates of deposit. The certificates of deposits earned interest at rates varying from 0.59% to 1.39% for the year ended June 30, 2010.

**Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2010**

Note 8 – Discretely Presented Component Unit Disclosures - Continued

D. Endowment Funds

The Foundation's endowment consists of two funds established for the Charles E. Lisitsky Scholarship and the Martia A. Smith Memorial Art Scholarship. As required by generally accepted accounting principles, net assets associated with endowment funds, including funds designated by the Board of Directors to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

The Board of Directors of the Foundation has interpreted UPMIFA as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the Foundation classifies as permanently restricted net assets the original value of gifts donated to the permanent endowment and the original value of subsequent gifts to the permanent endowment.

The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the Foundation in a manner consistent with the standard of prudence prescribed by UPMIFA. In accordance with UPMIFA, the Foundation considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds: (1) the duration and preservation of the various funds, (2) the purposes of the donor-restricted endowment funds, (3) general economic conditions, (4) the possible effect of inflation and deflation, (5) the expected total return from income and the appreciation of investments, (6) other resources of the Foundation, and (7) the Foundation's investment policies.

As of June 30, 2010 the endowment funds consisted of temporarily restricted net assets of \$12,240 and permanently restricted net assets of \$53,669 for a total of \$65,909.

E. Restated Financial Statements

During the year ended June 30, 2010, management discovered that an endowed scholarship (permanently restricted) received during the year ended June 30, 2009 in the amount of \$20,311 had been classified as a restricted use scholarship (temporarily restricted) in error. Also, in accordance with the endowment agreement, 20% of the related interest income earned on this fund must be added back to the permanently restricted principal. This portion of interest income for the year ended June 30, 2009 was \$88 and was also classified as temporarily restricted. The result of these errors was an overstatement of previously reported temporarily restricted net assets and an understatement of previously reported permanently restricted net assets of \$20,399 as of June 30, 2009. The financial statements for the year ended June 30, 2009 have been restated to correct these errors.

SUPPLEMENTARY INFORMATION

Navajo County Community College District
(Northland Pioneer College)
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2010

| Federal Grantor/Pass-Through Grantor/Program Title | Federal CFDA Number | Pass-Through Grantor's Number | Expenditures |
|---------------------------------------------------------------------------------------|---------------------------|----------------------------------|---------------------|
| U.S. Department of Labor | | | |
| <i>Passed through White Mountain Apache Tribe</i> | | | |
| WIA Adult Program | 17.258 | B51605008155 | \$ 31,945 |
| <i>Passed through Arizona Department of Commerce</i> | | | |
| WIA Pilots, Demonstrations, and Research Projects | 17.261 | 2IBM8671 | 25,587 |
| <i>Total U.S. Department of Labor</i> | | | <u>57,532</u> |
| U.S. Small Business Administration | | | |
| <i>Passed through Maricopa County Community College District</i> | | | |
| Small Business Development Centers | 59.037 | 9-603001Z-0003-17 | 106,365 |
| U.S. Department of Education | | | |
| American Recovery and Reinvestment Act | | | |
| <i>Passed through Governor's Office of Economic Recovery</i> | | | |
| ARRA-State Fiscal Stabilization Fund (SFSF) - Education State Grants, Recovery Act | 84.394A | None | 418,920 |
| Student Financial Assistance Cluster | | | |
| Federal Supplemental Educational Opportunity Grants | 84.007 | | 40,000 |
| Federal Work-Study Program | 84.033 | | 99,537 |
| Federal Pell Grant Program | 84.063 | | 3,494,842 |
| Academic Competitiveness Grants | 84.375 | | 20,224 |
| <i>Total Student Financial Assistance Cluster</i> | | | <u>3,654,603</u> |
| <i>Passed through Coconino Community College</i> | | | |
| Higher Education - Institutional Aid | 84.031A | None | 56,666 |
| <i>Passed through the Arizona Department of Education:</i> | | | |
| Adult Education - Basic Grants to States | 84.002A | 09FAEADL-970595-03A | 16,038 |
| Adult Education - Basic Grants to States | 84.002A | 09FAEABE-970595-04A | 264,952 |
| <i>Total Adult Education</i> | | | <u>280,990</u> |
| Career and Technical Education - Basic Grants to States | 84.048 | 09FCTDBG-970595-01A | 133,427 |
| Tech-Prep Education | 84.243 | 09FCTDTP-970595-02A | 93,571 |
| <i>Total passed through the Arizona Department of Education</i> | | | <u>507,988</u> |
| <i>Passed through Arizona Commission for Postsecondary Education:</i> | | | |
| Leveraging Educational Assistance Partnership | 84.069 | 209PE233 | 51,206 |
| <i>Total U.S. Department of Education</i> | | | 4,689,383 |
| Total Expenditures of Federal Awards | | | <u>\$ 4,853,280</u> |

See accompanying notes to schedule.

**Navajo County Community College District
(Northland Pioneer College)
Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2010**

Note 1 – Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of Navajo County Community College District and is presented on the accrual basis of accounting. The information on this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

Note 2 – Catalog of Federal Domestic Assistance (CFDA) Numbers

The program titles and CFDA numbers were obtained from the 2010 *Catalog of Federal Domestic Assistance* or from the federal or pass-through grantor.

Note 3 – Subrecipients

The District did not provide federal awards to subrecipients during the year ended June 30, 2010.



**INDEPENDENT AUDITORS' REPORT ON
INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
BASIC FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

The Auditor General of the State of Arizona

The Governing Board of
Navajo County Community College District

We have audited the financial statements of the business-type activities and discretely presented component unit of the Navajo County Community College District as of and for the year ended June 30, 2010, which collectively comprise Navajo County Community College District's basic financial statements and have issued our report thereon dated December 5, 2010. Our report was modified to include a reference to our reliance on other auditors. We conducted our audit in accordance with United States of America generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Other auditors audited the financial statements of the Northland Pioneer College Foundation, the discretely presented component unit, as described in our report on the District's financial statements. The financial statements of the Northland Pioneer College Foundation were not audited by the other auditors in accordance with *Government Auditing Standards*. The Northland Pioneer College Foundation did not provide the reported results of the other auditors' testing of internal control over its financial reporting. Consequently, this report does not include our consideration of the other auditors' testing of internal control over financial reporting that is reported on separately by those other auditors.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the basic financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the members of the Arizona State Legislature, the Auditor General of the State of Arizona, the Governing Board, management, others within the District, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. However, this report is a matter of public record, and its distribution is not limited.

Heinfeld, Meech & Co., P.C.

HEINFELD, MEECH & CO., P.C.
Certified Public Accountants

December 5, 2010



**INDEPENDENT AUDITORS' REPORT
ON COMPLIANCE WITH REQUIREMENTS
THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL
OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

The Auditor General of the State of Arizona

The Governing Board of
Navajo County Community College District

Compliance

We have audited Navajo County Community College District's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2010. The District's major federal programs are identified in the Summary of Auditors' Results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the District's management. Our responsibility is to express an opinion on the District's compliance based on our audit.

We conducted our audit of compliance in accordance with U.S. generally accepted auditing standards; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In our opinion, Navajo County Community College District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2010.

Internal Control Over Compliance

The District's management is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the District's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of members of the Arizona State Legislature, the Auditor General of the State of Arizona, the Governing Board, management, others within the District, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. However, this report is a matter of public record, and its distribution is not limited.

Heinfeld, Meech & Co., P.C.

HEINFELD, MEECH & CO., P.C.
Certified Public Accountants

December 5, 2010

**NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2010**

SECTION I - SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors' report issued:

Unqualified

Internal control over financial reporting:

- Material weakness(es) identified? _____yes X no
- Significant deficiency(ies) identified? _____yes X none reported

Noncompliance material to financial statements noted?

_____yes X no

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? _____yes X no
- Significant deficiency(ies) identified? _____yes X none reported

Type of auditors' report issued on compliance for major programs:

Unqualified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of OMB Circular A-133?

_____yes X no

Identification of major programs:

| <u>CFDA Numbers</u> | <u>Name of Federal Program or Cluster</u> |
|---------------------|------------------------------------------------------------------------------------|
| | Student Financial Assistance Cluster: |
| 84.007 | Federal Supplemental Educational Opportunity Grants |
| 84.033 | Federal Work-Study Program |
| 84.063 | Federal Pell Grant Program |
| 84.375 | Academic Competitiveness Grants |
| 84.394A | ARRA-State Fiscal Stabilization Fund (SFSF) – Education State Grants, Recovery Act |

Dollar threshold used to distinguish between Type A and Type B programs:

\$300,000

Auditee qualified as low-risk auditee?

_____yes X no

Other Matters

Auditee's Summary Schedule of Prior Audit Findings required to be reported in accordance with Circular A-133 (section .315[b])?

_____yes X no

**NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2010**

SECTION II – FINANCIAL STATEMENT FINDINGS

None reported.

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None reported.

**NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2010**

Status of Federal Award Findings and Questioned Costs

The District had no findings or questioned costs related to federal awards noted in prior audits that still needed to be corrected.

Request to Approve Membership in the Apache/Navajo Counties Regional Sustainability Consortium

Recommendation:

Staff recommends that Northland Pioneer College become part of the Apache/Navajo Counties Regional Sustainability Consortium. It further recommends that the Apache County Coordinator become a member of the Executive Board of the Economic Development for Apache County (EDAC).

Summary:

The Apache/Navajo Counties Regional Sustainability Consortium has received HUD grant monies to prepare an integrated plan for regional development over a 20-year time frame. The regional plan will include community priorities such as land use planning, public transportation, air quality, water infrastructure, water quality, housing, economic development, open space, and recreation. Apache County will hold all fiscal and administrative responsibility for regular interaction with HUD. The appointment of the Apache County Coordinator to EDAC will facilitate communication between Apache County, grant management and Northland Pioneer College.



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Request to Approve Title III Evaluation Contract

Recommendation:

Staff recommends approval of a five-year contract with GeoDriven, LLC in the amount of \$125,000 for external evaluation services of the EAGLE project under the Title III grant that Northland Pioneer College was awarded in the fall of 2010.

Summary:

The proposed contract provides external evaluation services, including formative and summative evaluation, as outlined in the evaluation plan section of the Equitable Access to Gainful Learning Experiences (EAGLE) grant proposal (P031X100002, page 43-45) and according to the proposal's implementation schedule (page 30- 36).

All tasks, processes, and deliverables will be consulted with and reviewed by the Project Director and/or other designated NPC personnel. GeoDriven, LLC will make any future adjustments to the evaluation process as needed and as approved by the Project Director.

Services will be paid at a rate of \$25,000 per year for five years with payments submitted biannually.



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Eva Putzova
GeoDriven LLC
3473 W. Lois Ln
Flagstaff, AZ 86001



Eric Bishop
Director of Information Services
Northland Pioneer College
2251 N. Navajo Boulevard
Holbrook, AZ 86025

February 9, 2011

Dear Eric:

Per our phone conversation, here is a consulting services agreement to provide external evaluation for the EAGLE project under the Title III grant Northland Pioneer College was awarded in fall 2010.

CONSULTING AGREEMENT

GeoDriven, LLC and its principal consultant Eva Putzova will provide NPC external evaluation services, including formative and summative evaluation, as outlined in the evaluation plan section of the Equitable Access to Gainful Learning Experiences (EAGLE) grant proposal (P031X100002, page 43-45) and according to the proposal's implementation schedule (page 30-36).

All tasks, processes, and deliverables will be consulted with and reviewed by the Project Director and/or other designated NPC personnel. GeoDriven, LLC will make any future adjustments to the evaluation process as needed and as approved by the Project Director.

DELIVERABLES

Data collection and appropriate analysis will be conducted to comply with the EAGLE project's evaluation requirements. All associated reports will be delivered to NPC according to the schedule outlined in the Implementation Strategy Charts section of the proposal.

TIMELINE

This agreement applies to all external evaluation services provided for the EAGLE project between January 23, 2011 and December 31, 2015.

PROFESSIONAL FEES

Northland Pioneer College agrees to pay \$25,000 annually for a total of \$125,000 for five years of services under this agreement. The professional fees will be payable to GeoDriven twice a year according to the following schedule:

| Invoice | Date | Amount Invoiced | Cumulative Amount |
|---------|------------------|-----------------|-------------------|
| 1 | February 1, 2011 | \$12,500 | \$12,500 |
| 2 | October 1, 2011 | \$12,500 | \$25,000 |
| 3 | February 1, 2012 | \$12,500 | \$37,500 |
| 4 | October 1, 2012 | \$12,500 | \$50,000 |
| 5 | February 1, 2013 | \$12,500 | \$62,500 |
| 6 | October 1, 2013 | \$12,500 | \$75,000 |
| 7 | February 1, 2014 | \$12,500 | \$87,500 |
| 8 | October 1, 2014 | \$12,500 | \$100,000 |
| 9 | February 1, 2015 | \$12,500 | \$112,500 |
| 10 | October 1, 2015 | \$12,500 | \$125,000 |

ADDITIONAL TERMS AND CONDITIONS

- At all times GeoDriven, LLC will comply with the terms of the Family Educational Rights and Privacy Act of 1974 in all respects
- This agreement shall be governed by the laws of the State of Arizona. The parties shall have all remedies available by law or in equity.
- The parties may change this agreement only through a written amendment.
- To the fullest extent permitted by law, GeoDriven, LLC shall defend, indemnify, and hold harmless NPC, its agents, officers, officials, employees, and volunteers from and against all claims, damages, losses, and expenses (including but not limited to attorney fees and court costs) arising from the acts, errors, mistakes, omissions, work or service of GeoDriven, LLC, its agents, employees, or any subcontractors in the performance of this agreement.
- Funding for the EAGLE project will come from a grant. If funding becomes unavailable, or if NPC decides to discontinue the EAGLE project for any other reason, NPC may terminate this agreement with sixty days' prior written notice. If NPC terminates this agreement, GeoDriven, LLC shall be entitled to payment for all work performed prior to the effective date of the termination.

- As required by A.R.S. §§ 35-391.06 and 35-393.06, GeoDriven, LLC, certifies that it does not have a scrutinized business operation in either Sudan or Iran.
- As required by A.R.S. § 41-4401, GeoDriven, LLC, certifies that it and all of its subcontractors, if any, are in compliance with federal immigration laws and regulations that relate to their employees and with A.R.S. § 23-214(A). A breach of this warranty shall be deemed a material breach of this agreement and shall be subject to penalties up to and including termination of this agreement. NPC shall have the right to inspect the papers of GeoDriven, LLC, and of any subcontractors to ensure that GeoDriven, LLC, and any subcontractors are complying with this warranty.
- As required by A.R.S. § 38-511, NPC gives notice as follows: NPC may, within three years after its execution, cancel this contract, without penalty or further obligation, if any person significantly involved in initiating, negotiating, securing, drafting or creating the contract on behalf of NPC is, at any time while the contract or any extension of the contract is in effect, an employee or agent of any other party to the contract in any capacity or a consultant to any other party of the contract with respect to the subject matter of the contract.

CLOSING

I would be happy to rework this agreement to comply with any standard agreement NPC may want to use. If this is sufficient to initiate the contract, please sign and return to me either electronically or by mail.

Sincerely,

Eva Putzova

Accepting the terms of the agreement for Northland Pioneer College:

Dr. Jeanne Swarthout,
President of Northland Pioneer College

Date

Request to Approve 2011-2012 Academic Calendar

Recommendation:

Staff recommends approval of the 2011-2012 academic calendar. The calendar includes a fall semester start date of August 22 and a spring commencement date of May 19.



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| | |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FALL 2011 | ACADEMIC CALENDAR 2011-2012 |
| August 18 | Class Cancellation Day - Courses without sufficient enrollment will be dropped |
| August 19 | 9 month faculty return to work |
| <u>August 19</u> | <u>College Professional Development Day/Convocation</u> (College Closed - No Classes). |
| August 22 | Regular Fall 2011 Term Classes Begin Application of late registration fee begins |
| August 29 | Students <u>must</u> get instructor permission to register for classes from this date forward. |
| July 29 | Last day to make course schedule changes for financial aid purposes |
| August 1 & 2 | No registration. Financial aid finalizing awards. |
| August 5 <u>September 5</u> | Refunds available to students <u>Labor Day (College Closed- No Classes)</u> |
| September 16 | Last Day for Students to Withdraw from Classes without a "W" on transcript and Instructor Signature. Dean and instructor approval required for course add. |
| October 5 | FTSE Day |
| October 7 | Last Day to File for December Graduation |
| <u>November 11</u> | <u>Veterans Day</u> (College Closed - No Classes) |
| <u>November 24-26</u> | <u>Thanksgiving Recess</u> (College Closed - No Classes) |
| November 28 | Spring 2012 Registration begins |
| December 10 | Last Day of Fall 2011 Semester |
| December 14 | Fall Semester Grades Due |
| <u>Dec. 11- Jan. 6, 2010</u> | <u>Winter Break</u> – No Regular Session Classes. (NPC offices will be CLOSED December 26-30.) |

Spring Semester 2012

| | |
|-----------------------------|----------------------------------------------------------------------------------------------------------------|
| November 28, 2011 | Spring 2012 Registration begins |
| December 16 | Last day to make course schedule changes for financial aid purposes |
| December 19 & 20 | No registration. Financial aid finalizing awards. |
| December 23 | Refunds available to students |
| January 17 | Regular Spring 2012 Term Classes Begin Application of late registration fee begins |
| January 23 | Students <u>must</u> get instructor permission to register for classes from this date forward. |
| January 30 | Dean and instructor approval required for course add. |
| February 10 | Last Day for Students to Withdraw from Classes without a "W" on transcript and Instructor Signature. |
| <u>February 20</u> | <u>Presidents Day</u> (College Closed - No Classes) |
| March 1 | FTSE Day |
| March 5 | Last Day to file Application for Graduation |
| <u>March 26-30</u> | <u>Spring Break</u> (College OPEN - No Classes) |
| April 11 | SUMMER 2012 Registration begins |
| April 30 | FALL 2012 Registration begins - use <u>online</u> class schedule search engine to find course offerings |
| May 19 | Commencement Ceremony |
| May 19 | Last Day of Spring 2012 Semester |
| May 24 | Spring Semester Grades Due |

Summer Session 2012

| | |
|-----------------|----------------------------------------|
| April 11 | Summer 2012 Registration begins |
|-----------------|----------------------------------------|

| | |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| May 8 | No Registration. Financial Aid finalizing awards |
| May 11 | Business Office mails Financial Aid checks |
| <u>May 28</u> | <u>Memorial Day</u> (College Closed - No Classes) |
| May 29 | Summer 2012 Session begins |
| <u>July 4</u> | <u>Independence Day Holiday</u> (College Closed - No Classes) |
| July 22 | Printed Fall 2012 Class Schedule available (<i>before this date use online class schedule search engine to find course offerings</i>) |
| August 3 | Last Day of the Summer 2012 Semester |
| August 8 | Summer Final Grades Due |

Curriculum: Request to Approve Program Deletions and Modifications

Recommendation:

The College recommends, by unanimous approval of the Instructional Council, deletion of the following programs:

Industrial Technology
Electronics
Library Media Technician

Industry-relevant portions of Industrial Technology will be incorporated in the revisions to the Industrial Maintenance and Operations program. Electronics and Library Media Technician have little enrollment, no full time faculty to manage programs, and little to no local employment prospects.

The College also recommends, by unanimous approval of the Instructional Council, the revision of the following programs:

Associate of Science transfer degree
Industrial Maintenance and Operations

The Associate of Science modification will remove Physics from the Physical and Biological Science core component but retain Physics as an option in the Science/Math Option category. Since the College has neither the regular enrollment nor availability of qualified Physics faculty to regularly offer the course sequence, we should not present PHY 113/114 as a sequence option.

Industrial Maintenance and Operations is undergoing a complete revision, based on national industry standards and input from the local program advisory board, to better meet the needs of students and local industry.



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Deletion of an Existing Program Form

Northland Pioneer College

Industrial Technology Degree Program has core required courses and certificates of proficiency that are not offered.

Originator: Kenny Keith **Status:** In Process **Department:** IMO Industrial Maintenance and Operations

Date Created: 12/07/2010 **Submitted:** 12/07/2010 **Completed:** **To**

ACETS:

Name of the Program: Industrial Technology

Effective Term: Fall

Effective Year: 2011

Type of Program: AAS CAS CoP

Current Status of the Program: Degree Program has core required courses and certificates of proficiency that are not offered.

Total number of credit hours in the program (current): 64

Program Description (current): OBJECTIVE: The Industrial Technology Program prepares students to be technicians and operators capable of understanding the entire system with which they work. Core courses cover the complex related mechanical, pneumatic, hydraulic, electrical, thermal and sensory/control systems used in modern industry.
Local career opportunities exist in all Northland district communities and throughout the state and nation. Technical employers include power plants, paper mills, sawmills, various utilities and communications companies and small to medium manufacturing companies.

Effect on Other Programs: No

IF yes, list programs affected:

Rationale for the Modification: IMO Advisory recommended having one degree program. The current ITP program has too much emphasis on ELC courses and courses no longer offered.

Implications: N/A

Proposer: Kenny Keith

Deletion of an Existing Program Form

Northland Pioneer College
Electronics Technology Inactive

Originator: Kenny Keith
Technology

Status: In Process

Department: Electronics

Date Created: 02/23/2010

Submitted: 12/03/2010

Completed: To

ACETS:

Name of the Program: Electronics Technology

Effective Term: Fall

Effective Year: 2011

Type of Program: AAS CAS CoP

Current Status of the Program: Inactive

Total number of credit hours in the program (current): 65

Program Description (current):

Effect on Other Programs: Yes

IF yes, list programs affected: Industrial Technology

Rationale for the Modification: The Program has been inactive for several years

Implications: No implications noted.

Proposer: Kenny Keith

Deletion of an Existing Program Form

Northland Pioneer College
Library Media Technology ACTIVE

Originator: Eric Henderson **Status:** Approved **Department:** Library Media Technology

Date Created: 01/21/2011 **Submitted:** 01/22/2011 **Completed:** 02/10/2011
To ACETS:

Name of the Program: Library Media Technology

Effective Term: Fall

Effective Year: 2011

Type of Program: AAS CAS

Current Status of the Program: ACTIVE

Total number of credit hours in the program (current): 64

Program Description (current): The Library Media Technology program prepares students to be library technicians or library technical assistants.

Library technicians may work under the direction of a librarian, teacher or other professional. Work may be found in public, community, school, special, and college and university libraries. Career or volunteer opportunities exist in rural, suburban and metropolitan areas.

Library technicians assist with the acquisition, processing and organization of library materials. They help library users find materials and information. Library technicians may also operate and maintain audio/visual equipment, enter and retrieve information from computer databases or the Internet, and instruct customers in the use of library resources.

Library Media Technology courses are available online. Arizona teachers interested in a Library Media Specialist Endorsement may use Library Media Technology courses to prepare for the Library Media Specialist portion of the Arizona Educator Proficiency Assessment.

Effect on Other Programs: No

IF yes, list programs affected:

Rationale for the Modification: Three major factors support the recommendation to delete the LMT program:

1. Consistent with the Bureau of Labor Statistics comment that "smaller

libraries may hire individuals with only a high school diploma" (<http://www.bls.gov/oco/ocos316.htm#outlook>), most librarians in the NPC service area express little interest in favoring LMT program graduates for employment.

2. Low levels of student interest and the likely lack of change in that level of interest.

3. There are a number of alternative sources for skills training offered through (or sponsored by) a variety of other institutions and agencies such as the Arizona State Library and the American Library Association.

While the degree and certificate "programs" should be eliminated, there is still reason to retain individual courses for the time being. Several of these courses are highly regarded as professional development opportunities and other, equally excellent courses, may attract students involved in degree or certificate programs at other institutions (especially given the online delivery format).

SEE FULL ABSTRACT (attached)

Implications: Mesa Community College has a similar program. Only one course is transferable to all three universities, two others are transferable to NAU and UA. Courses will be maintained and re-evaluated over the next several years. Retaining courses will allow students to complete the degree or certificate (under the current catalog) over the next few years.

Proposer: Eric Henderson

Modification to an Existing Program Form

Northland Pioneer College

Associate of Science Delete PHY113 & PHY 114 as a sequence satisfying the core requirements of the AS and the AGEC-S. Retain the courses in the "options" category. PHY113 and PHY114 are included (since 2007) in the core of the AS and in the AGEC-S Associ

Originator: Eric Henderson **Status:** Approved **Department:** Physics

Date Created: 01/11/2011 **Submitted:** 01/11/2011 **Completed:** 02/10/2011

To ACETS:

Name of the Program: Associate of Science

Effective Term: Fall

Effective Year: 2011

Type of Program: AS

Proposed Modification: Delete PHY113 & PHY 114 as a sequence satisfying the core requirements of the AS and the AGEC-S. Retain the courses in the "options" category.

Current Status of the Program: PHY113 and PHY114 are included (since 2007) in the core of the AS and in the AGEC-S

Total number of credit hours in the program (current): 64

Total Number of Credit hours in the program (proposed): 64

Program description (proposed): no change

Program Description (current): see attachment

Effect on Other Programs: No

IF yes, list programs affected:

Rationale for the Modification: NPC's PHY113 & PHY 114 is not designed for science majors and does not conform to what other Arizona community colleges use for the AGEC-S. Northland Pioneer College does not have a calculus based majors-level physics course. Thus, it should be eliminated from the core courses listed for satisfying the sequence requirement. As with Coconino College we can, for the time, leave this "college physics" class in the options category. (This

will allow students to use the courses, if already taken to complete the AS under next year's catalog).

Implications: This conforms NPC's requirements with those of other colleges. This should reduce student confusion concerning what is required of science majors.

Business Plan:

Proposer: Eric Henderson

Associate of Science – General Education Requirements

• 64 Credits

Objective : The General Education component of the Northland Pioneer College **Associate of Science Degree** fulfills the Arizona General Education Curriculum (AGEC-S). The AGEC-S, when completed, will transfer to the three public Arizona state universities as a block meeting all lower division general education requirements.

Transfer : All courses included in these degrees must transfer to the three Arizona public universities as direct equivalents, departmental elective credits, or general elective credits. Students planning to transfer to a four-year college or university are advised to work with NPC academic advisers to facilitate a smooth and efficient transfer process. Access to information about degrees and pathways, common courses, *Course Equivalency Guides*, transfer guides and Arizona college and university catalogs is available through an academic adviser or directly on the Internet at www.AZTransfer.com.

Students transferring to NPC from other institutions must complete a minimum of 15 credits of AGEC courses at NPC, which will include 13 or more credits from the arts and humanities, physical and biological sciences and the social and behavioral sciences in order to receive certification of AGEC completion from NPC. If the AGEC-S block is not completed, courses will be articulated at the universities on a course-by-course basis and may not meet the specific general education requirements at the university.

Requirements : The Associate of Science degree requires a minimum of 64 hours of course credits to complete, with a grade of 'C' or better in all courses and a cumulative grade point average of 2.0 on a 4.0 scale. Additionally, some of these courses have placement or course prerequisites that must be fulfilled. Completion of these prerequisites may result in coursework beyond 64 credits. For courses that do have prerequisites or require satisfactory placement, a grade of 'C' or better is required in the prerequisite courses. [For prerequisite purposes only, a 'P' (passing) grade is the equivalent of a 'C' grade.] More information about course prerequisites may be found in *Part IV, Course Descriptions*, which lists individual courses, or by consulting an academic adviser.

Graduates must complete at least 36 credits of general education options as listed for the specific degree. These must include six credits in English composition, four credits in mathematics, six credits from the arts and humanities, 14 credits from the physical and biological sciences, and six credits from the social and behavioral sciences. An additional 28 credits should be chosen carefully based on lower division and common course requirements for majors at the college or university to which the student plans to transfer.

Emphasis: In most NPC general education courses, special emphasis is placed upon developing written communication skills with intensive writing requirements embedded within each. Race and ethnic issue awareness is also embedded throughout the general education requirements of the arts and humanities, social and behavioral sciences, and physical and biological sciences. Specific courses, as noted in the degrees, meet the requirement for contemporary global, international or historical awareness.

General Education Requirements • 36 cr.

Completion of the 36 general education course credits fulfills all requirements for the Arizona General Education Curriculum (AGEC) requirements.

English • 6 cr.

ENL 101 College Composition I 3 cr.
ENL 102 College Composition II 3 cr.

Mathematics • 4 cr.

MAT 221 Calculus I (or a mathematics course for which MAT 221 is a prerequisite) 4 cr.

Arts and Humanities • 6 cr.

Courses must be selected from the following list and from at least two disciplines:

ART 101 Understanding Art 3 cr.
ART 115 Art History I 3 cr.
ART 116 Art History II 3 cr.
ENL 220 World Literature I 3 cr.
ENL 221 World Literature II 3 cr.
ENL 224 English Literature I 3 cr.
ENL 225 English Literature II 3 cr.
HUM 150 Humanities in the Western World I 3 cr.
HUM 151 Humanities in the Western World II 3 cr.
MUS 150 Music Appreciation 3 cr.
PHL 101 Introduction to Philosophy 3 cr.
PHL 105 Introduction to Ethics 3 cr.
SPT 130 Introduction to Theatre 3 cr.
SPT 150 Introduction to Film 3 cr.
SPT 155 History of Television 3 cr.

Physical and Biological Sciences • 8 cr.

Courses must be selected from the following list:

BIO 181 General Biology I 4 cr.,
AND
BIO 182 General Biology II 4 cr.;
or
CHM 151 General Chemistry I 4 cr.,
AND
CHM 152 General Chemistry II 4 cr.;
or
PHY 113 General Physics I 4 cr.,
AND
PHY 114 General Physics II 4 cr.

Social and Behavioral Sciences • 6 cr.

Courses must be selected from the list below and from at least two disciplines. At least one asterisk (*) course must be chosen in order to meet requirements for contemporary global, international or historical awareness.

*ANT 102 Cultural Anthropology 3 cr.
BUS 140 Principles of Economics - Macro 3 cr.
BUS 141 Principles of Economics - Micro 3 cr.
*GEO 110 World Regional Geography 3 cr.
*HIS 105 U.S. History to 1877 3 cr.

*HIS 106 U.S. History Since 1877 3 cr.
*HIS 155 Western Civilization to 1700 3 cr.
*HIS 156 Western Civilization Since 1700 3 cr.
POS 110 American Government 3 cr.
PSY 101 Introduction to Psychology 3 cr.
PSY 200 Psychology of Adjustment 3 cr.
PSY 240 Developmental Psychology 3 cr.
SOC 120 General Sociology 3 cr.
SOC 121 Social Problems in America 3 cr.
SOC 130 Racial, Ethnic & Gender Relations in Modern Society 3 cr.
SOC 225 Sociology of the Family 3 cr.

Science/Mathematics Option • 6 cr.

Courses must be selected from the following list:

BIO 105 Environmental Biology 4 cr.
BIO 160 Introduction to Human Anatomy and Physiology I 4 cr.
**BIO 181 General Biology I 4 cr.
**BIO 182 General Biology II 4 cr.
BIO 201 Human Anatomy and Physiology I 4 cr.
BIO 202 Human Anatomy and Physiology II 4 cr.
BIO 205 Microbiology 4 cr.
**CHM 151 General Chemistry I 4 cr.
**CHM 152 General Chemistry II 4 cr.
GEO 111 Physical Geography 4 cr.
GLG 101 Introduction to Geology I - Physical 4 cr.
GLG 102 Introduction to Geology II - Historical 4 cr.
MAT 231 Calculus II 4 cr.
MAT 241 Calculus III 4 cr.
MAT 261 Introduction to Differential Equations 4 cr.
**PHY 113 General Physics I 4 cr.
**PHY 114 General Physics II 4 cr.

** If not taken to satisfy Physical and Biological Sciences requirements.

Electives • 28 cr.

Courses from this area should be selected by the student from:

- Courses identified as Common Courses in university transfer guides in the major of choice
- 0 to 16 credits of language, if required in the major of choice at the university the student plans to attend
- Prerequisites
- Electives

The **electives component** must consist of credits that transfer to all three public Arizona universities as defined in the *Course Equivalency Guide of the year the student completes the course*. Access to information about degrees and pathways, common courses, *Course Equivalency Guides*, transfer guides and Arizona college and university catalogs is available through an academic adviser or directly on the Internet at www.AZTransfer.com.

Modification to an Existing Program Form

Northland Pioneer College

Industrial Maintenance and Operations Change all the prefixes to IMO. Add the following CoP's Industrial Plant Operations, Mechanical Maintenance, Wastewater Collection and Treatment, Water Supply Treatment, Electrical, and Instrumentation. Change in the

Originator: Kenny Keith **Status:** Approved **Department:** IMO Industrial Maintenance and Operations

Date Created: 01/18/2011 **Submitted:** 01/18/2011 **Completed:** 02/10/2011
To ACETS:

Name of the Program: Industrial Maintenance and Operations

Effective Term: Fall

Effective Year: 2011

Type of Program: AAS CAS CoP

Proposed Modification: Change all the prefixes to IMO. Add the following CoP's Industrial Plant Operations, Mechanical Maintenance, Wastewater Collection and Treatment, Water Supply Treatment, Electrical, and Instrumentation. Change in the General Education Requirements. Delete SPT and add ENL 109, Add Arts and Humanities and Physical and Biological Science.

Current Status of the Program: Active Program with AAS and CAS

Total number of credit hours in the program (current): 64

Total Number of Credit hours in the program (proposed): 64

Program description (proposed): The Industrial Maintenance & Operations Program prepares students to be technicians and operators capable of understanding the entire system with which they work. Core courses cover the complex related mechanical, pneumatic, hydraulic, electrical, thermal and sensory control systems used in modern industry.

Program Description (current): The Industrial Maintenance & Operations Program prepares students to be technicians and operators capable of understanding the entire system with which they work. Core courses cover the complex related mechanical, pneumatic, hydraulic, electrical, thermal and sensory control systems used in modern industry.

Effect on Other Programs: Yes

IF yes, list

programs affected: IMO Program is taking the COP's from the ITP program

Rationale for the Modification: To have one solid degree program that will allow students to pursue both an IMO degree and certificates of proficiency.

Implications: N/A

Business Plan:

Proposer: Kenny Keith

Recommendations for IMO/IMO/ELC

- Delete the Electronics Technology Program from the catalog.
- Delete the following ELC courses from the catalog and course bank:
 - ELC-105,106,107, 110, 111, 140, 141, 210, 245, 246, 250, 251, 255, 256
- Delete the following IMO courses from the catalog and course bank:
 - IMO-105,106,150, 209,220,221,222,223,240,250, 251, 252,253.
- Delete the Industrial Technology Program (IMO) AAS/CAS/CP
- **Change prefixes of all ITP courses to IMO**

Proposed IMO Program (2011-2012) AAS/CAS/CP

| | |
|----------------------------------------------------------------------------------------|------------|
| Associates of Applied Science (AAS) | 64 credits |
| General Education Requirements * 19 credits | |
| Communications 6 credits | |
| ENL 101 College Composition I | 3 credits |
| ENL 102 College Composition II | 3 credits |
| OR | |
| ENL 109 Technical Writing | 3 credits |
| Mathematics * 3 credits | |
| MAT 101 Basic Technical Mathematics | 3 credits |
| Or | |
| MAT 109 Algebra I: Introductory | 3 credits |
| or any mathematics class for which MAT 109 is a prerequisite. | |
| Computer Science * 3 credits | |
| CIS 106 Computer Literacy | 3 credits |
| Arts and Humanities* 3 credits | |
| (Any one course from the AAS Discipline Studies list arts and humanities) | |
| Physical and biological Science*4 credits | |
| (Any one course from the AAS Discipline Studies list physical and biological sciences) | |

AREAS OF SPECIALIZATION

- **Power Fundamentals**
 - Core Requirements * 24 credits**
 - IMO 210 Power Principles I 6 credits
 - IMO 211 Power Principles II 6 credits
 - IMO 212 Power Principles III 6 credits
 - IMO 213 Power Principles IV 6 credits

- **Maintenance Fundamentals**
 - Core Requirements * 24 credits**
 - IMO 230 Mechanical Maintenance I 6 credits
 - IMO 231 Mechanical Maintenance II 6 credits
 - IMO 232 Mechanical Maintenance III 6 credits
 - IMO233 Mechanical Maintenance IV 6 credits

- **Operations/Maintenance *28 credits**

| | |
|------------------------------------------------|-----------|
| IMO 201 Introduction to Industrial Maintenance | 4 credits |
| IMO 210 Power Principles I | 6 credits |
| IMO 211 Power Principles II | 6 credits |
| IMO 230 Mechanical Maintenance I | 6 credits |
| IMO 231 Mechanical Maintenance II | 6 credits |

- **Electrical *24 credits**

| | |
|--------------------------------|-----------|
| IMO 151 Electrical Level One | 6 credits |
| IMO 152 Electrical Level Two | 6 credits |
| IMO 153 Electrical Level Three | 6 credits |
| IMO 154 Electrical Level Four | 6 credits |

- **Instrumentation *28 credits**

| | |
|-------------------------------------|-----------|
| IMO 155 Instrumentation Level One | 7 credits |
| IMO 156 Instrumentation Level Two | 7 credits |
| IMO 157 Instrumentation Level Three | 7 credits |
| IMO 158 Instrumentation Level Four | 7 credits |

Required Electives * 15 credits

Complete a minimum of 15 credits from the List of Required Electives

Required Electives

| | |
|----------------------------------------------------|-----------|
| AIS 114 Introduction to Modern Office | 3 credits |
| AIS 231 Introduction to Microsoft Office | 3 credits |
| BUS 103 Success on Your Job | 2 credits |
| BUS 105 Techniques of Supervision | 3 credits |
| IMO (any unduplicated 100 or higher level courses) | |

Unrestricted Electives *2 or 6 credits (depending on which area of specialization or Certificate of Proficiency)

Any unduplicated 100 or higher level courses

Certificate of Applied Science (CAS)

To complete a Certificate of Applied Science degree in Power or Maintenance Fundamentals and Electrical or Instrumentation or Operations/Maintenance, a student must complete the core requirements in an area of specialization, ENL 101 or ENL 109 and MAT 101 or MAT 109.

Certificates of Proficiency (CP)

- **Industrial Plant Operations * 24 credits**

| | |
|------------------------------|-----------|
| IMO 210 Power Principles I | 6 credits |
| IMO 211 Power Principles II | 6 credits |
| IMO 212 Power Principles III | 6 credits |
| IMO 213 Power Principles IV | 6 credits |

- **Mechanical Maintenance * 24 credits**

| | |
|------------------------------------|-----------|
| IMO 230 Mechanical Maintenance I | 6 credits |
| IMO 231 Mechanical Maintenance II | 6 credits |
| IMO 232 Mechanical Maintenance III | 6 credits |
| IMO 233 Mechanical Maintenance IV | 6 credits |

- **Operations/Maintenance *28 credits**

| | |
|------------------------------------------------|-----------|
| IMO 201 Introduction to Industrial Maintenance | 4 credits |
| IMO 210 Power Principles I | 6 credits |
| IMO 211 Power Principles II | 6 credits |
| IMO 230 Mechanical Maintenance I | 6 credits |
| IMO 231 Mechanical Maintenance II | 6 credits |

- **Electrical *24 credits**

| | |
|--------------------------------|-----------|
| IMO 151 Electrical Level One | 6 credits |
| IMO 152 Electrical Level Two | 6 credits |
| IMO 153 Electrical Level Three | 6 credits |
| IMO 154 Electrical Level Four | 6 credits |

- **Instrumentation *28 credits**

| | |
|-------------------------------------|-----------|
| IMO 155 Instrumentation Level One | 7 credits |
| IMO 156 Instrumentation Level Two | 7 credits |
| IMO 157 Instrumentation Level Three | 7 credits |
| IMO 158 Instrumentation Level Four | 7 credits |

- **Wastewater Collection and Treatment *18 credits**

| | |
|-------------------------------------------------|-----------|
| IMO 140 Wastewater Collection and Treatment I | 6 credits |
| IMO 141 Wastewater Collection and Treatment II | 6 credits |
| IMO 142 Wastewater Collection and Treatment III | 6 credits |

- **Water Supply Treatment *18 credits**

| | |
|----------------------------------------|-----------|
| IMO 130 Water Supply and Treatment I | 6 credits |
| IMO 131 Water Supply and Treatment II | 6 credits |
| IMO 132 Water Supply and Treatment III | 6 credits |

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT

Statement of Financial Position

For the period

July 1, 2010 to December 31, 2010

Budget Period Expired

50%

Tax Supported Funds

| | General Unrestricted | | Unrestricted Plant | | Retirement of Indebtedness | | | |
|-----------------------------|----------------------|----------------------|--------------------|------|----------------------------|----------------------|--------------|-----|
| | Budget | Current Month Actual | Y-T-D Actual | % | Budget | Current Month Actual | Y-T-D Actual | % |
| REVENUES | | | | | | | | |
| Primary Tax Levy | 11,975,227 | 705,793 | 7,014,768 | 59% | | | | |
| State Aid: | | | | | | | | |
| Maintenance and Operations | 3,590,000 | 1,795,000 | 1,795,000 | 50% | | | | |
| Capital | 6,624,000 | 389,396 | 3,312,000 | 50% | | | | |
| Equalization | | 389,396 | 389,396 | | | | | |
| Out of County reimbursement | 4,635,000 | 576,309 | 2,464,645 | 53% | | | | |
| Tuition and Fees | 100,000 | 9,192 | 57,655 | 58% | 10,000 | 919 | 5,768 | 58% |
| Investment earnings | 750,000 | 1,232 | 578,624 | 77% | | | | |
| Grants and Contracts | 63,380 | 21,277 | 113,829 | 180% | | | | |
| Other Miscellaneous | (3,300,000) | (212,500) | (1,516,701) | 46% | 2,550,000 | 212,500 | 1,275,000 | 50% |
| Transfers: | | | | | | | | |
| TOTAL REVENUES | \$24,437,607 | \$1,490,699 | \$14,209,216 | 58% | \$2,560,000 | \$213,419 | \$1,280,768 | 50% |
| EXPENDITURES | | | | | | | | |
| Salaries and Wages | 15,328,773 | 1,134,173 | 6,057,901 | 40% | | | | |
| Operating Expenditures | 5,773,460 | 288,857 | 1,913,443 | 33% | 2,560,000 | 4,517 | 224,990 | 9% |
| Capital Expenditures | 530,200 | 1,792 | 15,326 | 3% | | | | |
| TOTAL EXPENDITURES | \$21,632,433 | \$1,424,822 | \$7,986,670 | 37% | \$2,560,000 | \$4,517 | \$224,990 | 9% |

Restricted, Auxiliary and Agency Funds

| | Restricted | | Auxiliary | | Agency | | | |
|---------------------------|-------------|----------------------|--------------|-----|-----------|----------------------|--------------|------|
| | Budget | Current Month Actual | Y-T-D Actual | % | Budget | Current Month Actual | Y-T-D Actual | % |
| REVENUES | | | | | | | | |
| Grants and Contracts | 5,150,000 | 159,852 | 2,160,930 | 42% | 150,000 | 28,531 | 125,961 | 84% |
| Sales and Services | | | | | 70,000 | 9,132 | 134,841 | 193% |
| Bookstore | | | | | | | | |
| Other | | | | | | | | |
| Investment Earnings | | | | | 350,000 | 0 | 5,771 | 2% |
| Donations | | | | | | | | |
| Board Designated Donation | | | | | | | | |
| Transfers: | | | | | | | | |
| TOTAL REVENUES | \$5,550,000 | \$169,852 | \$2,396,860 | 43% | \$570,000 | \$37,663 | \$266,573 | 47% |
| EXPENDITURES | | | | | | | | |
| Salaries and Wages | 899,442 | 48,560 | 232,508 | 26% | 377,340 | 13,159 | 83,757 | 22% |
| Operating Expenditures | 4,200,558 | 1,374,239 | 3,280,339 | 78% | 192,660 | 7,931 | 99,264 | 52% |
| Capital Expenditures | 450,000 | 21,040 | 107,558 | 24% | | | | |
| TOTAL EXPENDITURES | \$5,550,000 | \$1,443,839 | \$3,620,405 | 65% | \$570,000 | \$21,090 | \$183,021 | 32% |
| | | | | | \$0 | \$294 | \$1,211 | |
| | | | | | 0 | 294 | 1,211 | |

Cash flows from all activities (YTD)

Cash used for all activities (YTD)

Net Cash for all activities (YTD)

18,154,629

12,016,368

\$ 6,138,261

Human Resources Update February 15, 2011

1. Controller – John Bremer. Bachelor of Science in Accounting from Minnesota State University, Mankato.
2. Cashier-Bursar – Jessica Amos
3. Faculty in Biology – 12-1-2010/1st Review. 23 Applicants.
4. Faculty in Art – 12-1-2010/1st Review. 27 Applicants.
5. Faculty in English – Closed 12-10-2010. 67 Applicants.
6. Faculty in Early Child Development/Education – 12-15-10/1st Review. 13 Applicants.
7. Network and Systems Administrator – Closed 1-7-2011. 34 Applicants.
8. Human Resources Director – Open until filled. 19 applicants.
9. Network Support Technician – Closed 1-28-2011. 38 applicants.
10. Dean of Nursing and Allied Health – Closes 2-15-2011. 3 applicants.
11. Interim Dean of Nursing and Allied Health – Nancy Williams



Northland Pioneer College

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