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 **October 17, 2017 beginning at 10:00 a.m**. The meeting will be held at the Northland Pioneer College Painted Desert Campus, Tiponi Community Center meeting room, located at 2251 E. Navajo Blvd., Holbrook, Arizona.

Furthermore notice is hereby given that the Board members may gather, in numbers that constitute a quorum, for a board retreat immediately following the regular Board meeting. **No action will be taken by the Board during this retreat.**

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

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

The Board may vote to hold an executive session for discussion or consideration of a personnel matter(s) pursuant to A.R.S. §38-431.03(A)(1). The Board may vote to hold an executive session for the purpose of obtaining legal advice from the District's attorney on any matter listed on the agenda pursuant to A.R.S. §38-431.03 (A)(3). Should the District's attorney not be present in person, notice is further given that the attorney may appear by speakerphone.

I, Paul Hempsey, certify that this notice of public meeting, prepared pursuant to A.R.S. § 38-431.02, was posted on or before the 16th day of October 2017, at 10:00 a.m.

Paul Hempsey
Recording Secretary to the Board

NOTICE DISTRIBUTION

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

OUR MISSION

Northland Pioneer College
provides, supports
and promotes
lifelong learning.

Northland Pioneer College

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

PUBLIC NOTICE OF NONDISCRIMINATION: Northland Pioneer College does not discriminate on the basis of race, color, national origin, veteran status, religion, marital status, gender, age or disability in admission or access to, or treatment or employment in its educational programs or activities. District grievance procedures will be followed for compliance with Title IX and Section 504 requirements. The Affirmative Action Compliance Officer is the Director of Human Resources, 2251 E. Navajo Blvd., Holbrook, Arizona 86025, (800) 266-7845. The Section 504 Compliance Officer is the Coordinator of Disability Resource and Access, 1001 W. Deuce of Clubs, Show Low, Arizona 85901, (800) 266-7845. The lack of English language skills will not be a barrier to admission and participation in vocational education programs. Revised 9-12-14

Governing Board Meeting Agenda

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

Date: October 17, 2017 **Time:** 10:00 a.m. (MST)

Item	Description	Resource
1.	**Call to Order and Pledge of Allegiance**	Chair Lucero
2.	**Adoption of the Agenda.....(Action)**	Chair Lucero
3.	**Call for Public Comment**	Chair Lucero
	Individuals may address the Board on any relevant issue for up to 5 minutes. At the close of the call to the public, Board members may not respond to any comments but may respond to criticism, ask staff to review a matter or ask that a matter be placed on a future agenda.	
4.	**Reports:**	
	A. **Financial Position**	CBO Ellison
	B. **NPC Friends and Family**	Director Wilson
	C. **NPC Faculty Association**	Pat Lopez
	D. **Human Resources**	Written Report
	E. **CASO**	Written Report
	F. **NPC Student Government Association**	Written Report
5.	**Consent Agenda.....(Action)**	Chair Lucero
	A. **September 19, 2017 Regular Board Meeting Minutes**	
6.	**Old Business:**	
	A. **Presidential Search**	
	Transition Team .....(Action)	COO Foutz
	Update	COO Foutz
7.	**New Business:**	
	A. **Extension of IE Consulting Agreement.....(Action)**	President Swarthout
	B. **Board Evaluation**	President Swarthout
	C. **AZ Community Colleges 2017 Strategic Vision Outcomes Reports**	President Swarthout
	D. **Friends and Family Audit**	CBO Ellison
	E. **NATC Audit**	CBO Ellison
	F. **IGA Between NCESA and Northland Pioneer College .....(Action)**	COO Foutz
	G. **Strategic Planning and Accreditation Biannual Report**	Vice President Vest
8.	**Standing Business:**	
	A. **Strategic Planning and Accreditation Steering Committee Report**	Vice President Vest
	B. **President's Report**	President Swarthout
	C. **DGB Agenda Items and Informational Needs for future Meetings**	Chair Lucero
9.	**Board Report/Summary of Current Events**	Board Members
10.	**Announcement of Next Regular Meeting.....November 21, 2017**	Chair Lucero
11.	**Adjournment.....(Action)**	Chair Lucero

The District Governing Board may consider any item on this agenda in any order and at any time during the meeting. The District Governing Board may take action to approve, or may take other action, regarding all items of New Business, Old Business, Standing Business, or the President's Report. The Board may vote to hold an executive session for the purpose of obtaining legal advice from the District's attorney on any matter listed on the agenda pursuant to A.R.S. §38-431.03 (A)(3). Should the District's attorney not be present in person, notice is further given that the attorney may appear by speakerphone.

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

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
Statement of Financial Position
July 1, 2017 to August 31, 2017 Budget Period Expired 17%

Tax Supported Funds

	General Unrestricted			
	Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
Primary Tax Levy	14,834,954	84,095	169,211	1%
State Aid:				
Maintenance and Operations	1,649,000	-	412,250	25%
Equalization	6,672,100	-	1,668,025	25%
Tuition and Fees	4,800,000	747,221	1,051,784	22%
Investment earnings	140,000	36,929	90,425	65%
Grants and Contracts	1,500,000	405	405	0%
Other Miscellaneous	200,000	24,826	48,466	24%
Fund Balance	400,000			
Transfers	(2,900,000)	(299,998)	(381,774)	13%
TOTAL REVENUES	$ 27,296,054	$ 593,478	$ 3,058,792	11%
EXPENDITURES				
Salaries and Wages	17,964,196	1,168,422	2,138,243	12%
Operating Expenditures	9,331,858	749,545	1,520,358	16%
Capital Expenditures				
TOTAL EXPENDITURES	$ 27,296,054	$ 1,917,967	$ 3,658,601	13%

	Unrestricted Plant			
	Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
State Aid:				
Capital/STEM	369,100	-	92,275	25%
Other Miscellaneous				
Fund Balance	3,000,000			
Transfers	2,000,000	212,627	212,627	11%
TOTAL REVENUES	$ 5,369,100	$ 212,627	$ 304,902	6%
EXPENDITURES				
Salaries and Wages				
Operating Expenditures				
Capital Expenditures	5,369,100	252,458	304,902	6%
TOTAL EXPENDITURES	$ 5,369,100	$ 252,458	$ 304,902	6%

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
Statement of Financial Position
July 1, 2017 to August 31, 2017 Budget Period Expired 17%

Restricted and Auxilary Funds

Restricted

	Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
Grants and Contracts	6,000,000	717,968	767,508	13%
Fund Balance	-			
Transfers	600,000	87,371	150,000	25%
TOTAL REVENUES	$ 6,600,000	$ 805,339	$ 917,508	14%
EXPENDITURES				
Salaries and Wages	917,965	86,402	171,857	19%
Operating Expenditures	5,682,035	890,787	917,501	16%
Capital Expenditures				
TOTAL EXPENDITURES	$ 6,600,000	$ 977,189	$ 1,089,358	17%

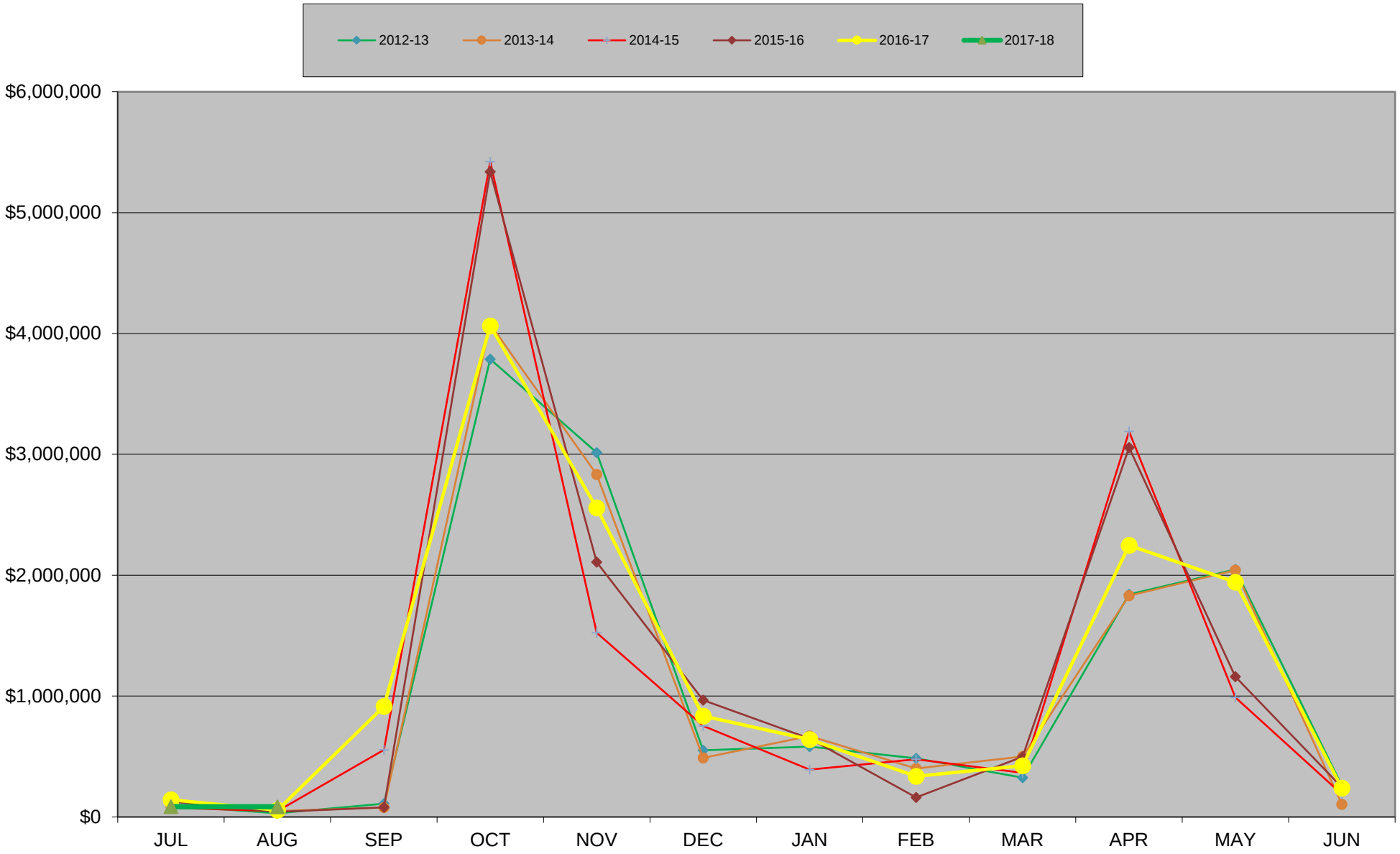
Auxiliary

	Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
Sales and Services	350,000	43,342	58,433	17%
Fund Balance	-			
Transfers	300,000		19,147	6%
TOTAL REVENUES	$ 650,000	$ 43,342	$ 77,580	12%
EXPENDITURES				
Salaries and Wages	297,580	20,848	43,103	14%
Operating Expenditures	352,420	1,763	14,287	4%
Capital Expenditures				
TOTAL EXPENDITURES	$ 650,000	$ 22,611	$ 57,390	9%

Cash Flows

Cash flows from all activities (YTD)	$4,358,782
Cash used for all activities (YTD)	$5,110,251
Net Cash for all activities (YTD)	($751,469)

Monthly Primary Property Tax Receipts



DGB Human Resources Update
October 17, 2017

OPEN POSITIONS

1. **Administrative Systems Analyst – Open until filled. 10 applicants.**
2. **Faculty in Mechatronics – First Review September 5, 2017. 3 applicants**
3. **Faculty in Computer Information Systems – Open until filled – First review October 16, 2017. 1 applicant.**

CLOSED: IN REVIEW

1. **Training Coordinator – Closed September 1, 2017. 12 applicants**
2. **Payroll Manager – Closed September 10, 2017. 5 applicants**
3. **Director of Human Resources – Closed September 1, 2017. 9 applicants.**
4. **Maintenance I & II – Closed September 15, 2017. 13 applicants**
5. **Information Services Support Technician – Closed September 29, 2017. 2 applicants.**

FILLED

1. **Records & Registration Grade Entry Clerk - Brittany Johnson was previously the Records & Registration Transcript Clerk. She started her new position October 1, 2017.**

REPOSTING THIS MONTH

1. **Jr. Network & Systems Administrator**
2. **Systems Support Technician**
3. **Coordinator of Administrative Systems and Projects**

October 2017 CASO Report

The focus of CASO this semester is updating our Bylaws.

The current Bylaws have been in place since 2007 and require changes that will be based on College policy, the new NPC Mission, Vision, and Values statement, and needed flexibility in leadership and delegate positions.

We hope to have all changes in place and approved by staff employees by the end of December.

Our goal is to have the finished proposal to Dr. Swarthout for her review in January 2018.

Ina Sommers
CASO President

Student Government Association

Saturday, October 7th, SGA held a fundraiser at The House in Show Low. We had a corn hole tournament and raffle to raise money for hurricane relief. We are partnering with United Way to distribute the funds to locations in the southern United States. Due to time sensitivity it was planned and carried out quickly, but still managed to raise $466.

Moving forward, we will be electing officers this week and preparing SGA's part in the October 28th EagleFest to be held at PDC. We are very pleased with our momentum so far this academic year.

Navajo County Community College District
Governing Board Meeting Minutes

September 19, 2017 – 10:00 a.m.
Painted Desert Campus, Tiponi Community Center
2251 East Navajo Boulevard, Holbrook, Arizona

Governing Board Member Present: Mr. Frank Lucero; Mr. James Matteson; Mr. George Joe; Mr. Derrick Leslie.

Governing Board Member Absent: Mr. Daniel Peaches.

Staff Present: President Jeanne Swarthout; Vice President Mark Vest; Chief Operations Officer (COO) Jason Foutz; Chief Information Officer (CIO) PJ Way; Recording Secretary to the Board Paul Hempsey.

Others Present: Kim Reed; Everett Robinson; Betsyann Wilson; Laura Parsons; Peggy Belknap; Pat Lopez; Amber Hill; Gail Campbell; Jeremy Raisor; Bill Fee.

Agenda Item 1: Call to Order and Pledge of Allegiance
Chair Lucero called the meeting to order at 10:00 a.m. and led the Pledge of Allegiance.

Agenda Item 2: Adoption of Agenda
Mr. Matteson moved to adopt the agenda as presented. Mr. Leslie seconded the motion. ***The vote was unanimous in the affirmative.***

Agenda Item 3: Call for Public Comment
None.

Agenda Item 4: Reports
4.A. Financial Position – COO Foutz
President Swarthout noted that CBO Ellison could not be in attendance and asked COO Foutz to report on the Financial Position. COO Foutz addressed the Board and reviewed the Financial Position report noting that the college was where it expected to be for the year.

4.B. NPC Friends and Family – Director Wilson
Director Wilson addressed the Board and stated the Pedal the Petrified was a huge success with the expectation of over $40,000.00 raised for student scholarships. The park has stated it would be open to hosting the ride twice a year. Director Wilson provided an update on scholarships including information on a new veteran's scholarship which was approved by the Friends and Family board at their last meeting and open to all branches of the military.

4.C. Faculty Association
Pat Lopez addressed the Board and noted that the college had met with the representatives from RH Perry on the Presidential Search process and faculty were well represented and happy that

DRAFT

they were heard and understood and will continue to help in any way they can. Moving forward the faculty are preparing for changes to the distance classroom environments and working closely with the I.S. department.

Mr. Matteson asked if Faculty were receiving the necessary training to utilize the technology available. Pat Lopez commented that they were and praised Dr. Wei Ma for the opportunities he provides for training.

4.D. Human Resources
A written report was provided for the Board.

Mr. Matteson commented that a future President may elect to change the structure of the college Administration and asked if an action plan was prepared. President Swarthout stated that there was not currently a plan.

Mr. Joe asked what Mechatronics is. President Swarthout commented that a simpler name would be robotics. Vice President Vest noted some institutions would call it Computer Assisted Manufacturing.

4.E. NPC CASO
Written Report.

Mr. Lucero asked if the funds raised by CASO were passed along to Friends and Family for disbursement. President Swarthout responded that CASO were responsible for their own money.

4.F. NPC Student Government Association
Written Report.

Agenda Item 5: Consent Agenda

A. **August 15, 2017 Regular Board Meeting Minutes**
B. **August 15, 2017 Special Board Meeting Minutes**
C. **Dual Enrollment Intergovernmental Agreements** between Navajo County Community College District and Red Mesa USD; Show Low USD; Winslow USD.
D. **2016 – 2017 Intergovernmental Agreement** between Navajo County Community College District and NATIVE.
E. **2017 – 2018 Intergovernmental Agreement** between Navajo County Community College District and NATIVE.
F. **Policy 1107**

Mr. Matteson made a motion to approve the consent agenda as presented. Mr. Leslie seconded. ***The vote was unanimous in the affirmative.***

DRAFT

Agenda Item 6: Old Business

6.A. Presidential Search
COO Foutz commented that the Presidential Profile had been provided by RH Perry, reviewed and commented on by concerned parties, and returned to the search firm to make edits and it is expected back quickly.

COO Foutz asked the Board to ratify the Search Committees appointment of Bill Jeffers as Chair of the committee. He was nominated during their first meeting. Mr. Joe asked who Mr. Jeffers was. COO Foutz provided a brief biography.

Mr. Matteson and made a motion to approve the appointment of Mr. Bill Jeffers as Chair of the Presidential Search Committee. Mr. Leslie seconded. ***The vote was unanimous in the affirmative.***

COO Foutz also asked the Board to confirm the location for the President's office and the salary range, and benefits, for the search firm profile. After discussion the Board's general consensus was to keep the President's office in Holbrook. The Board discussed a salary range of $150,000 - $200,000 but asked for the search firm, RH Perry, to weigh in on salary and benefits. Mr. Matteson asked if there would be a requirement that the new President live in Holbrook as well. President Swarthout suggested that the Board could require that they live within Navajo County but could not legally require a specific city.

Agenda Item 7: New Business

7.A. Request to Approve Mission, Vision, Values
President Swarthout addressed the Board and reviewed the request to approve the college's Mission, Vision, and Values statements noting that it had been thoroughly vetted and commented on by all areas of the college.

Mr. Matteson made a motion to approve the Mission, Vision, and Values as presented. Mr. Joe seconded. ***The vote was unanimous in the affirmative.***

7.B. Request to Approve College Seal(s)
President Swarthout reviewed the request to approve the college official seal and a seal/logo for marketing purposes.

Mr. Matteson made a motion to approve the College Seals as presented. Mr. Leslie seconded. ***The vote was unanimous in the affirmative.***

DRAFT

7.C. Request to Approve Budget Development Calendar
President Swarthout reviewed the Budget Development Calendar with the Board and noted staff recommends approval.

Mr. Joe made a motion to approve the Budget Development Calendar as presented. Mr. Matteson seconded. ***The vote was unanimous in the affirmative.***

7.D. Request to Approve Smartnet Contract Renewal
CIO Way addressed the Board and reviewed the request to approve the renewal of the existing Smartnet Contract.

Mr. Matteson made a motion to approve the renewal of the Smartnet Contract as presented. Mr. Joe seconded. ***The vote was unanimous in the affirmative.***

Agenda Item 8: Standing Business

8.A. ***Strategic Planning and Accreditation Steering Committee (SPASC) Report***
Vice President Vest addressed the Board and provided a report on current SPASC activities highlighting the accreditation efforts currently being undertaken and the multi-location visit by an HLC representative next month.

Mr. Matteson asked what the future of TALON would be. Vice President Vest responded that a group from the college would be present at the Superintendent's meeting this week and hope to open discussion on a Distance Learning Consortium for when the grant ends in two and half years. The Board, President Swarthout, Vice President Vest, and CIO Way entered into a discussion on the opportunities and challenges that revolve around the continuation of the TALON project.

8.B. **President's Report**
President Swarthout commented that the annual GISS conference was coming up and asked if any Board Member had an interest in attending noting that, historically, they have not chosen to attend. No Board members had an interest in attending this year.

President Swarthout also asked for the Board to consider dates for a Fall retreat. The Board members agreed to hold the retreat immediately following the October Board Meeting.

8.C. **Agenda Items/Informational Needs for Future Meetings**
Mr. Matteson asked to see the Presidential Profile Brochure at the next meeting.

Agenda Item 9: Board Report/Summary of Current Event
None.

Agenda Item 10: Announcement of Next Regular Meeting: Regular District Governing Board meeting on Tuesday, October 17, 2017.

DRAFT

Agenda Item 11: Adjournment

The meeting was adjourned at 11:35 a.m. upon a motion by Mr. Matteson, a second by Mr. Leslie, and a unanimous affirmative vote.

Respectfully submitted,

Paul Hempsey
Recording Secretary to the Board

DRAFT

Presidential Transition Team

Recommendation:
Staff recommends the appointment of a Presidential Transition Team to assist a new president and the institution on the transition to a new president in or around June 2018.

Summary:
Northland Pioneer College is a unique community college given its geographic and cultural diversity. Staff feels that a new president will more quickly acclimatize to the institution and it's unique aspects of delivery of education, diversity of communities, and distance with a team tasked with making the new individual feel welcomed and quickly at home in this new setting. The Transition Team would be a temporary group chaired by Wei Ma. Other members of the team would be Daphne Brimhall, Michael Chance, Michael Colwell, Deena Gillespie, Cathy Reed, and Gail Campbell.

Presidential Search Summary

During September, the Governing Board and the Presidential Search Committee reviewed and revised the proposed presidential profile from R.H. Perry. The revised product is now in the search firms hands and they are preparing and posting the final product.

The proposed timeline that was presented to the board needed to be modified slightly to accommodate some changes. Some of the changes are as follows:

- R.H. Perry to meet with search committee to review semifinalist moved from November 18.
    - Proposed new date – November 30
- Due to change in above meeting, interview of semifinalists will need to be moved from November 28 – December 9
    - Proposed dates – December 7 – 8 or December 14 – 15 (committee will decide)
    - The committee and board will need to decide how to best interview semifinalists – in person or by video.

The position will be publicized by the week of October 9 and will close on November 22. With the proposed timeline revisions, only phase three of the timeline will be affected.

R.H. Perry will post the position on various websites and publications. The cost of the positing will be paid by Perry and are included in the cost proposal presented to the board.

NORTHLAND PIONEER COLLEGE President	
[Final dates TBD by search committee]	**PHASE 1 – NEEDS ASSESSMENT & MARKETING**
August, 15, 2017	Search team conducts the pre-search interview with District Governing Board members (electronic)
August 24-25, 2017	**Search team conducts pre-search study on campus (Painted Desert and White Mountain)**; develops draft of the Executive Search Profile, advertisement, and advertising strategy
September 1, 2017	Search team provides draft of profile to search committee for review
September 9, 2017	**Search committee provides edited and final profile, advertisement, and timeline to search team**
September 12-16, 2017	Advertisements placed online; profile is posted to www.npc.edu and to www.rhperry.com; search team executes recruitment strategy, including nominations and diversity outreach
	PHASE 2 – RECRUITMENT STRATEGY & CANDIDATE MANAGEMENT
September-October, 2017	Search team recruits qualified candidates; uploads candidate files to Client Resource Center (CRC)
Mid-Late October, 2017	Search committee receives access to CRC; reviews candidate materials
November 4, 2017	Due date for completed applications
	PHASE 3 – SELECTION & EVALUATION
Late October, 2017	Search team identifies top candidates and performs preliminary due diligence; candidate files are updated on CRC
November 18, 2017 (thereabouts)	**Search team presents candidate pool to search committee, which selects semi-finalists**
November 28-December 9, 2017 (could be deferred to January to better accommodate College calendar)	**Search committee conducts semi-finalist interviews and selects finalists**
	PHASE 4 – DUE DILIGENCE & CAMPUS INTERVIEWS
January, 2018	Search team conducts intensive due diligence; finalist files are updated on CRC

January 23-February 2	**Finalists interview on campus**
	PHASE 5 – APPOINTMENT & CLOSURE
February, 2018	**Search team meets with search committee to review final due diligence; assists in compiling final report to hiring authority**
Mid-February, 2018	District Governing Board selects the new President
June 15, 2018 (or earlier)	The new President assumes office

***Dates in **bold** indicate a meeting of the Search Committee*

Extension of IE Consulting Agreement

Recommendation:
Staff recommends a six-month extension of NPC's consulting agreement with Eva Putzova. The extension would be in place from November 1, 2017 until April 30, 2018.

Summary:
Over the past five months, Ms. Putzova has worked closely with all areas of the college to identify data issues and propose resolutions. She has worked with the data analysts to resolve the lack of return rates on student course evaluations; again with data analysts, deans, and faculty she has conducted a complete analysis of program reviews for data improvement and is piloting a new approach with the CCP Program Review; attended and conducted numerous meetings across the college to improve data collection and utilization; and initiated a data inventory across the institution. She has been a leader in restarting the Data Integrity and Governance team. Further, she submits monthly reports which are not only excellent documentation of her work with NPC data issues but also include a series of recommendations for our future. The institution is really beginning to move forward on some key data areas but require the consultancy of Ms. Putzova to continue the progress. Staff feels strongly that the progress and momentum must be sustained over the next six months. Funding for the extension, while not in the current budget, is available in Prop 301 money.

Eva Putzova
GeoDriven LLC
700 N Magma Way
Flagstaff, AZ 86001

Dr. Jeanne Swarthout
President
Northland Pioneer College
2251 N. Navajo Boulevard
PO Box 610
Holbrook, AZ 86925

September 19, 2017

Dear Dr. Swarthout:

Per our conversation, please consider an extension to the agreement between Northland Pioneer College and GeoDriven, LLC executed on 4/24/2017 under the same terms and conditions and with a scope of work defined under the same framework as the original agreement (Appendix B). A summary of projects accomplished under the original agreement is enclosed in Appendix A.

EXTENDED MONTHLY PAY SCHEDULE

Invoice	Date	Monthly Amount Invoiced	Cumulative Amount
1	15-Nov-17	$10,000	$10,000
2	15-Dec-17	$10,000	$20,000
3	15-Jan-17	$10,000	$30,000
4	15-Feb-17	$10,000	$40,000
5	15-Mar-17	$10,000	$50,000
6	15-Apr-17	$10,000	$60,000

Sincerely,

Eva Putzova

Accepting the terms of the agreement for Northland Pioneer College:

_____ _____

Dr. Jeanne Swarthout, Date
President of Northland Pioneer College

Accepting the terms of the agreement for GeoDriven, LLC:

_____ _____

Eva Putzova, CEO
GeoDriven Date

Appendix A – Accomplished Projects and Projects Scheduled to be Completed by October 31 under the Agreement Executed on 4/24/2017

1. Delivered an orientation to practical assessment to academic and student service audiences (staff).

2. Developed strategies to improve the course evaluation response rate, tested different approaches, and recommended a new method for the survey's administration.

3. Conducted faculty survey focused on the course evaluation instrument, analyzed the feedback, drafted a revised coursed evaluation instrument, and further refined it based on additional input from Instructional Council and Deans.

4. Developed a curricular map model to incorporate into program reviews. Assisted with or initiated the curricular mapping exercise for the following programs: CCP, MDA, Industrial Plant Operations, Mechanical Maintenance

5. Created a new program review template with standardized data elements to be tracked across all programs.

6. Collaborated with Career and College Preparation program on defining the framework for collecting direct evidence of student learning through TABE.

7. Completed a model program review report with CCP (scheduled to be substantially completed by 10/31/2017).

8. Created a framework for systematic student services assessment.

9. Assisted with developing assessment framework for Starfish/ PASS.

10. Assisted with defining departmental cost per student calculation.

11. Conducted data inventory across the institution (scheduled to be completed by 10/31/2017).

12. Provided consultancy on the benefits of benchmarking surveys (CCSSE and CCFSE), data warehousing, and establishing the Office of Assessment.

Appendix B – Agreement Terms as Executed on 4/24/2017

CONSULTING AGREEMENT

GeoDriven, LLC and its principal consultant Eva Putzova will provide NPC professional services as outlined in the scope of work at a monthly rate of $10,000 payable on the 15th of each month for the duration of the contract from May 1, 2017 through October 31, 2017 with a possibility of the contract extension under the same terms and conditions.

SCOPE OF WORK

GOAL: To bridge NPC's institutional data collection and management with decision and policy making. Assist with structural improvements to Institutional Effectiveness and model best approaches to drive success initiatives.

The scope of work is to be organized into the following phases:

1. **DISCOVERY TO MODERNIZE ENTERPRISE DECISION MAKING**
    - Review existing data collection and management practices, reports, protocols, documentation keeping and data governance structures/ policies
    - Assess the centralized reporting system (if it exists), its strengths, weaknesses, visualization capabilities, and ability to integrated data across the institution to answer complex "why" questions
    - Identify key institutional short-term initiatives/ challenges/ research questions through interviews of key leadership members, a review of the institutional strategic plan, and other methods

2. **IMPLEMENTATION OF A BUSINESS INTELLIGENCE SYSTEM**
    - Assist with a selection of an appropriate business intelligence (analytics) system or solution
    - Provide guidance during implementation to ensure any decentralized systems are

Deliverables:

- Summary report of key findings
- Recommendations for improvements in practices, reporting, and data visualization with specific examples
- Recommendations for missing standards or protocols (program reviews, data definitions,
- Recommendations considering options for an enterprise analytics platform (if needed, then phase 2)
- List of key policy questions/ issues to study based on their perceived importance/ urgency (identify the top priority, then phase 3)

brought together with data quality, validation, and collection in mind

3. **INFORMING POLICY, DRIVING STRATEGIC INITIATIVES***
    - Work with NPC personnel to identify, collect, analyze, and visualize data needed to inform a selected priority.
    - Facilitate stakeholder sessions to develop data-informed strategies.
    - Develop implementation plan for the initiative as needed.

*This can be anything from student retention plan to transfer pathways to new academic program to economic development partnerships etc.

4. **PROVIDE STRATEGIC COMMUNICATIONS ASSSISTANCE**
    - Develop presentations, graphics, reports and other assets to assist with executive communications.
    - Conduct ad-hoc secondary research, interpret information, organize findings, visualize data, and prepare short executive summaries to share with legislators, board members, and other high-level stakeholders.

PROFESSIONAL FEES

Northland Pioneer College agrees to pay $10,000 monthly for a total of $60,000 for services under this agreement. The professional fees will be payable to GeoDriven monthly according to the following schedule:

Invoice	Date	Monthly Amount Invoiced	Cumulative Amount
1	15-May-17	$10,000	$10,000
2	15-Jun-17	$10,000	$20,000
3	15-Jul-17	$10,000	$30,000
4	15-Aug-17	$10,000	$40,000
5	15-Sep-17	$10,000	$50,000
6	15-Oct-17	$10,000	$60,000

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.

- The parties may agree to extend this agreement for additional six months under the same terms and conditions and monthly pay schedule.

- 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.

- 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 4 months 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.

- GeoDriven, LLC will perform the agreed services in a professional and timely manner. If NPC becomes reasonably dissatisfied with the quality or timeliness of the work performed by GeoDriven, LLC, NPC may terminate this agreement with sixty (60) days' prior written notice. In the event NPC terminates the agreement for these reasons, GeoDriven, LLC shall be entitled to payment for all services performed through the effective date of the termination.

Board Self-Evaluation

Summary:
Board Policy 1075 states that the District Governing Board will conduct a self-evaluation process annually, and individually, as elected members. The policy requires that this self-evaluation process take place at the December meeting of each year. Staff has included a copy of the evaluation instrument in order that board members have ample time to review the instrument. Staff will schedule this evaluation time for the December DGB meeting.

The Process:

- Each board member is encouraged to review the document and complete individual self-evaluation prior to meeting with the board as a whole.
- At the meeting, board members provide personal reflection and response. The numbers are added, divided by five, and a composite score (mathematical average) is assigned to the line item. An informal discussion of any item is initiated, at will, by any Governing Board Member. Comments are summarized and consensus is reflected in text.
- Items in the document were selected from the ACCT website and are consistent with powers and duties of the Governing Board.
- ACCT recommends that Governing Board Members establish annual board goals. This is collaboratively accomplished during the GB review.

PROCESS FOR COMPLETION: As individuals, board members perform their individual self-rating. As a group, members share individual ratings to determine group indicator (mathematical average of each self-evaluations).

O = 1 I (we) operate at an optimum level of performance.
S = 2 I (we) operate at a sustainable level that is satisfactory to me as I review my performance and consider areas of strength/growth.
G = 3 I (we) operate at an acceptable level, but my (our) growth in this area would lead to optimal performance.
I = 4 I (we) suggest improvement for me (the board).

Board Organization	Rating
1. Board members uphold the final majority decision of the board.	
2. The board considers and respects minority opinions.	
3. Board members understand that they have no legal authority outside board meetings.	
4. Board members represent board policy in responding to public and employees.	
5. Additional item(s) may be added if suggested by Governing Board Members.	
Policy and Policy Direction	**Rating**
1. The board understands that the primary function of the board is to establish the policies by which the community college is to be administered.	
2. The board focuses on policy in Board discussions, not administrative matters.	
3. The board openly discusses issues and seeks the views of college constituents.	
4. The Board is knowledgeable about the mission of the institution.	
5. The vision and goals of the institution adequately address community needs.	
6. The board spends sufficient time discussing the future direction of the college, and maintains a visionary focus during board discussions.	
7. Additional item(s) may be added if suggested by Governing Board Members.	
Board – President (CEO) Relations	**Rating**
1. The board and CEO have a positive, cooperative relationship that reflects mutual trust and respect.	
2. The board sets clear expectations for the CEO. The job description is current and accurate.	
3. The board has clear protocols for communicating with staff that include the CEO.	
4. The board clearly delegates the administration of the college to the CEO.	
5. Board members respect the role of the CEO as the link between the board and staff – and keep the CEO informed about contacts from/with the community and staff	

6. The board encourages the professional growth of the CEO.	
7. The board and CEO work cooperatively to maintain broad-based perspective.	
8. Additional item(s) may be added if suggested by Governing Board Members.	
Standards for College Operations	**Rating**
1. The board is knowledgeable about the educational programs and services of the college.	
2. The board requires and is involved in long-range fiscal planning.	
3. The board understands the budget document and the audit reports and recommendations.	
4. The board has long-range facilities plan.	
5. Board policies adequately address parameters for facilities maintenance, appearance, safety, and security and the board reviews the facilities with the CEO and staff annually.	
6. The board has policies that require fair and equitable employment processes, and is committed to equal opportunity.	
7. Additional item(s) may be added if suggested by Governing Board Members.	
Institutional Performance	**Rating**
1. The board monitors the effectiveness of the college in fulfilling the mission, and requires the college to regularly evaluate program effectiveness.	
2. The board regularly reviews reports on student learning outcomes, and demonstrates a concern for the success of all students.	
3. The board understands state and federal accountability requirements, and reviews accountability reports to state and federal agencies.	
4. Additional item(s) may be added if suggested by Governing Board Members.	
Board Leadership	**Rating**
1. The board understands and adheres to its role, responsibilities, and a code of ethics.	
2. Board members treat one another with respect and work together in a spirit of harmony and cooperation to accomplish the work of the board.	
3. Board members are prepared for board meetings, and adequately studies agenda issues prior to the board meeting.	

4. Through its behavior, the board sets a positive example for the CEO and other employees.	
5. The board understands the political implications of its actions, and considers the implications once a decision is made.	
6. Additional item(s) may be added if suggested by Governing Board Members	
Advocating for the College	**Rating**
1. Board members are knowledgeable about the college, recognizing positive accomplishments and speaking positively about the institution in the community.	
2. Board members are knowledgeable about state and national laws and educational policy issues.	
3. Board members actively support NPC foundation and its efforts.	
4. The board understands and protects the academic freedom of the faculty, administration, staff, and students.	
5. Additional item(s) may be added if suggested by Governing Board Members.	
Board Education	**Rating**
1. Board members are engaged in training and development, and are knowledgeable about the roles and responsibilities of trusteeship.	
2. The information requested by, and provided to, board members does not put an undue burden on staff.	
3. The board is knowledgeable about major social and economic trends and issues that affect the community college institution.	
4. Additional item(s) may be added if suggested by Governing Board Members.	

Open-Ended Questions

What strengths do we have as a board?

What areas of specific improvement do we need to address as a board?

What are the major accomplishments of the Board from this year?

What areas will the governing board address in the upcoming year?

Points of Pride:

The Governing Board of Northland Pioneer College has concerns about:

Arizona Community Colleges 2017 Strategic Vision Outcomes Report

Summary:
The staff is pleased to present the Arizona Community Colleges 2017 Strategic Vision Outcomes Report, as we have in previous years. Staff is providing links to the actual report of outcomes across all 10 community college districts in Arizona as well as the report specific to Northland Pioneer college. Finally, Arizona Community College Coordinating Council (CEOs of all 10 districts) worked recently with consultant Carrie Kisker to bring the vision forward to 2030 and realign metrics and goals with the Governor's Achieve60AZ project. The revised and renovated Strategic Vision for 2030 is also included.

ARIZONA COMMUNITY COLLEGES

2017 STRATEGIC VISION OUTCOMES REPORT

1

STRATEGIC VISION FOR 2030

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

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

A major function of the Strategic Vision for 2030 is the collection, analysis, and publication of data pertaining to 34 short-term, mid-range, long-term, and follow-up metrics. Although this report contains several metrics that are new in 2017, most have been in place for years, making it possible to evaluate trends in student progress and outcomes.

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

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

METRICS AND COHORTS

METRICS

The 2017 Strategic Vision Outcomes Report presents data related to 34 short-term, mid-range, long-term, and follow-up metrics. These data identify areas of strength, as well as places where Arizona's community colleges will need to focus their efforts in order to expand access, increase transfer and completion, and improve alignment with workforce needs.

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

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

Long-term metrics pertain to transfer and completion rates.

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

COHORTS

The 2017 Strategic Vision Outcomes Report tracks several cohorts of students.

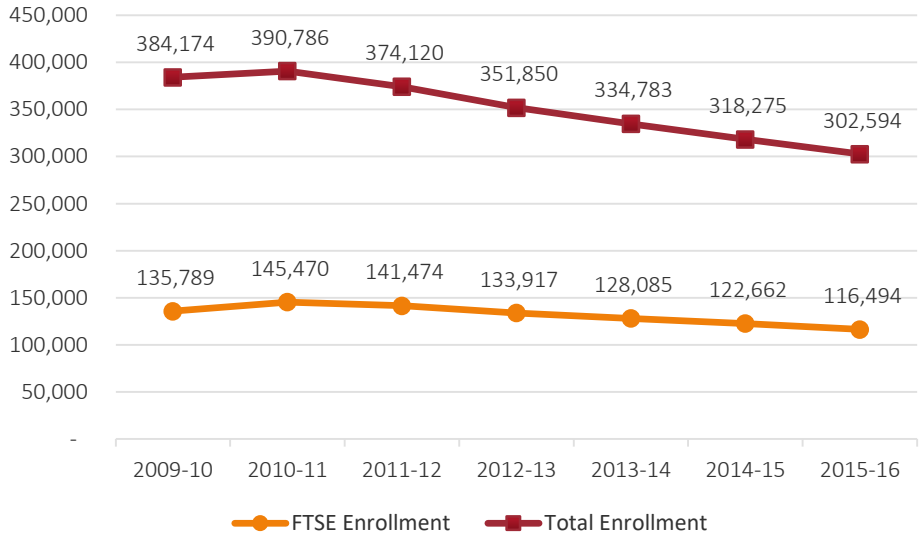
2014 and 2010 New Student Cohorts are used to examine student persistence and success after two and six years, respectively.

2014 and 2010 Credential-Seeking Sub-Cohorts, defined as cohort members who earned at least 12 credits by the end of their second year, are used for some retention, transfer, and completion measures. Credential-seeking sub-cohorts provide a more accurate gauge of student success, as they take into account learners' diverse education and training goals.

2013-14 Occupational Cohort, comprised of students who exited a community college in 2013-14 after completing a specified number of credits in an occupational pathway, is used in follow-up metrics related to wage growth and earning industry-recognized credentials.

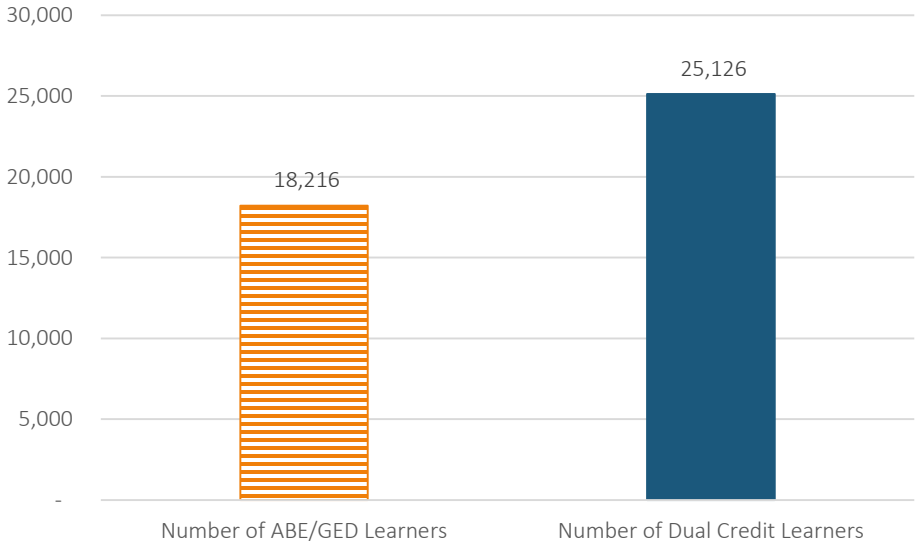
Expand Access: Short-Term Metrics

Metrics 1 and 2: FTSE and Total Enrollment



Statewide, total annual enrollment at Arizona's community colleges has declined from its high in 2010-11, and full-time student equivalent (FTSE) enrollment has diminished commensurately. This enrollment decline mirrors a national trend and reflects a greater number of students enrolling in universities and/or remaining in the workforce.

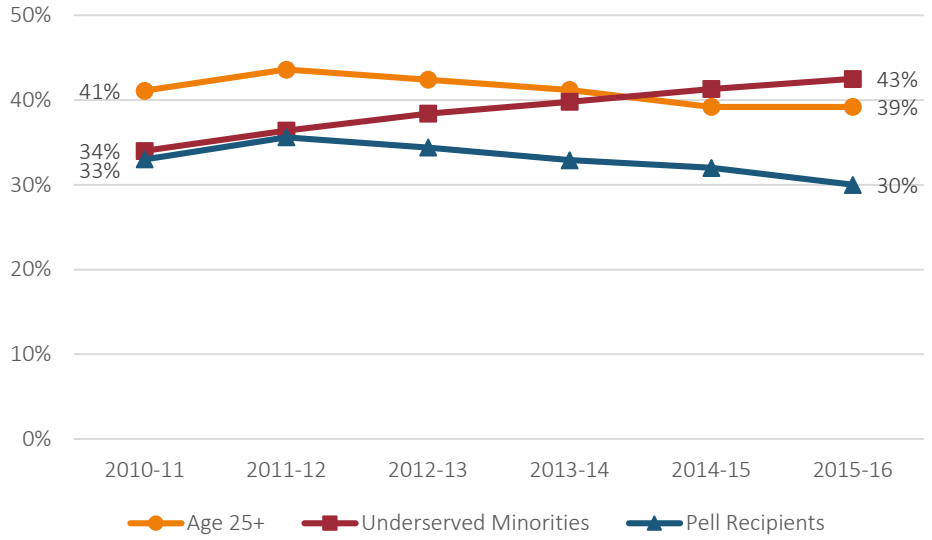
Metrics 3 and 4: Enrollment of ABE/GED and Dual Credit Learners



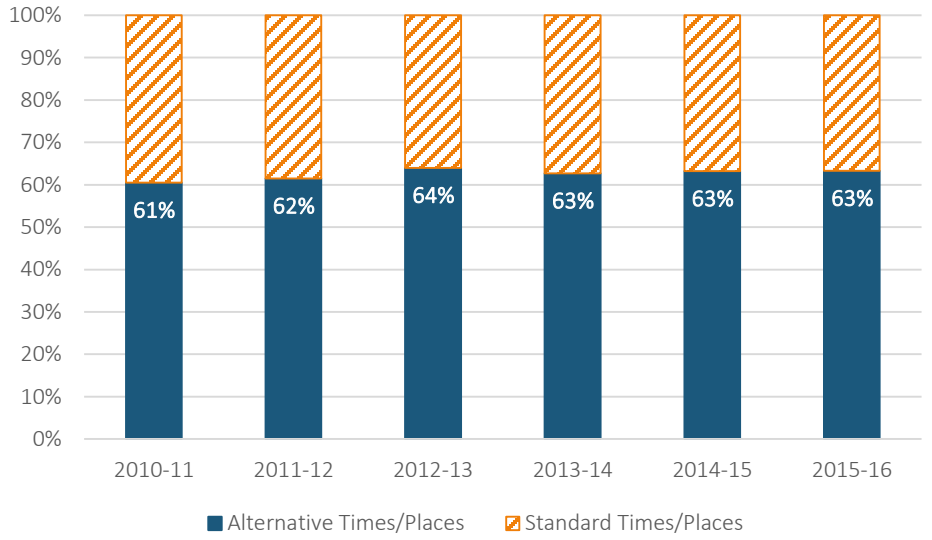
Across Arizona, total annual enrollment in Adult Basic Education (ABE) and/or General Educational Development (GED) courses reached 18,216 in 2015-16. Total annual enrollment of high school learners in dual credit courses reached 25,126. These programs are essential in expanding access to Arizona's community colleges.

Expand Access:
Short-Term Metrics

Metric 5:
Enrollment of Underserved Populations



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

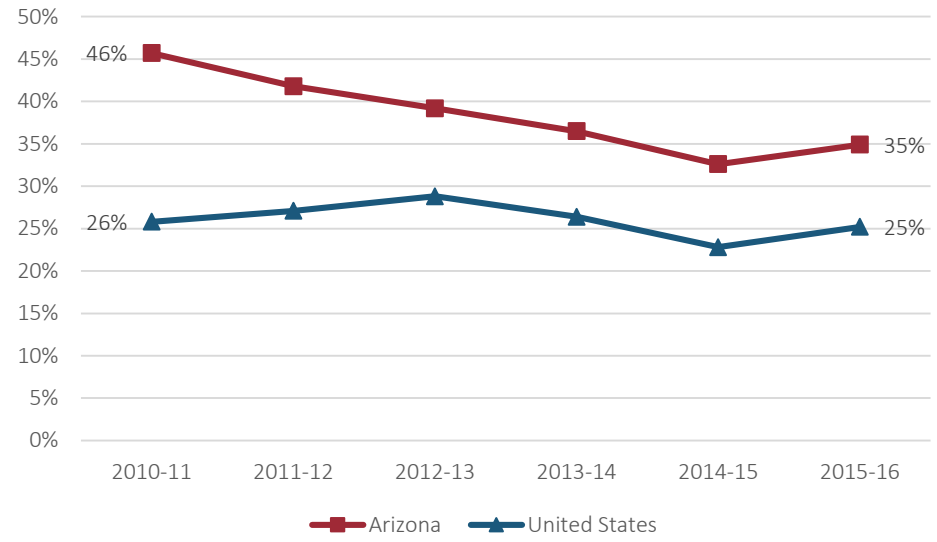


Since 2010-11, the percentage of Arizona community college students who are members of an underserved racial/ethnic group has increased substantially and exceeds the percentage of the state population belonging to an underserved minority group (40%).[1] Arizona's colleges enroll more adult learners than the national average (35%), but far fewer Pell recipients (51%).[2]

At Arizona's community colleges, only 37% of instruction in 2015-16 occurred in traditional semester-length courses held on campus Monday through Friday, 8am to 5pm. Extending access to many diverse populations, 63% of all student credit hours were earned online, at night or on the weekends, or at skills centers, American Indian reservations, or other locales.

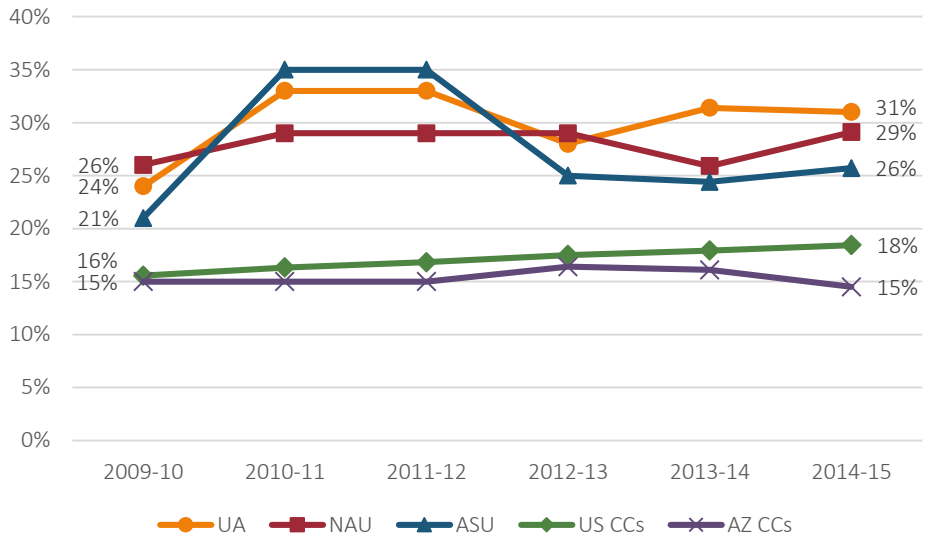
Expand Access: Short-Term Metrics

Metric 7: Community College-Going Rate



Arizona's community colleges enroll a much higher percentage (35%) of recent high school graduates than the national average (25%).[2] The vast majority of these students enroll in their local community college district. Arizona's community colleges will continue to work with the Arizona Board of regents to improve college-going across the state.

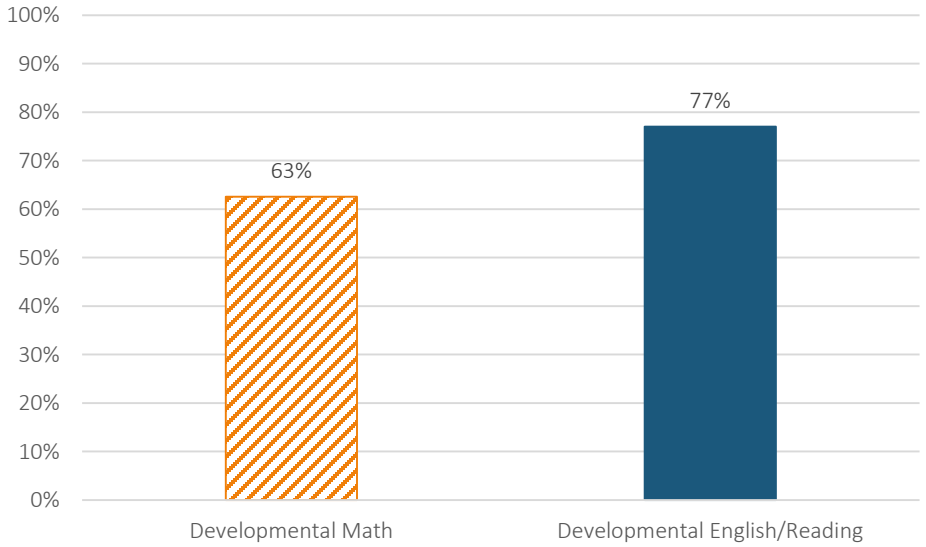
Metric 8: Cost of Attendance as a Percentage of Median Household Income



At roughly $7,300 per year, the median net price of attending Arizona's community colleges is just 15% of the state's median household income. This rate is slightly lower than the national comparison (18%) and substantially lower than Arizona's public universities (26-31%),[3] making the institutions excellent and affordable options for postsecondary education and training.

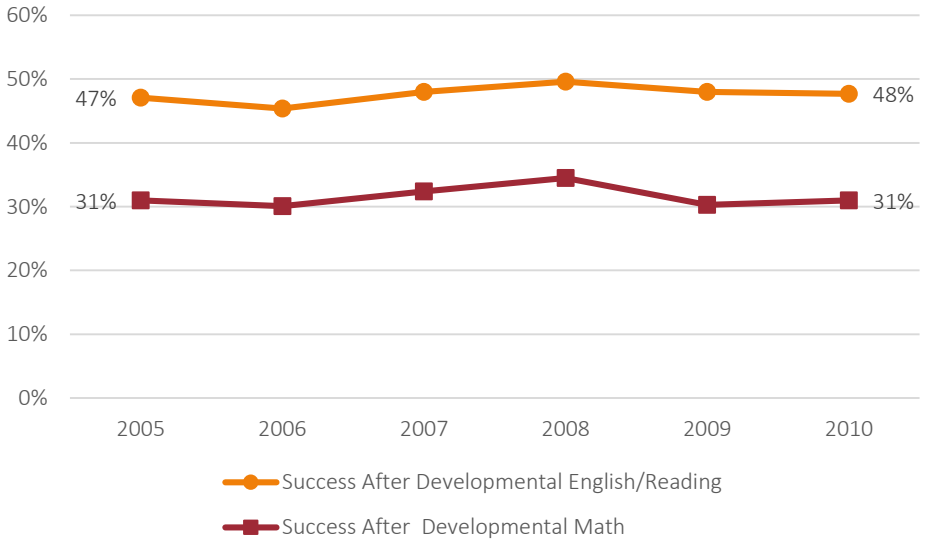
Expand Access:
Mid-Range Metrics

Metrics 9 and 10:
Developmental Course Success Rates



Over two years, 77% of student credit hours attempted in developmental English or reading by the 2014 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). In that same time period, 63% of student credit hours attempted in developmental math by the same cohort were successfully completed (with a grade of A, B, C, or Pass).

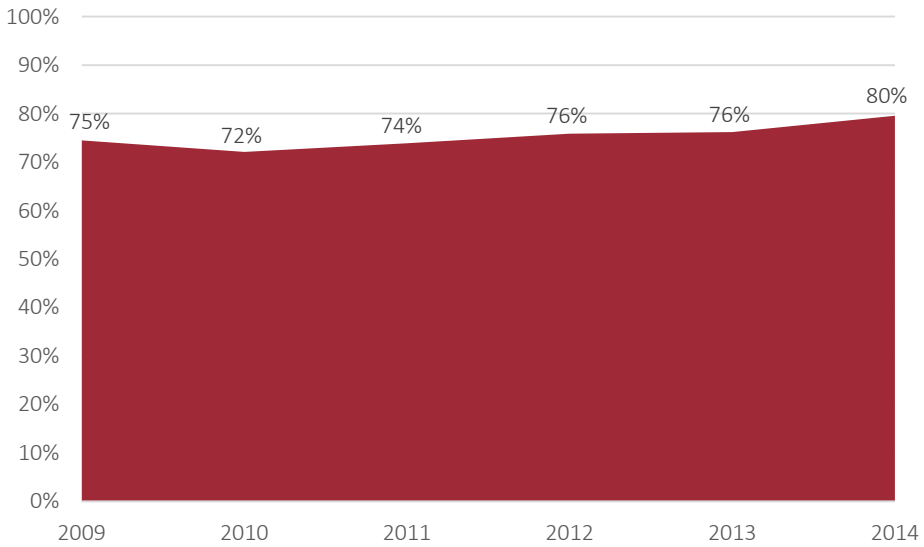
Metrics 11 and 12:
Success After Developmental Education



After six years, nearly half of developmental English or reading learners in the 2010 New Student Cohort successfully completed a college-level course in English, and 31% of developmental math learners in the same cohort completed a college-level math course. These success after developmental education rates are similar to national averages.[4]

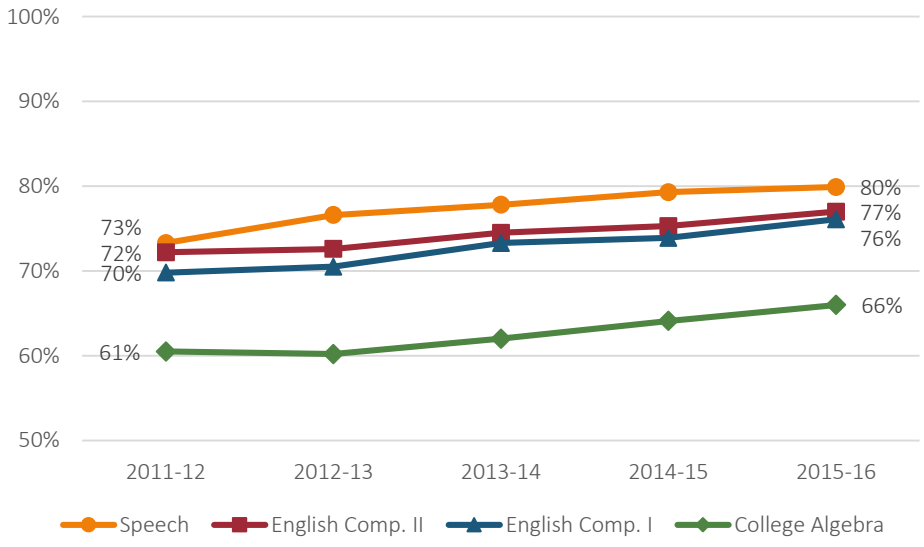
Increase Transfer and Completion: Mid-Range Metrics

Metric 13: College-Level Course Success Rate



Over two years, 80% of student credit hours attempted in college-level courses by the 2014 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). This rate has steadily increased over the past four years.

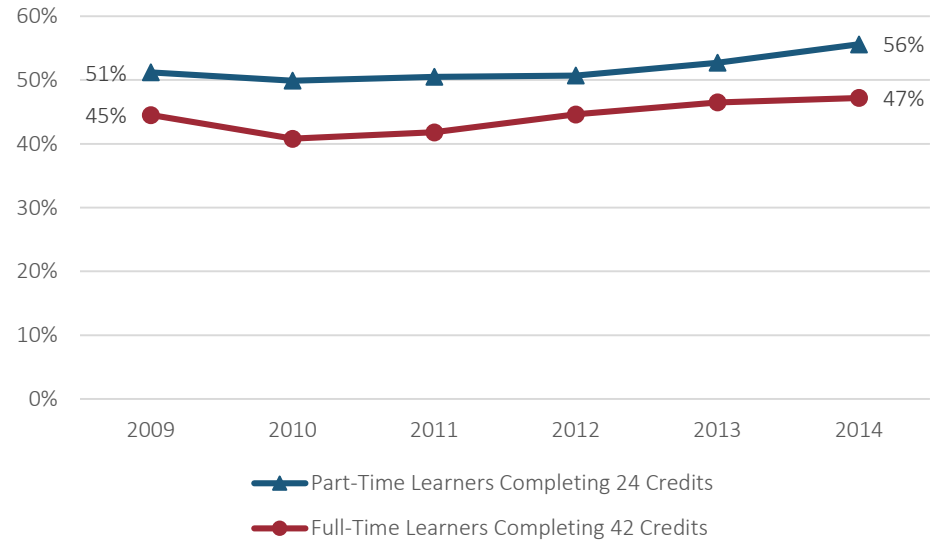
Metric 14: Percent of First College-Level Math and English Credit Hours Completed



In 2015-16, between 66% and 80% of student credit hours attempted in College Algebra, English Composition I and II, and Speech were successfully completed (with a grade of A, B, C, or Pass). The rates at which Arizona's community college students successfully complete these first college-level courses exceed the corresponding national averages in all four subjects.[5]

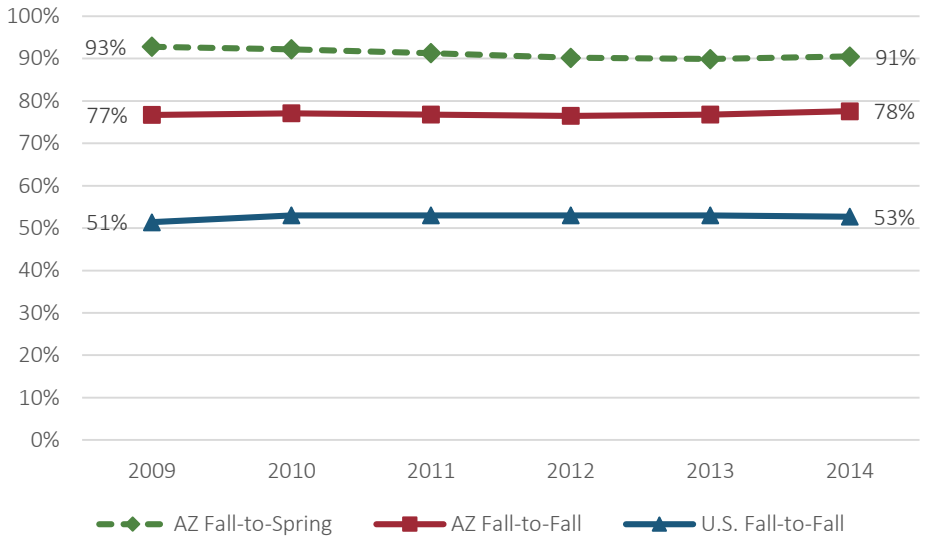
Increase Transfer and Completion: Mid-Range Metrics

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



By the end of their second year, 56% of part-time learners in the 2014 Credential-Seeking Cohort had completed 24 credits, and 47% of full-time learners in the same cohort had completed 42 credits. Although there is room for improvement, these rates are notable, as research has linked attainment of credit thresholds to higher persistence and completion rates.[6]

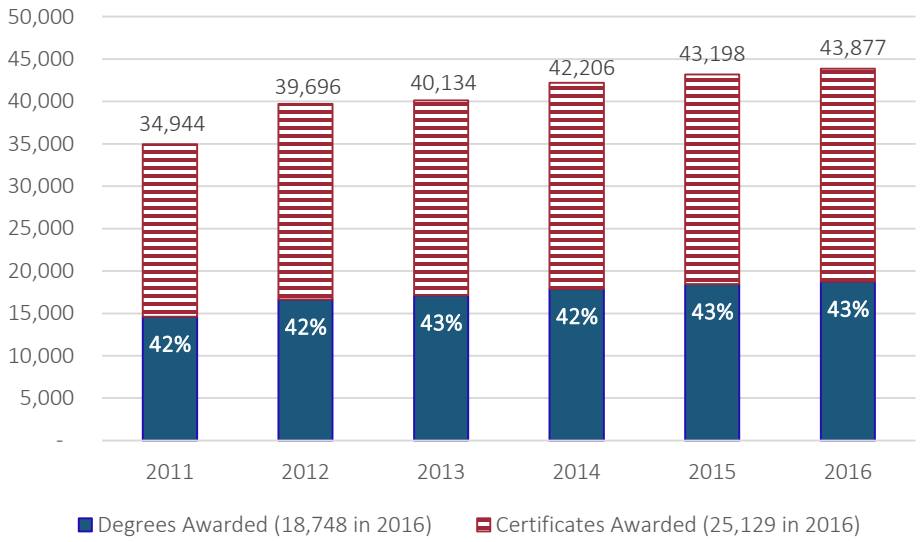
Metrics 17 and 18: Retention Rates



Ninety-one percent of the 2014 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to spring 2015, and 78% of them returned the following fall. Arizona's retention rates are substantially higher than the 53%[7] reported as a national comparison, in part because the national figure is not limited to credential-seekers.

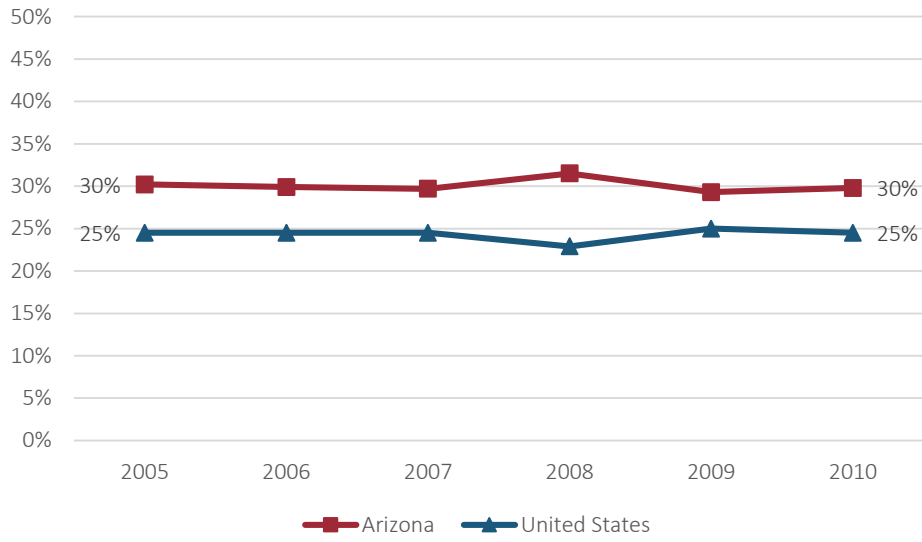
Increase Transfer and Completion: Long-Term Metrics

Metric 19: Degrees and Certificates Awarded



Between 2011 and 2016, the number of degrees and certificates awarded by Arizona's community colleges increased by 26% to 43,877, despite declining enrollments. Of the 2016 total, 43% were degrees and 57% were certificates. These data reflect a concerted effort by Arizona's community colleges to increase the number of learners earning postsecondary credentials.

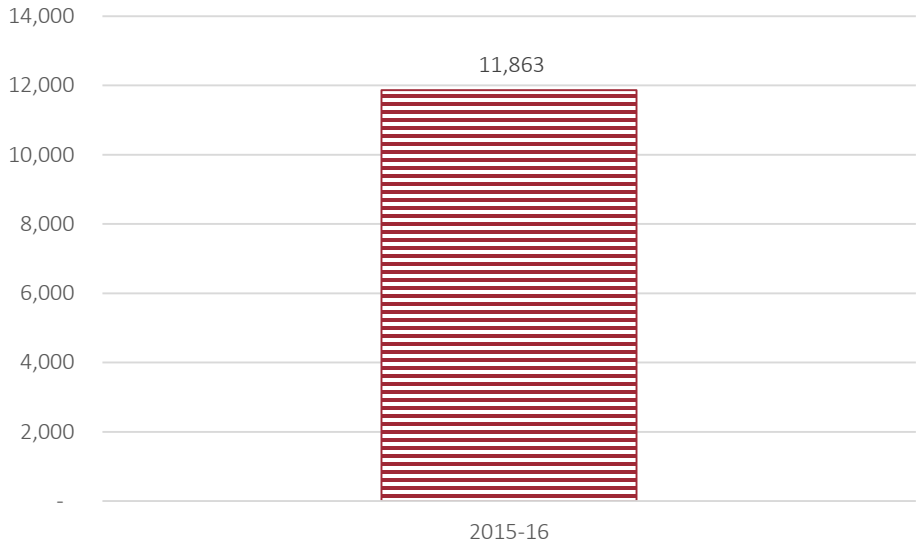
Metric 20: Graduation (Degree/Certificate Completion) Rate



After six years, 30% of the 2010 Credential-Seeking Cohort had completed a degree or certificate. Arizona's graduation rate is somewhat higher than the most recent national comparison (25%),[2] in part because the national number is not limited to credential-seekers.

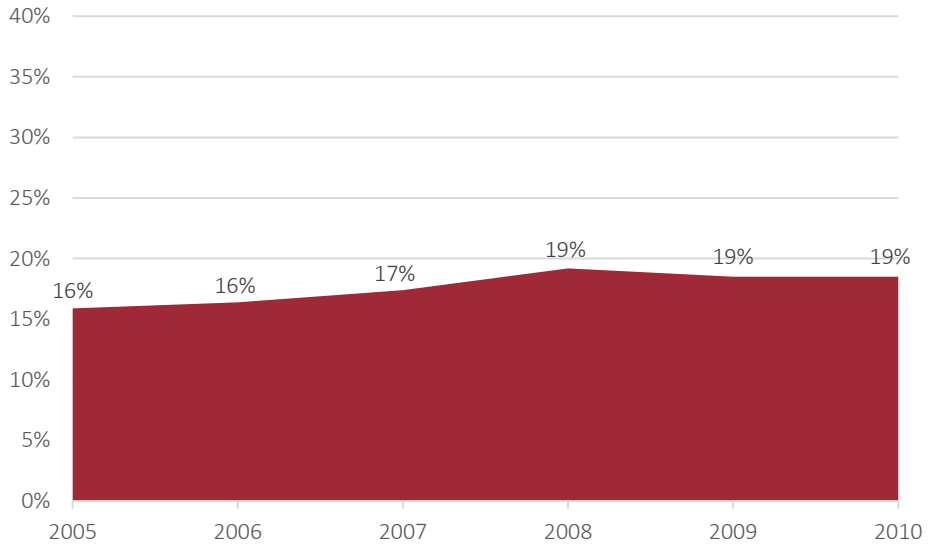
Increase Transfer and Completion: Long-Term Metrics

Metric 21: AGECs Awarded



In 2015-16, Arizona's community colleges awarded 11,863 Arizona General Education Curriculum (AGEC) certificates. The AGEC is comprised of 35-37 credit hours of coursework that, upon completion, transfer to all public colleges and universities in the state and fulfill lower division, general education requirements.

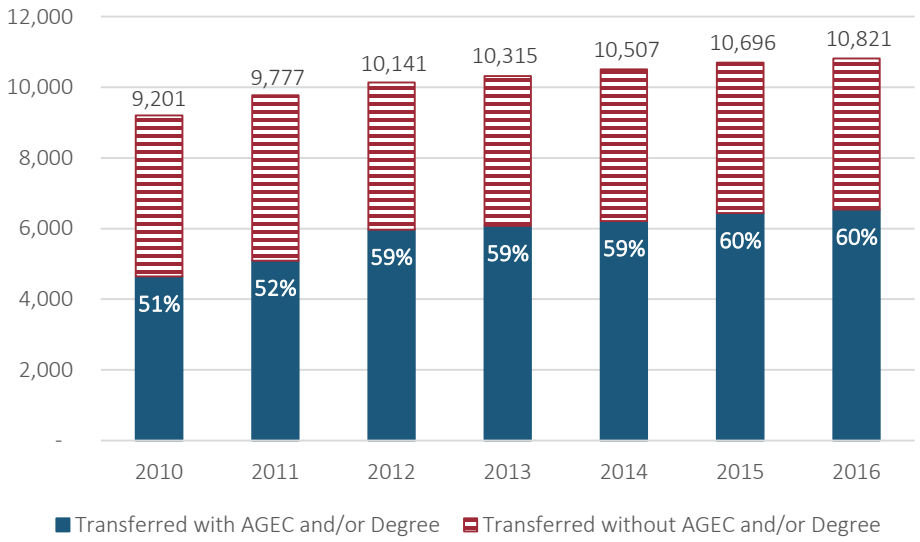
Metric 22: AGEC Completion Rate



Statewide, 19% of the 2010 Credential-Seeking Cohort completed an AGEC within 6 years, a 19% increase from the 2005 Cohort. Increasing the AGEC completion rate—a key priority for the state's community colleges—will not only ease transfer to Arizona's public universities but also help students earn bachelor's degrees in less time and with fewer excess credits.[8]

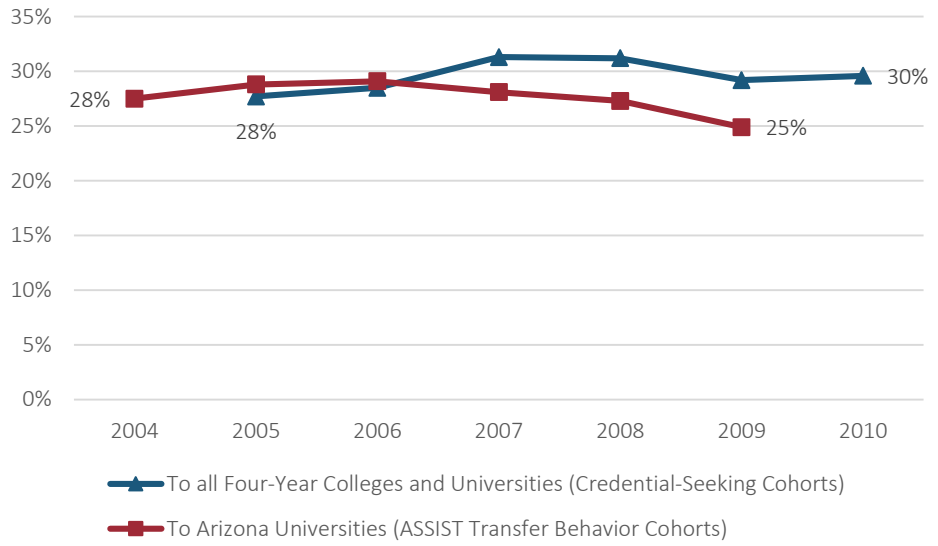
Increase Transfer and Completion: Long-Term Metrics

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



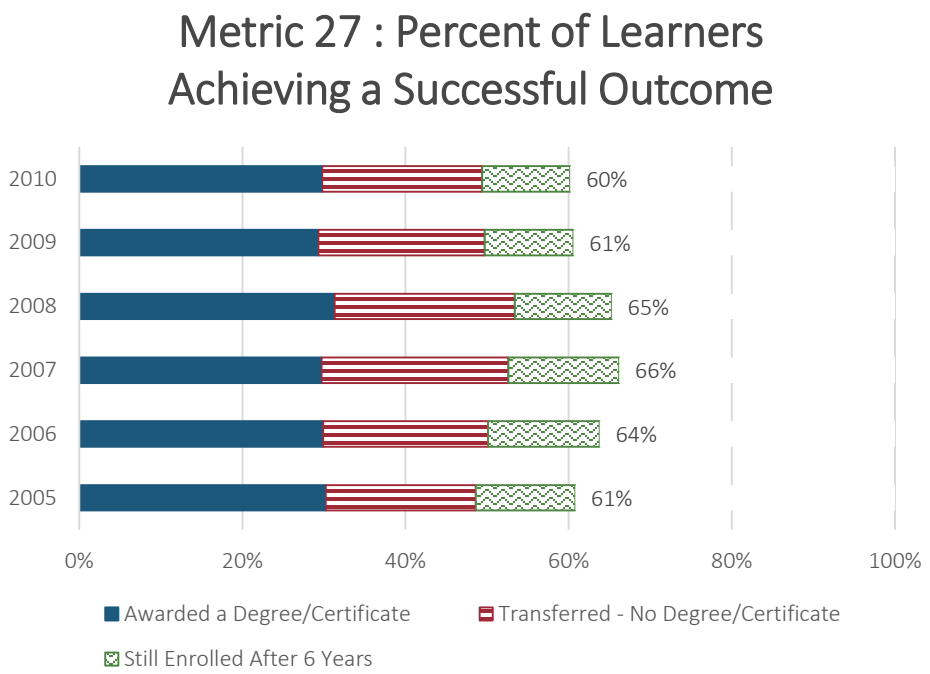
Between 2010 and 2016, the number of students transferring from Arizona's community colleges to an in-state, public university increased by 18% to 10,821, despite declining enrollments. In addition, the percentage of transfers who earned an AGEC and/or degree prior to transferring has increased, indicating that the transfer process is becoming more efficient and cost effective.

Metrics 25 and 26: Transfer Rates



Statewide, transfer rates to public universities among ASSIST Transfer Behavior Cohorts have decreased slightly. However, the overall transfer rate (the percent of learners in credential-seeking cohorts who transfer to any four-year college or university within 6 years) has increased to 30%. Both rates are similar to or higher than the most recent national average (25%).[9]

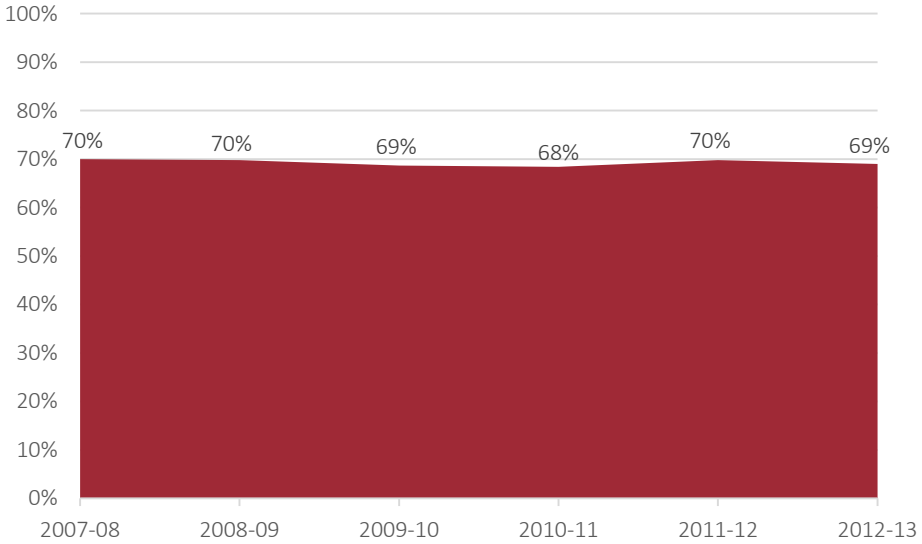
Increase Transfer and Completion: Long-Term Metrics



Statewide, 60% of learners in the 2010 Credential-Seeking Cohort achieved a successful outcome within 6 years. Because community college learners enter college with diverse education and training goals, and because they often attend part-time and/or earn credits from more than one institution, several national accountability initiatives—including the Student Achievement Measure—have broadened the definition of a successful outcome to include earning a degree or certificate, transferring to another two- or four-year college or university, or continued enrollment. Nationally, 63% of full-time students and 60% percent of part-time students achieve one of these successful outcomes within 6 years.[10]

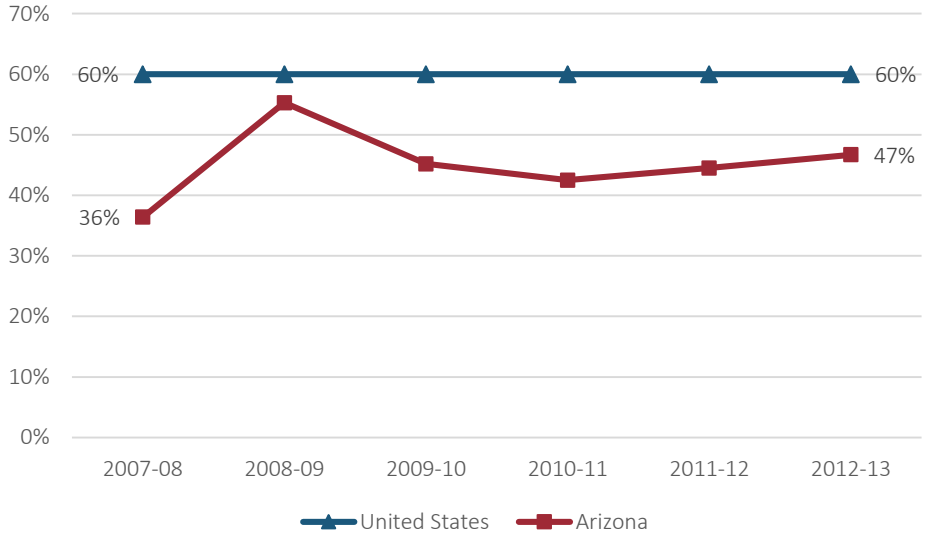
Increase Transfer and Completion: Follow-Up Metrics

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



Sixty-nine percent of all 2012-13 full-time transfers from Arizona community colleges to in-state, public universities earned a bachelor's degree within four years. This rate has remained relatively constant in recent years and indicates that most full-time transfers are graduating from the state's public universities in a timely manner.

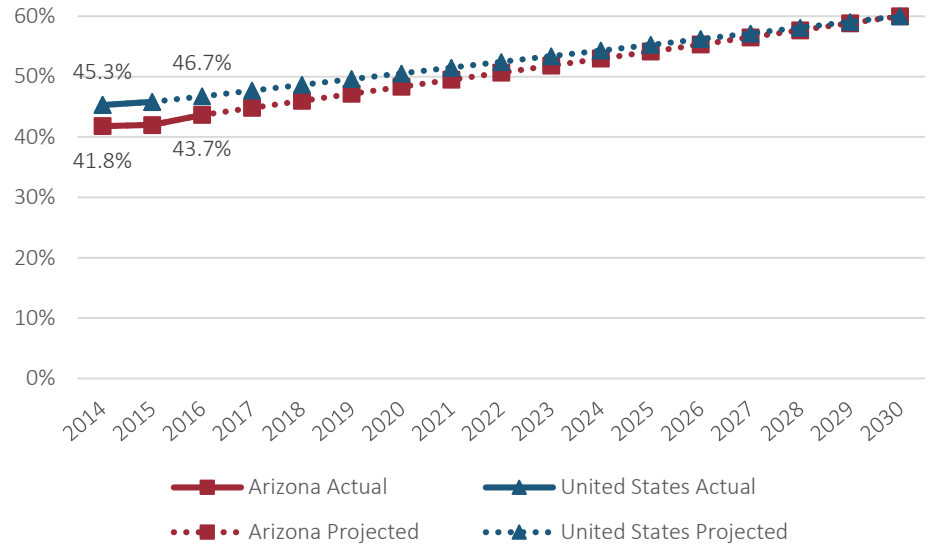
Metric 29: Percent of All Transfers Earning Bachelor's Degrees



Statewide, 47% of 2012-13 transfers from Arizona community colleges to all four-year institutions—public and private, in-state and out—earned a bachelor's degree within four years. Somewhat lower than the national average (60%),[11] this percentage may reflect a high incidence of part-time attendance after transfer.

Increase Transfer and Completion: Follow-Up Metrics

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



In 2016, an estimated 43.7% of the Arizona working-age population (residents aged 25-64) held a workforce certificate, associate degree, or bachelor's or higher degree (up from 41.8% in 2014). Arizona's community colleges are working closely with the Arizona Board of Regents and other postsecondary institutions across the state to reach the Achieve60AZ goal that by 2030, 60% of the Arizona working-age population will hold a postsecondary credential.

Improve Alignment: Short-Term and Follow-Up Metrics

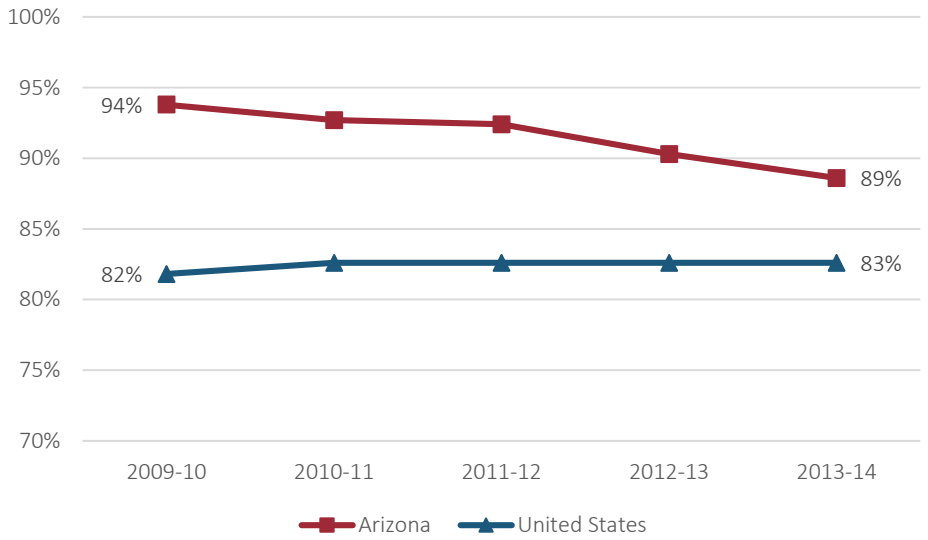
Metric 31:
FTSE Enrollment in Occupational Courses

Metric 32:
Percent of Highest-Demand Occupations for Which Community Colleges Offer Degree/Certificate Programs

Metric 33:
Wage Growth of Occupational Learners

These three metrics are in development and will be incorporated into the Strategic Vision in 2018.

Metric 34: Percent of Occupational Learners Earning Industry-Recognized Credentials



Out of all learners in the 2013-14 Occupational Cohort who took a technical skill or end-of-program assessment up to one year after college exit, 89% passed the assessment and/or earned an industry-recognized credential. Examples of occupational programs leading to industry-recognized credentials include nursing, EMT, construction, solar technologies, and fire science.

Strategic Vision Data:
Sources and Attributions

[1]U.S. Bureau of the Census. (2016). *American Community Survey, 2011-15 5-year estimates.* Washington, DC: Author.
[2]U.S. Department of Education, National Center for Education Statistics. (2016). *Digest of education statistics*. Washington, DC: Author.
[3]U.S. Bureau of the Census. (2016). *American Community Survey, 2011-15 5-year estimates*. Washington, DC: Author; U.S. Department of Education, National Center for Education Statistics. (2017). *College navigator*. Washington, DC: Author.
[4]Bailey, T., Jeong, D. W., & Cho, S. W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review, 29*, 155-270.
[5]National Community College Benchmark Project. (2016). *Report of national aggregate data.* Overland Park, KS: Author.
[6]Moore, C., Shulock, N., & Offenstein, J. (2009). *Steps to success: Analyzing milestone achievement to improve community college student outcomes.* Sacramento: California State University, Institute for Higher Education Leadership and Policy.
[7]NCHEMS. (2013). *Retention rates - First-time college freshmen returning their second year (two-year public institutions).* Boulder, CO: Author.
[8]Kisker, C. B., & Wagoner, R. L. (2013). *Implementing transfer associate degrees. Perspectives from the states.* New directions for community colleges, no. 160. San Francisco: Jossey-Bass.
[9]Community College Research Center, Teachers College, Columbia University. (2015). *What we know about transfer. Research overview*. New York: Author.
[10]National Student Clearinghouse. (2016). Snapshot report: Yearly success and progress rates (two-year publics, first-time, full-time). Herndon, VA: Author.
[11]National Student Clearinghouse. (2012). *Snapshot report: Transfer outcomes (four years after transfer)*. Herndon, VA: Author.

NORTHLAND PIONEER COLLEGE

2017 STRATEGIC VISION OUTCOMES REPORT

1

STRATEGIC VISION FOR 2030

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

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

A major function of the Strategic Vision for 2030 is the collection, analysis, and publication of data pertaining to 34 short-term, mid-range, long-term, and follow-up metrics. Although this report contains several metrics that are new in 2017, most have been in place for years, making it possible to evaluate trends in student progress and outcomes.

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

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

METRICS AND COHORTS

METRICS

The 2017 Strategic Vision Outcomes Report presents data related to 34 short-term, mid-range, long-term, and follow-up metrics. These data identify areas of strength, as well as places where Northland Pioneer College (NPC) will need to focus its efforts in order to expand access, increase transfer and completion, and improve alignment with workforce needs.

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

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

Long-term metrics pertain to transfer and completion rates.

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

COHORTS

The 2017 Strategic Vision Outcomes Report tracks several cohorts of students.

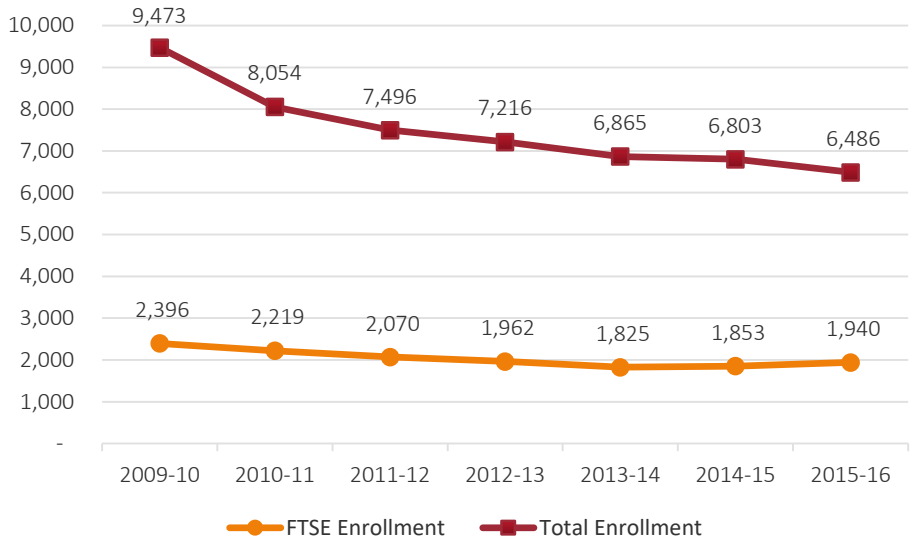
2014 and 2010 New Student Cohorts are used to examine student persistence and success after two and six years, respectively.

2014 and 2010 Credential-Seeking Sub-Cohorts, defined as cohort members who earned at least 12 credits by the end of their second year, are used for some retention, transfer, and completion measures. Credential-seeking sub-cohorts provide a more accurate gauge of student success, as they take into account learners' diverse education and training goals.

2013-14 Occupational Cohort, comprised of students who exited NPC in 2013-14 after completing a specified number of credits in an occupational pathway, is used in follow-up metrics related to wage growth and earning industry-recognized credentials.

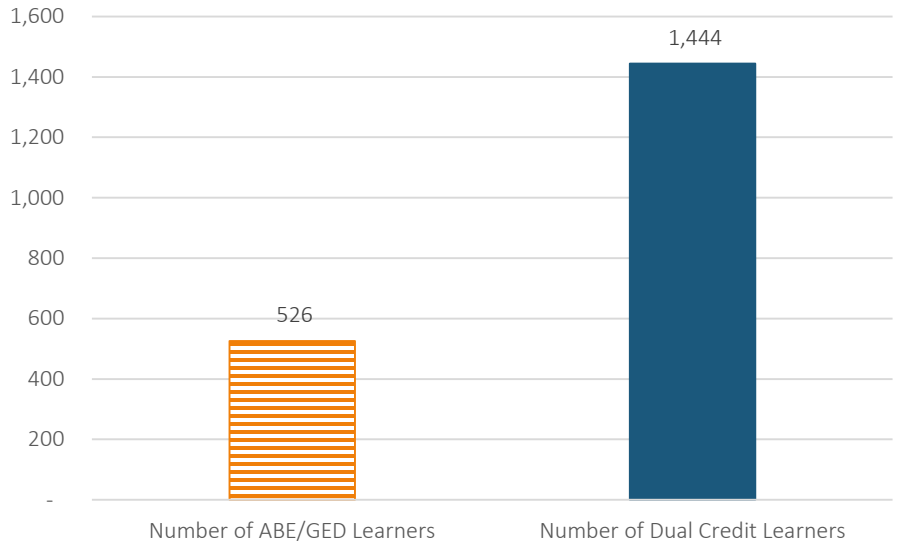
Expand Access: Short-Term Metrics

Metrics 1 and 2: FTSE and Total Enrollment



Total annual enrollment at NPC has declined from its high in 2010-11. Full-time student equivalent (FTSE) enrollment has also diminished, but has ticked up over the past two years. This enrollment decline mirrors statewide and national trends and reflects a greater number of students enrolling in universities and/or remaining in the workforce.

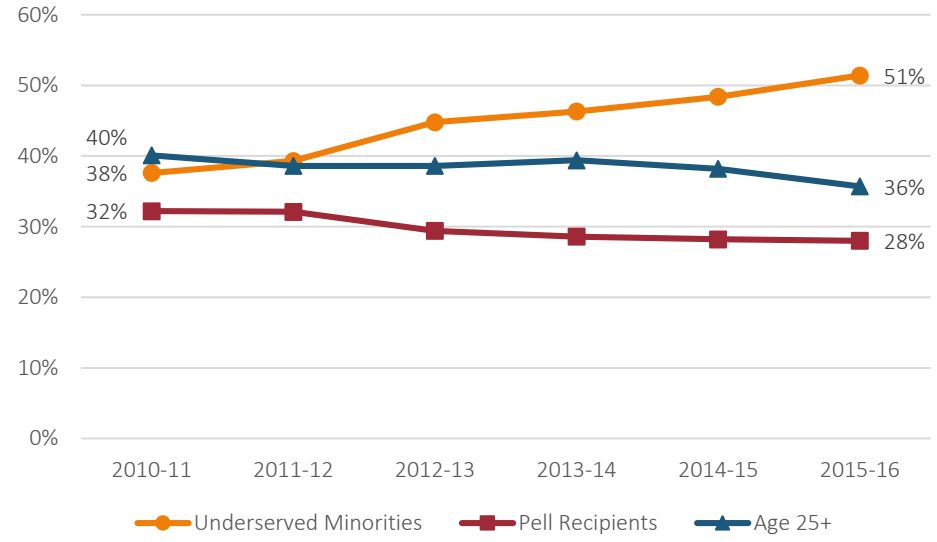
Metrics 3 and 4: Enrollment of ABE/GED and Dual Credit Learners



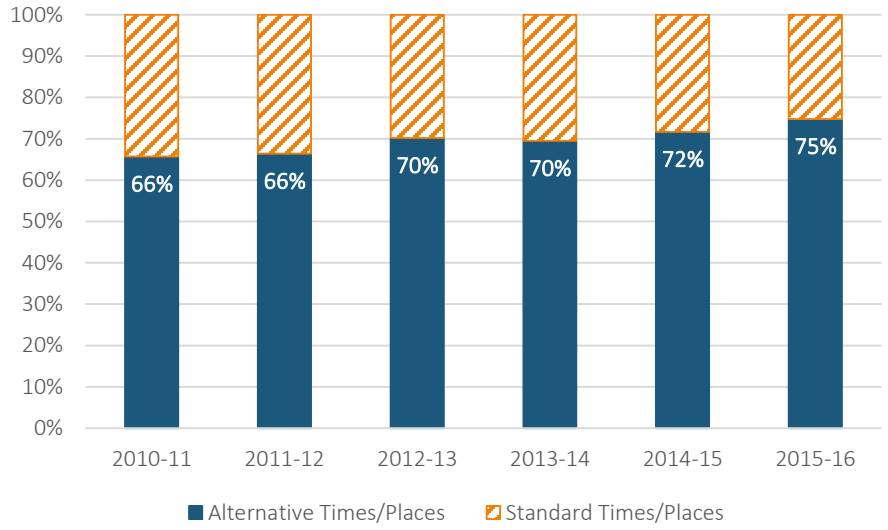
At NPC, total annual enrollment in Adult Basic Education (ABE) and/or General Educational Development (GED) courses reached 526 in 2015-16. Total annual enrollment of high school learners in dual credit courses reached 1,444 in 2015-16. These programs are essential in expanding access to Arizona's community colleges.

Expand Access:
Short-Term Metrics

Metric 5:
Enrollment of Underserved Populations



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

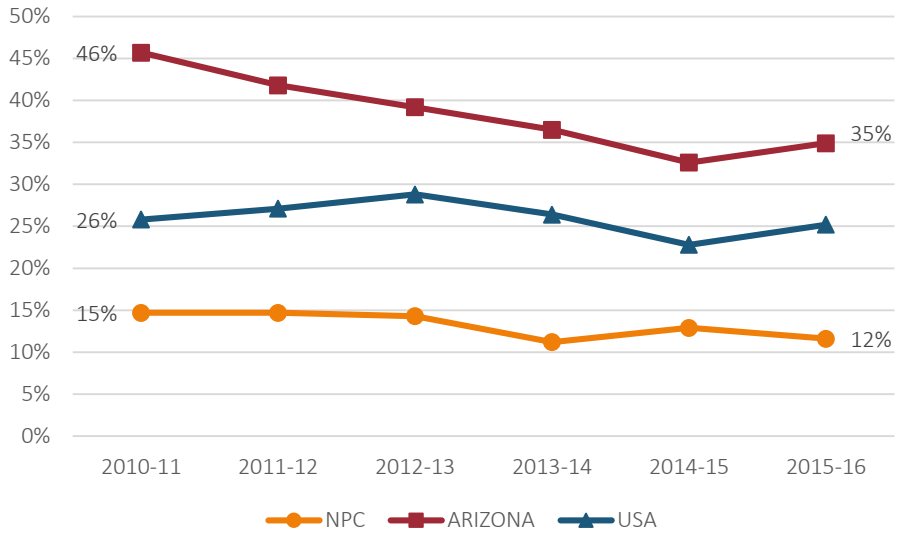


Since 2010-11, the percentage of NPC students who are members of an underserved racial/ethnic group has increased substantially but is still lower than the percentage of the Navajo and Apache County population belonging to an underserved minority group (57-80%).[1] NPC enrolls similar rates of Pell recipients and adult learners as statewide averages (30% and 36%).

At NPC, only 25% of instruction in 2015-16 occurred in traditional semester-length courses held on campus Monday through Friday, 8am to 5pm. Extending access to many diverse populations, 75% of all student credit hours were earned online, at night or on the weekends, or at skills centers, American Indian reservations, or other locales.

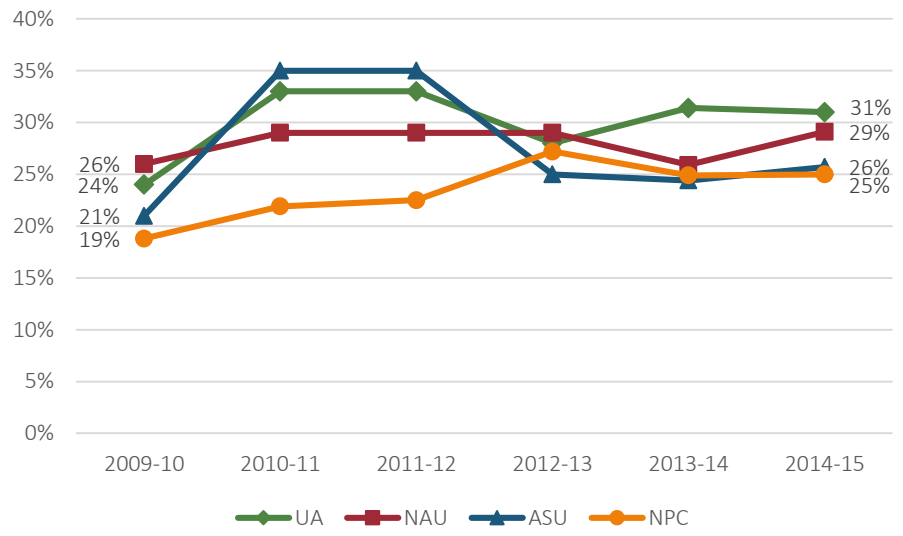
Expand Access: Short-Term Metrics

Metric 7: Community College-Going Rate



NPC enrolls 12% of recent high school graduates. This rate is lower than both statewide (35%) and national averages (25%).[2] Nevertheless, NPC will continue to work with other community colleges and the Arizona Board of regents to improve college-going across the state.

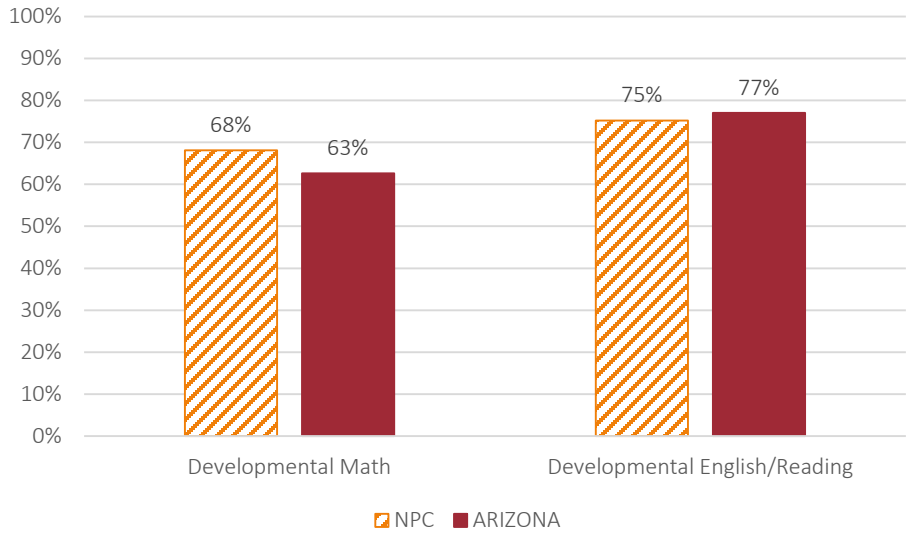
Metric 8: Cost of Attendance as a Percentage of Median Household Income



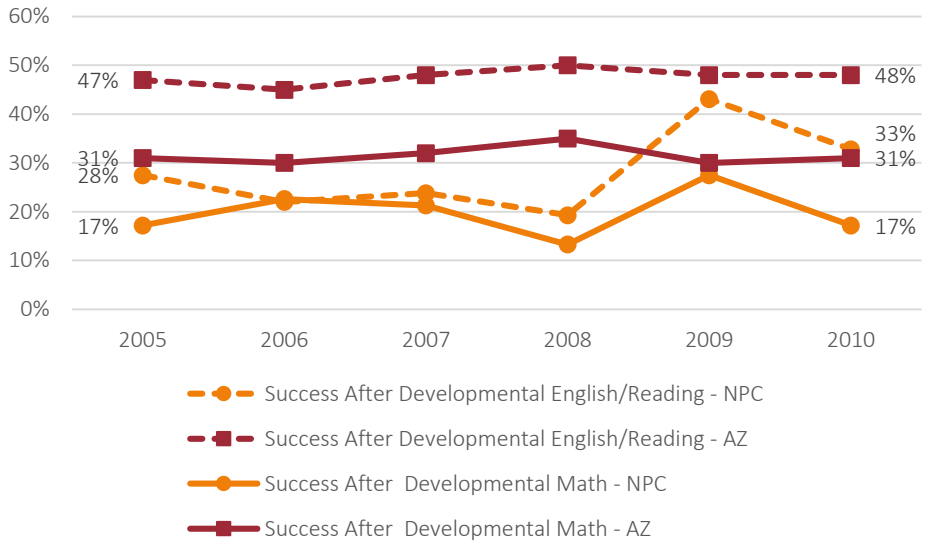
At just under $8,900 per year, the net price of attending NPC is just 25% of the median household income in Apache and Navajo Counties. This rate is lower than Arizona's public universities (26-31%),[3] making NPC an excellent and affordable option for postsecondary education and training.

Expand Access:
Mid-Range Metrics

Metrics 9 and 10:
Developmental Course Success Rates



Metrics 11 and 12:
Success After Developmental Education

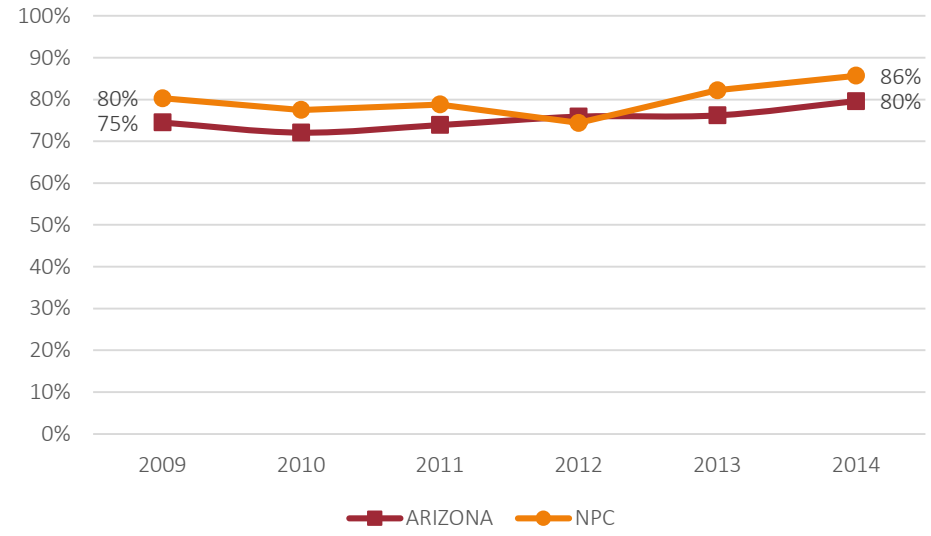


Over two years, 75% of student credit hours attempted in developmental English or reading by NPC's 2014 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). In that same time period, 68% of student credit hours attempted in developmental math by the same cohort were successfully completed (with a grade of A, B, C, or Pass).

After six years, 33% of developmental English or reading learners in NPC's 2010 New Student Cohort successfully completed a college-level course in English, and 17% of developmental math learners in the same cohort completed a college-level math course. These success after developmental education rates are somewhat lower than the statewide and national averages.[4]

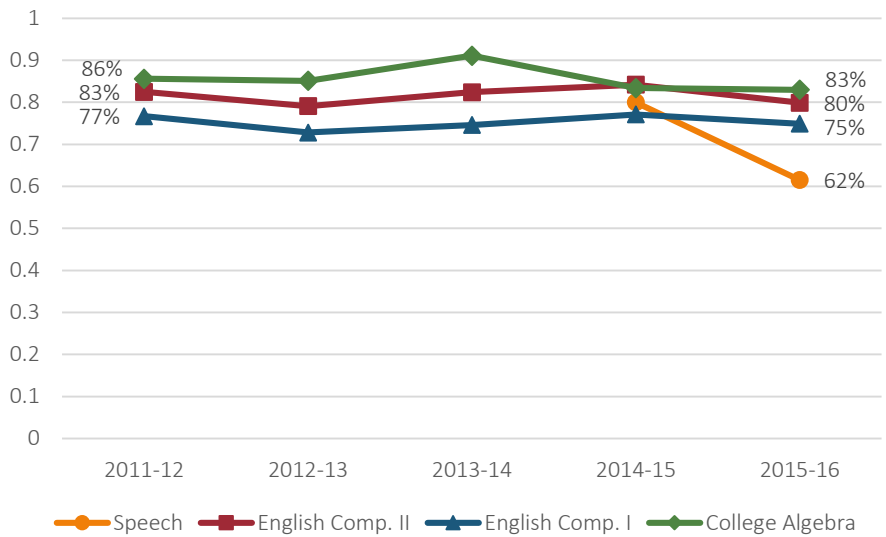
Increase Transfer and Completion: Mid-Range Metrics

Metric 13: College-Level Course Success Rate



Over two years, 86% of student credit hours attempted in college-level courses by NPC's 2014 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). This rate has increased over the past four years and now exceeds the statewide average.

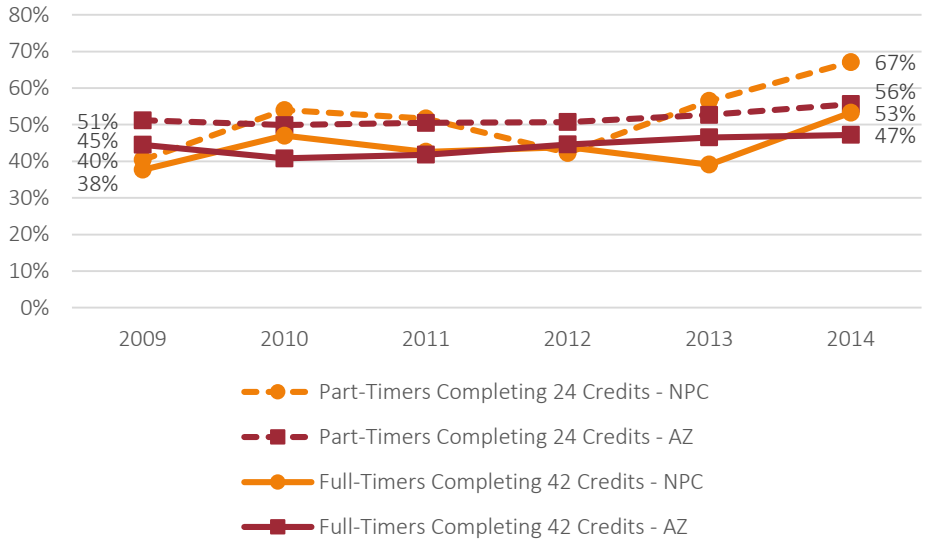
Metric 14: Percent of First College-Level Math and English Credit Hours Completed



In 2015-16, between 62% and 83% of student credit hours attempted in College Algebra, English Composition I and II, and Speech were successfully completed (with a grade of A, B, C, or Pass). The rates at which NPC students successfully complete these first college-level courses are similar to corresponding statewide and national averages.[5]

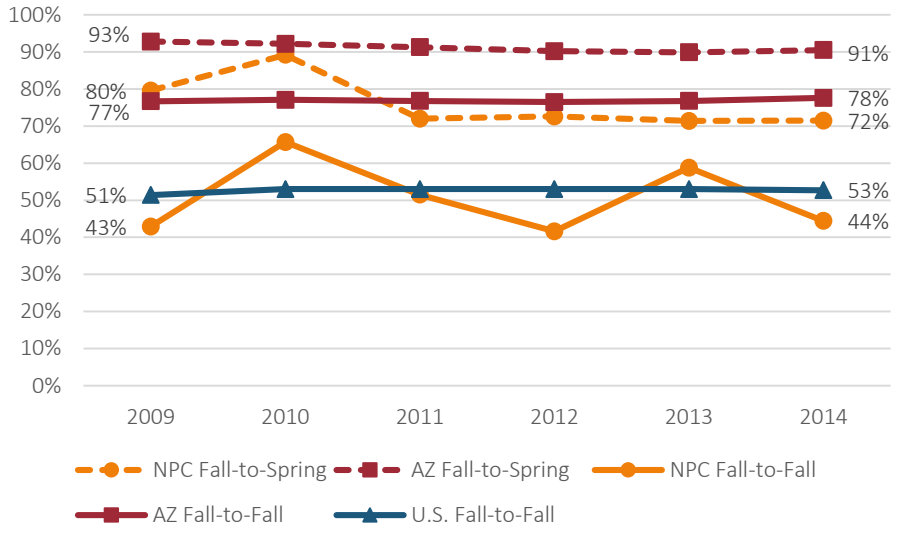
Increase Transfer and Completion: Mid-Range Metrics

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



By the end of their second year, 67% of part-time learners in NPC's 2014 Credential-Seeking Cohort had completed 24 credits, and 53% of full-time learners in the same cohort had completed 42 credits. These rates are notable, as research has linked attainment of credit thresholds to higher persistence and completion rates.[6]

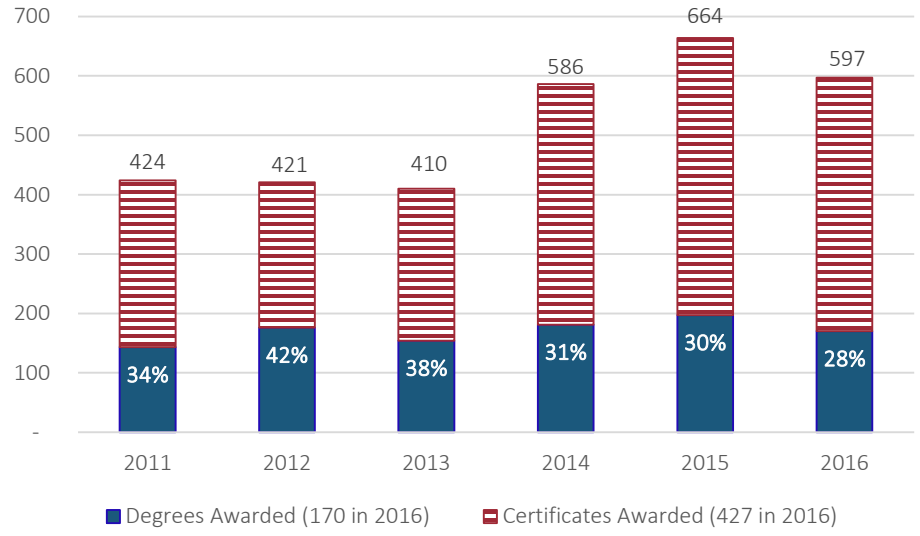
Metrics 17 and 18: Retention Rates



Seventy-two percent of NPC's 2014 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to spring 2015, and 44% of them returned the following fall. NPC's retention rates are somewhat lower than statewide and national averages (53%).[7]

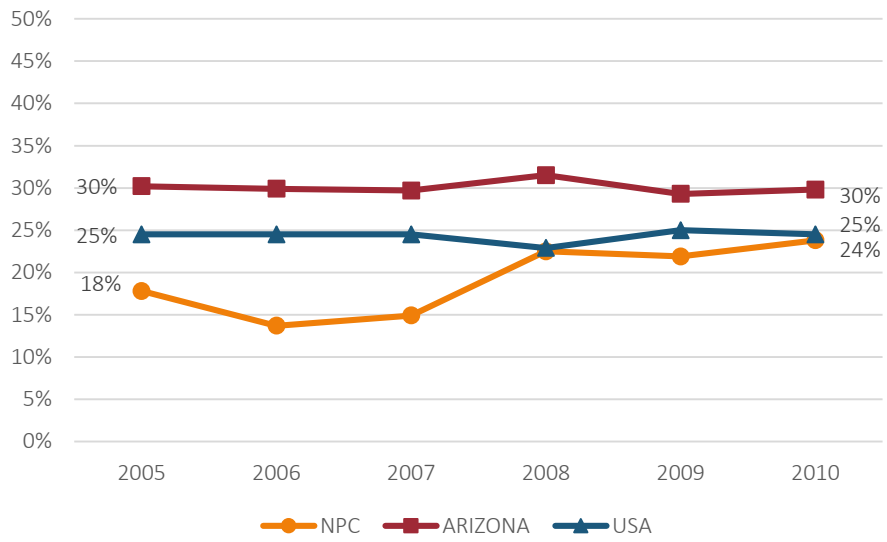
Increase Transfer and Completion: Long-Term Metrics

Metric 19: Degrees and Certificates Awarded



Between 2011 and 2016, the number of degrees and certificates awarded by NPC increased by 41% to 597, despite declining enrollments. Of the 2016 total, 28% were degrees and 72% were certificates. These data reflect a concerted effort by NPC to increase the number of learners earning postsecondary credentials.

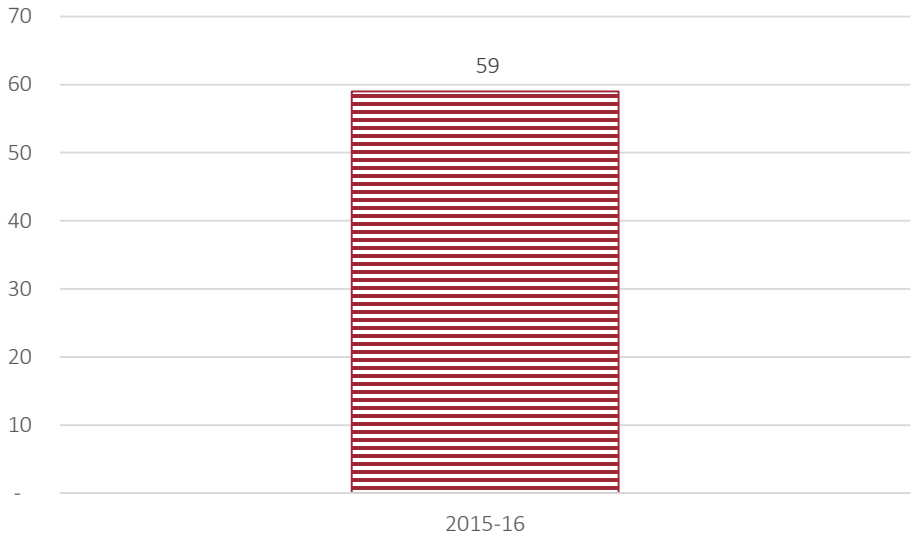
Metric 20: Graduation (Degree/Certificate Completion) Rate



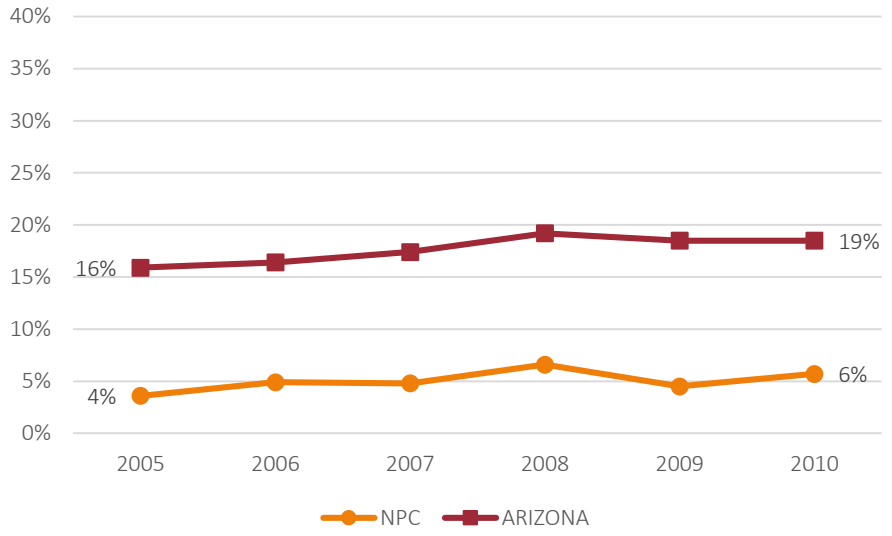
After six years, 24% of NPC's 2010 Credential-Seeking Cohort had completed a degree or certificate. NPC's graduation rate is somewhat lower than the statewide average but mirrors the most recent national comparison (25%).[2]

Increase Transfer and Completion: Long-Term Metrics

Metric 21: AGECs Awarded



Metric 22: AGEC Completion Rate

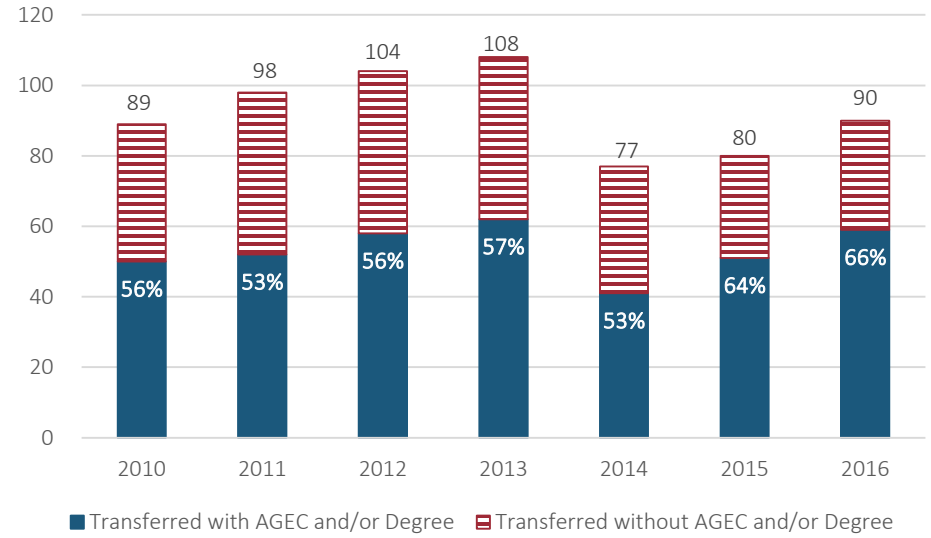


In 2015-16, NPC awarded 59 Arizona General Education Curriculum (AGEC) certificates. The AGEC is comprised of 35-37 credit hours of coursework that, upon completion, transfer to all public colleges and universities in the state and fulfill lower division, general education requirements.

Six percent of NPC's 2010 Credential-Seeking Cohort completed an AGEC within 6 years. Increasing the AGEC completion rate—a key priority for the state's community colleges—will not only ease transfer to Arizona's public universities but also help students earn bachelor's degrees in less time and with fewer excess credits.[8]

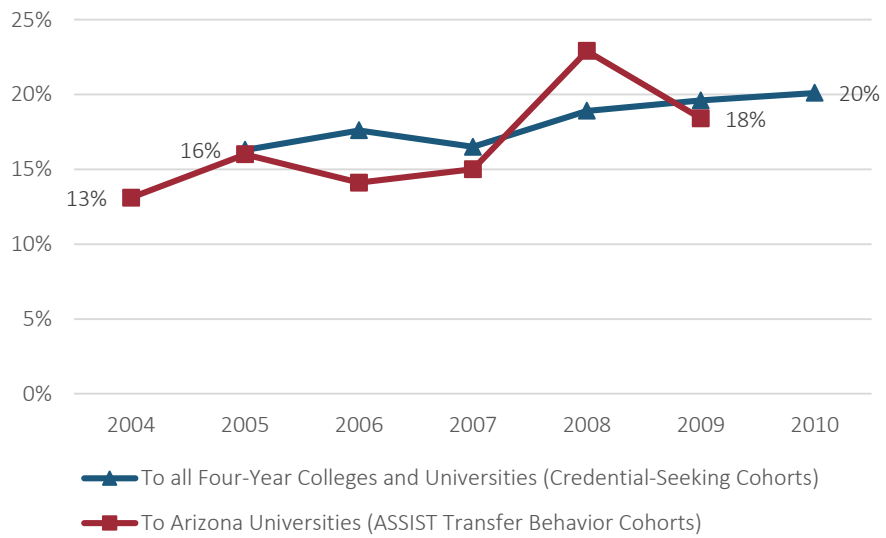
Increase Transfer and Completion: Long-Term Metrics

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



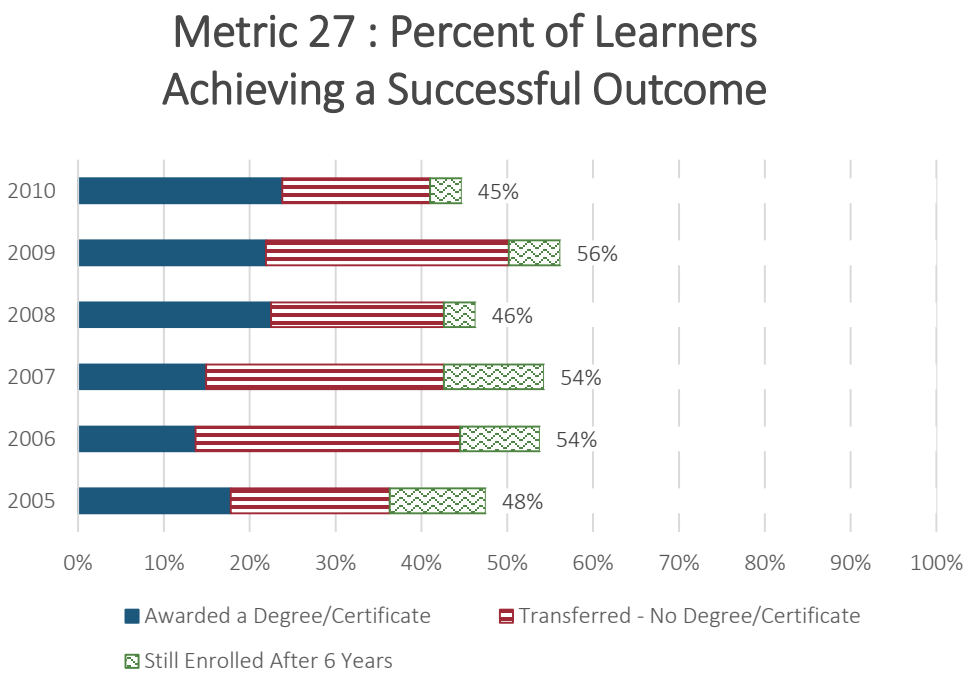
Since 2014, the number of students transferring from NPC to an in-state, public university has increased by 17% to 90, despite declining enrollments. In addition, the percentage of transfers who earned an AGEC and/or degree prior to transferring has increased, indicating that the transfer process is becoming more efficient and cost effective.

Metrics 25 and 26: Transfer Rates



At NPC, transfer rates to public universities among ASSIST Transfer Behavior Cohorts have increased to 18%, and the overall transfer rate (the percent of learners in credential-seeking cohorts who transfer to any four-year college or university within 6 years) has increased to 20%. Both rates are slightly lower than the most recent national average (25%).[9]

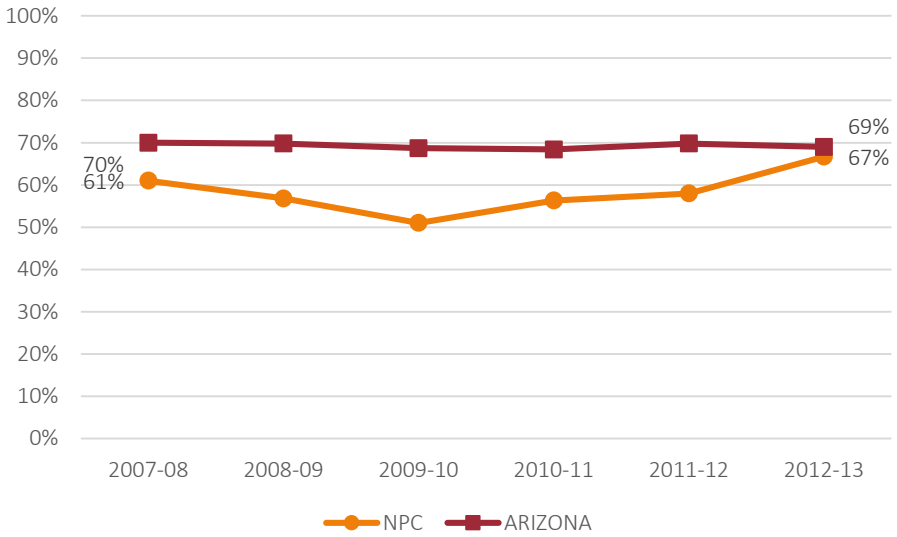
Increase Transfer and Completion: Long-Term Metrics



At NPC, 45% of learners in the 2010 Credential-Seeking Cohort achieved a successful outcome within 6 years. Because community college learners enter college with diverse education and training goals, and because they often attend part-time and/or earn credits from more than one institution, several national accountability initiatives—including the Student Achievement Measure—have broadened the definition of a successful outcome to include earning a degree or certificate, transferring to another two- or four-year college or university, or continued enrollment. Nationally, 63% of full-time students and 60% percent of part-time students achieve one of these successful outcomes within 6 years.[10]

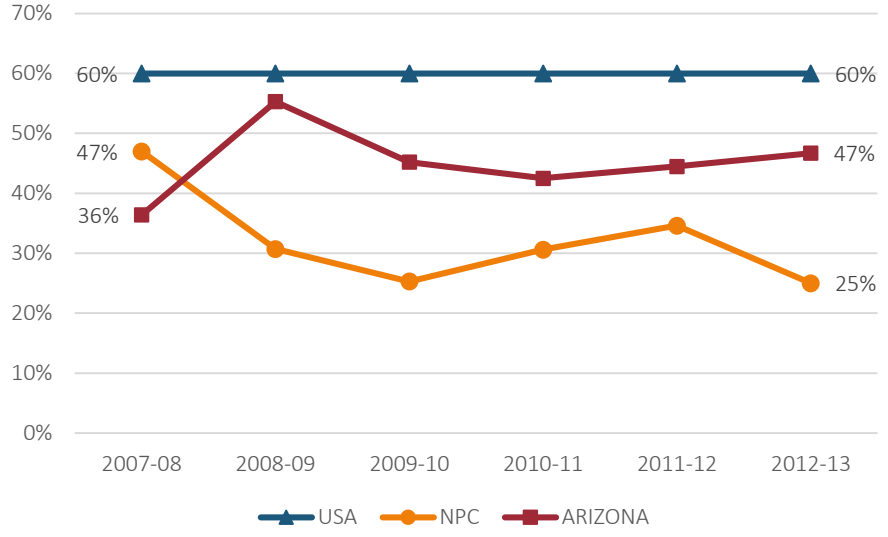
Increase Transfer and Completion: Follow-Up Metrics

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



Sixty-seven percent of 2012-13 full-time transfers from NPC to in-state, public universities earned a bachelor's degree within four years. This rate mirrors the statewide rate and indicates that most full-time transfers are graduating from the state's public universities in a timely manner.

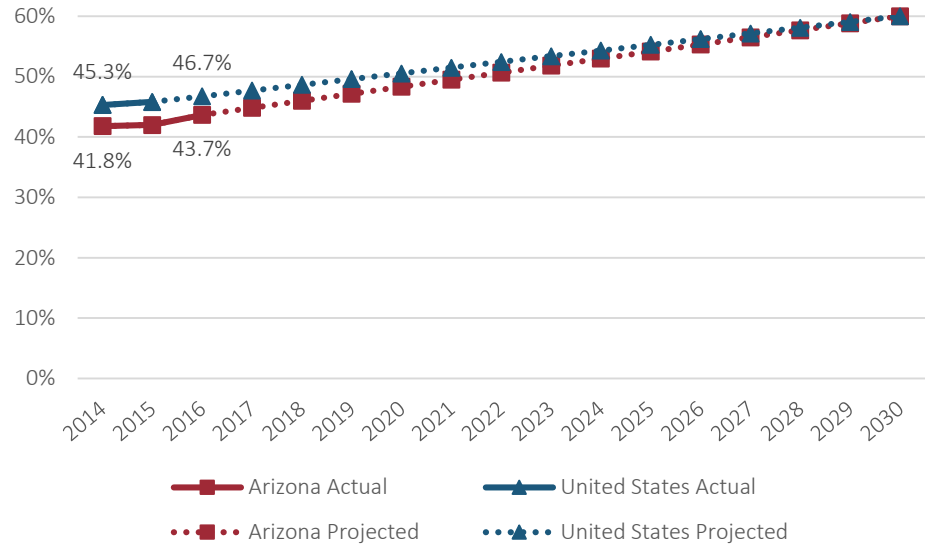
Metric 29: Percent of All Transfers Earning Bachelor's Degrees



Twenty-five percent of 2012-13 transfers from NPC to all four-year institutions—public and private, in-state and out—earned a bachelor's degree within four years. This rate is lower than than both statewide (47%) and national averages (60%), [11] and may reflect a high incidence of part-time attendance after transfer.

Increase Transfer and Completion: Follow-Up Metrics

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



In 2016, an estimated 43.7% of the Arizona working-age population (residents aged 25-64) held a workforce certificate, associate degree, or bachelor's or higher degree (up from 41.8% in 2014). Arizona's community colleges are working closely with the Arizona Board of Regents and other postsecondary institutions across the state to reach the Achieve60AZ goal that by 2030, 60% of the Arizona working-age population will hold a postsecondary credential.

Improve Alignment: Short-Term and Follow-Up Metrics

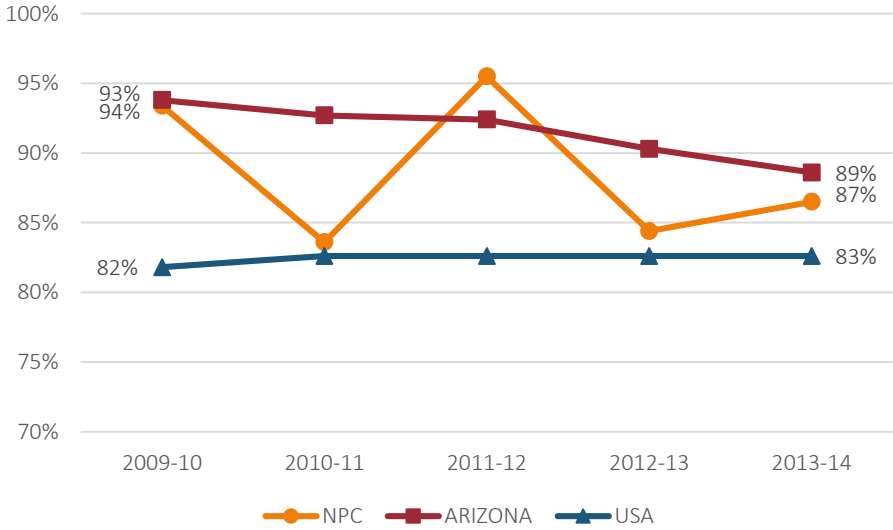
Metric 31:
FTSE Enrollment in Occupational Courses

Metric 32:
Percent of Highest-Demand Occupations for Which Community Colleges Offer Degree/Certificate Programs

Metric 33:
Wage Growth of Occupational Learners

These three metrics are in development and will be incorporated into the Strategic Vision in 2018.

Metric 34: Percent of Occupational Learners Earning Industry-Recognized Credentials



Of all learners in NPC's 2013-14 Occupational Cohort who took a technical skill or end-of-program assessment up to one year after college exit, 87% passed the assessment and/or earned an industry-recognized credential. Examples of occupational programs leading to industry-recognized credentials include nursing, EMT, construction, solar technologies, and fire science.

Strategic Vision Data:
Sources and Attributions

[1]U.S. Bureau of the Census. (2016). *American Community Survey, 2011-15 5-year estimates.* Washington, DC: Author.
[2]U.S. Department of Education, National Center for Education Statistics. (2016). *Digest of education statistics*. Washington, DC: Author.
[3]U.S. Bureau of the Census. (2016). *American Community Survey, 2011-15 5-year estimates*. Washington, DC: Author; U.S. Department of Education, National Center for Education Statistics. (2017). *College navigator*. Washington, DC: Author.
[4]Bailey, T., Jeong, D. W., & Cho, S. W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review, 29*, 155-270.
[5]National Community College Benchmark Project. (2016). *Report of national aggregate data.* Overland Park, KS: Author.
[6]Moore, C., Shulock, N., & Offenstein, J. (2009). *Steps to success: Analyzing milestone achievement to improve community college student outcomes.* Sacramento: California State University, Institute for Higher Education Leadership and Policy.
[7]NCHEMS. (2013). *Retention rates - First-time college freshmen returning their second year (two-year public institutions).* Boulder, CO: Author.
[8]Kisker, C. B., & Wagoner, R. L. (2013). *Implementing transfer associate degrees. Perspectives from the states.* New directions for community colleges, no. 160. San Francisco: Jossey-Bass.
[9]Community College Research Center, Teachers College, Columbia University. (2015). *What we know about transfer. Research overview*. New York: Author.
[10]National Student Clearinghouse. (2016). Snapshot report: Yearly success and progress rates (two-year publics, first-time, full-time). Herndon, VA: Author.
[11]National Student Clearinghouse. (2012). *Snapshot report: Transfer outcomes (four years after transfer)*. Herndon, VA: Author.

ARIZONA COMMUNITY COLLEGES: STRATEGIC VISION FOR 2030

OUR VISION

Arizona's community colleges, through a collaborative effort with education, business, and community partners, will expand access to postsecondary credentials, increase transfer and completion of associate degrees and certificates, and improve alignment between college programs and workforce needs.

INTRODUCTION TO THE STRATEGIC VISION 1

A Framework for Economic Vitality and Higher Educational Attainment 2

Benefits of an Educated Populace 3

Community Colleges as Part of a Symbiotic System 4

Core Metrics and Baseline 2017 Data 5

GOALS AND METRICS 6

EXPAND ACCESS TO POSTSECONDARY CREDENTIALS 7

Background 8

Goals and Strategies for Excellence 9

Short-Term Metrics 11

Mid-Term Metrics 12

INCREASE TRANSFER AND COMPLETION 13

Background 14

Goals and Strategies for Excellence 16

Mid-Range Metrics 18

Long-Term Metrics 19

Follow-Up Metrics 20

IMPROVE ALIGNMENT WITH WORKFORCE NEEDS 21

Background 22

Goals and Strategies for Excellence 23

Short-Term & Follow-Up Metrics 25

SOURCES AND ATTRIBUTIONS 26

INTRODUCTION

A Framework for Economic Vitality and Higher Educational Attainment

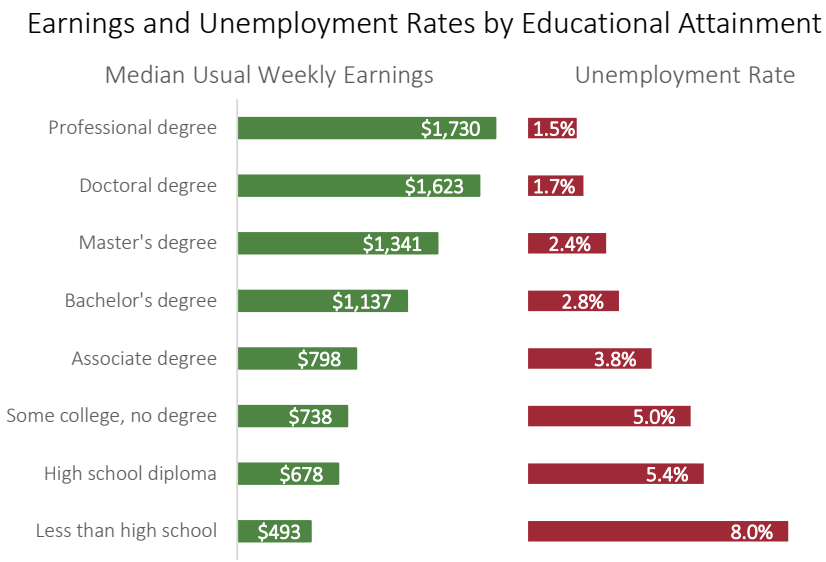
The Arizona community colleges present this Strategic Vision for 2030 as a framework for improving the economic strength of our state and quality of life for Arizonans. The Strategic Vision builds upon the colleges' previous long-term plan, published in 2011, and outlines how Arizona's ten community college districts will continue to improve student outcomes, as well as how the districts contribute to Arizona's broader economic and educational goals.

The Strategic Vision for 2030 is organized around three critical goals: expanding access to postsecondary education; increasing transfer and completion of associate degrees and certificates; and improving alignment between college programs and workforce needs. Within each goal, this plan identifies strategies for achieving excellence, as well as key metrics for assessing progress.

In recognition of the fact that by 2020, 68% of all jobs in Arizona will require higher education,[1] the Strategic Vision for 2030 also creates a framework for how the community colleges will work with the Arizona Board of Regents and other entities in the state to reach the Achieve60AZ goal that by 2030, 60% of the Arizona working-age population will hold a postsecondary credential. In 2016, an estimated 43.7% of residents age 25-64 held a workforce certificate, associate degree, or bachelor's or higher degree. Arizona's community colleges—as well as the state's public universities and other institutions of higher education—are working together to meet the 60% target, in recognition that common goals and shared strategies are essential to the betterment of Arizona's economy, workforce, and overall quality of life.

Benefits of an Educated Populace

The benefits of an educated populace are clear, and accrue both to the individuals attaining college credentials and to society at large. **As the figure on this page illustrates, earnings increase and unemployment decreases as educational attainment rises.[2]**



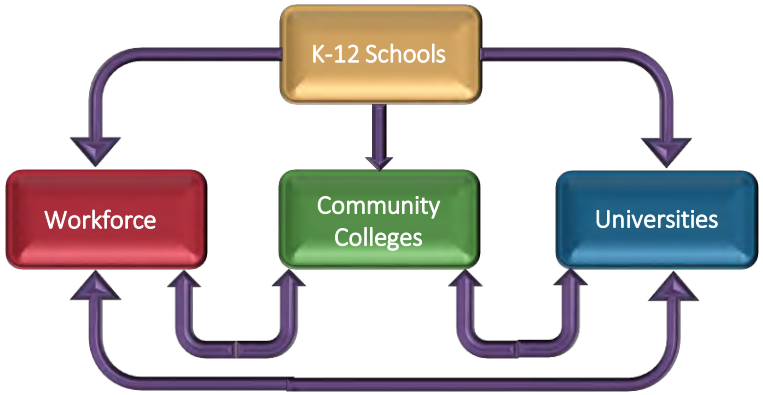
For individuals, attending college and earning credentials increases their chances of moving up the socioeconomic ladder and translates directly into higher wages. On a societal level, a more educated populace leads to lower poverty, unemployment, and crime rates; reduced dependence on welfare and other social safety-net programs; a greater ability to meet workforce demands for skilled workers; and increased tax revenues.[3]

Indeed, projections by ASU's Seidman Research Institute show that meeting the Achieve60AZ goal for 2030 would result in at least $500 million additional tax dollars into the state general fund each year, without raising taxes.[4] These individual and societal benefits are essential to the future of Arizona.

Community Colleges as Part of a Symbiotic System

Our vision for the future includes substantial increases in the number and percent of Arizonans entering college, transferring to four-year colleges or universities, earning degrees and certificates, and succeeding in the workforce. Our ability to achieve this vision is largely dependent upon community college actions, but will also be heavily influenced by external support for community colleges; how well we work with K-12 schools and universities to provide seamless and well-articulated educational and career pathways; and how aligned our programs are with workforce needs. **Community colleges in Arizona are part of a symbiotic system in which shifts in one area—reductions in state support, changes to university articulation agreements, industry growth or decline—can have drastic effects on the community colleges' ability to achieve their goals.**

The metrics used to assess progress toward our goals reflects this symbiosis. In our annual statewide and district-level reports, we differentiate between short-term, mid-range, and long-term metrics for which the community colleges and their students are primarily responsible for learner outcomes, and follow-up measures—such as success after transfer, or wage growth of occupational learners—where university actions or economic forces greatly affect outcomes.



Core Metrics and Baseline 2017 Data

302,594: Students enrolled in Arizona community colleges

35%: Percent of recent high school graduates enrolling in a community college

15%: Cost of attendance as a percentage of Arizona median household income

78%: Fall-to-fall retention rate

43,877: Degrees and certificates awarded

30%: Graduation (degree/certificate completion) rate

10,821: Transfers to in-state, public universities

30%: Transfer rate

60%: Percent of learners achieving a successful outcome

69%: Percent of full-time transfers to Arizona public universities earning a bachelor's degree

89%: Percent of occupational learners earning an industry-recognized credential

44%: Estimated percent of the Arizona working-age population with a postsecondary credential

GOALS AND METRICS

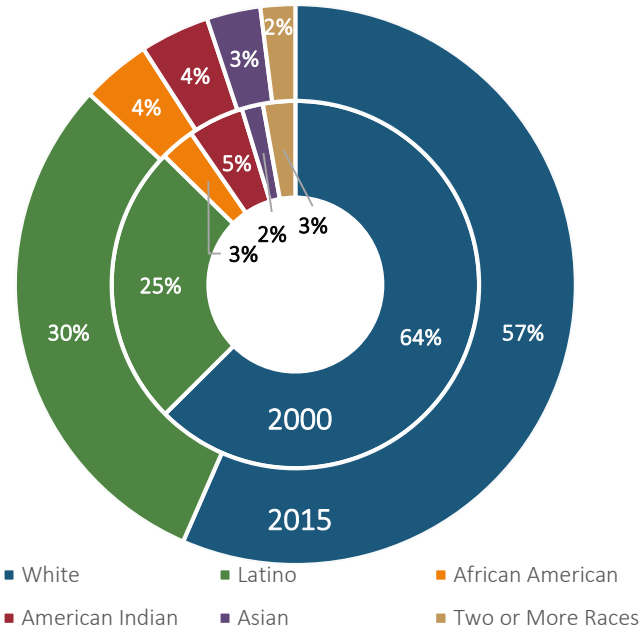
EXPAND ACCESS

Background: A Diverse, Growing and Underprepared Population

Arizona's population increased nearly 20% between 2000 and 2015, with much of that growth coming from racial and ethnic groups that have historically been less likely to enter college or complete credentials. Furthermore, 27% of Arizona's population speaks a language other than English at home (3 out of 4 of these speak Spanish).[5]

These demographic data underscore both the challenges that community colleges face in recruiting and serving a diverse and growing population, as well as the opportunities that exist to build programs, partnerships, and support structures around the unique needs and abilities of these students.

Arizona Population by Race, 2000 and 2015



A parallel challenge relates to the extent of developmental education required by incoming students. In 2015 only 78% of Arizona high school students graduated within four years, and graduation rates were substantially lower among African Americans (74%), Latinos (72%), American Indians (66%), the economically disadvantaged (73%), and those with limited English proficiency (25%).[6] Even among high school graduates, many are not prepared for college-level work. Statewide, 40% of all incoming community college students enroll in at least one developmental math course, and 30% take at least one pre-college course in English or reading. Programs and partnerships that support learners in attaining college readiness is key to expanding access to college credentials among the educationally and economically disadvantaged.

Goal One: Expand Access to Postsecondary Credentials

To reach this goal, Arizona's community colleges will need to:

Close access gaps among underserved populations

Strengthen education pathways among schools, community colleges, universities, and other organizations

Optimize programs and partnerships leading to college readiness and success

Deliver high-quality education, training, and student support at times and places that are convenient for learners

Expand Access:
Strategies for Excellence

More specific strategies for expanding access to credentials include:

Providing outreach and increasing enrollment among populations emerging from current demographic trends, as well as those historically underserved in higher education. These include immigrants and their children, males, Latinos, African Americans, American Indians, English language learners, the economically disadvantaged, displaced workers, and adults seeking job training.

Strengthening and developing new partnerships with K-12 schools, universities, and social service agencies to communicate the need for postsecondary credentials; provide collaborative pathways to college; and align curricula to college-ready standards.

Implementing innovative approaches to developmental education including alternative and skills-based delivery models, short-term or concurrent courses where students can complete developmental sequences in math and English while earning college credits in other subjects; and guided pathways that utilize highly structured academic plans and support services.

Delivering courses and services at times and places that are convenient for learners who work, live far from campus, or have family or other obligations. This includes offering courses and student support at night, on the weekends, online, and at off-campus locations such as outreach or skills centers.

Expand Access:
Short-Term Metrics

- Total annual enrollment in community colleges
  - Full-time student equivalent (FTSE) enrollment in community colleges
    - Enrollment of Adult Basic Education / General Educational Development learners
  - Enrollment of high school students for dual credit
  - Enrollment of underserved populations (historically underserved racial/ethnic groups, adult learners, Pell-grant recipients)
- Percent of student credit hours earned via alternative delivery methods and/or at alternative times and places
- Percent of Arizona high school graduates who enroll in a community college within one year (community college-going rate)
- Cost of attendance as a percentage of Arizona median household income

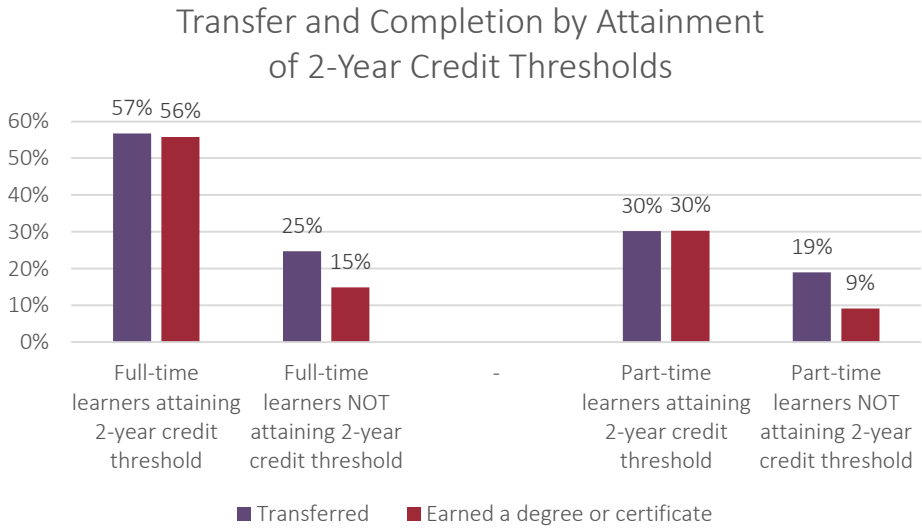
Expand Access:
Mid-Range Metrics

- Developmental English/reading course success rate
- Developmental math course success rate
- Percent of developmental math learners who successfully complete a college-level course in math within 6 years
- Percent of developmental English/reading learners who successfully complete a college-level course in English within 6 years

INCREASE TRANSFER
AND COMPLETION

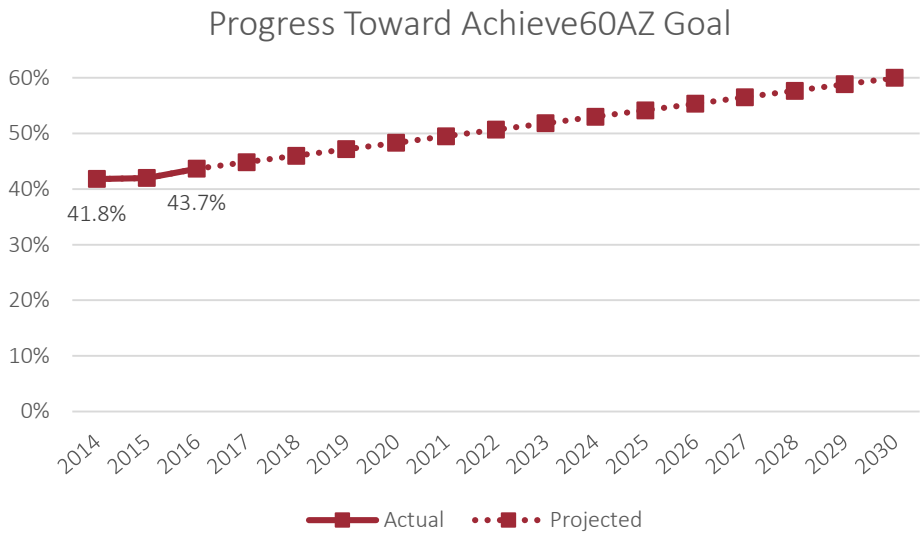
Background: Providing Support to Improve Persistence

Student retention is often a challenge in community colleges, as learners attend for multiple reasons, not all of them academic; swirl among multiple institutions; stop-out frequently; and because many must work full- or part-time, care for children, and/or contribute to the support of their families. **Despite these challenges, 78% of credential-seeking students at Arizona's community colleges (excluding those who successfully transfer or earn a degree or certificate) persist from the first to year to the next, indicating that the colleges successfully retain the vast majority of students who intend to transfer or complete a credential.** Nonetheless, providing support to improve student persistence—especially among African Americans, Latinos, American Indians, part-time learners, and low-income students—is a clear priority for Arizona's community colleges.



Researchers have identified numerous approaches to improving student persistence (and, ultimately, completion), including highly structured academic pathways, intrusive advising, learning communities, raising the quality and availability of support services, and greater engagement with faculty, staff, and other students. Scholars have also shown that learners who attain 2-year credit thresholds are more likely to persist and complete a credential.[7] Data from Arizona's 10 community college districts underscore this finding. **As the figure above illustrates, learners who attain 2-year credit thresholds (42 credits for full-time students and 24 credits for part-timers) are much more likely than those who do not to transfer or earn a degree or certificate within 6 years. Arizona's community colleges must continue to provide support to help students reach these 2-year credit thresholds.**

Background: Transfer and Credential Completion



"Strong economies are characterized by an abundance of well-paying jobs; and overwhelmingly, well-paying jobs are held by individuals who have knowledge and skills obtained through education beyond high school."[8]

This statement underscores both the Arizona community colleges' and the nation's focus on increasing transfer and credential completion. State and national 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 community colleges and other institutions of higher education can do better in terms of transfer and degree/certificate attainment. Nationally, one-quarter of community college students complete a degree or certificate within 6 years[9] and 25% transfer to a four-year college or university.[10] At Arizona's community colleges, 30% of credential-seeking students complete a credential within 6 years, and 30% transfer. While these are not one-to-one comparisons (the national numbers are not limited to credential-seekers), they indicate that Arizona's transfer and completion rates are at least on par with national averages.

Nonetheless, as the figure above illustrates, if Arizona is to reach the Achieve60AZ goal that 60% of the working-age population will hold a postsecondary credential by 2030, the state's community colleges and universities must substantially increase transfer and degree/certificate completion in the coming years.

Goal Two: Increase Transfer and Completion

To reach this goal, Arizona's community colleges will need to:

Utilize highly structured academic plans to help students attain 2-year credit thresholds and complete degree or certificate programs

Deliver a broad array of educational and student support services

Strengthen career and transfer pathways that link developmental, academic, and occupational programs

Optimize guaranteed admission and joint bachelor's degree programs with in-state universities

Increase Completion: Strategies for Excellence

More specific strategies for increasing transfer and completion include:

Developing and utilizing highly structured academic plans in which curricular programs and student support services are heavily coordinated to help learners attain 2-year credit thresholds and complete degree and certificate programs with maximum efficiency. Involving faculty and tailoring structured academic plans to allow for part-time and swirling attendance patterns will be key.

Providing and promoting a broad array of easily accessible support services, including tutoring, mentoring and counseling; mandatory orientation; intrusive advising; learning communities; childcare and transportation assistance; and early identification and just-in-time support for at-risk learners.

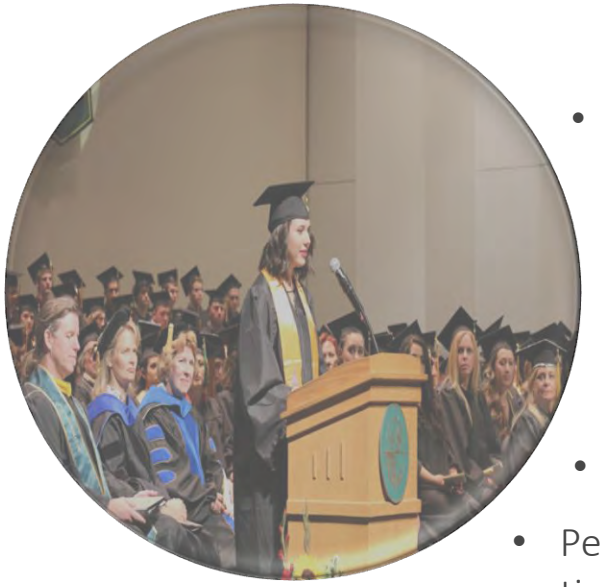
Strengthening career and transfer pathways that both improve learners' technical skills and incorporate elements of developmental, general education, and academic major coursework so that learners can prepare for career advancement while still accruing credits toward an associate degree and/or transfer to a university.

Developing new and optimizing existing guaranteed admission, co-located, and joint bachelor's degree programs to provide students in multiple academic and occupational degree programs—as well as rural and place-bound learners—with a clear path to the baccalaureate.

Increase Completion:
Mid-Range Metrics

- College-level course success rate
- Percent of first college-level math and English credit hours successfully completed
- Percent of full-time learners completing 42 credits within 2 years
- Percent of part-time learners completing 24 credits within 2 years
- Fall-to-next-term persistence rate
- Fall-to-fall persistence rate

Increase Completion: Long-Term Metrics



- Number of degrees and certificates awarded
- Graduation (degree/certificate completion) rate
- Number of Arizona General Education Curriculum (AGEC) certificates awarded
- AGEC completion rate
- Number of in-state university transfers
- Percent of in-state transfers with an AGEC and/or degree at time of transfer
- In-state university transfer rate
- Overall transfer rate
- Percent of learners achieving a successful outcome within 6 years (earning a degree, transferring to another institution, or remaining enrolled)

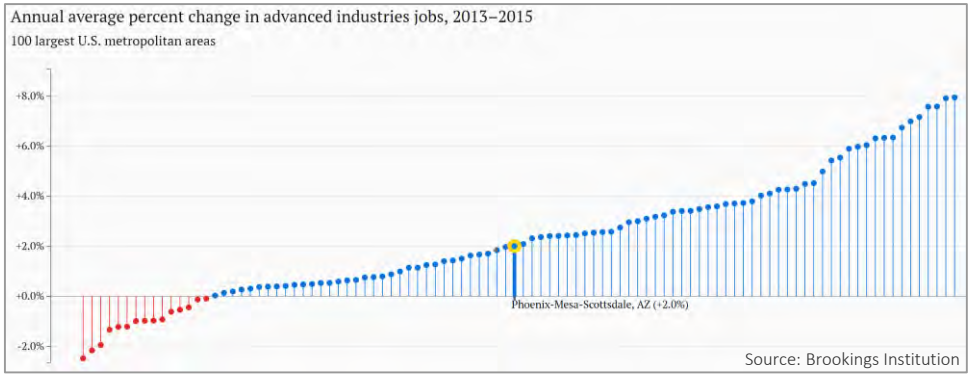
Increase Completion: Follow-Up Metrics

- Percent of full-time transfers to Arizona public universities who earn a bachelor's degree within 4 years
- Percent of all university transfers who earn a bachelor's degree within 4 years
- Estimated percent of the Arizona working-age population with a workforce certificate, associate degree, or bachelor's or higher degree
- Progress toward the Achieve60AZ goal (60% of working-age Arizonans with a postsecondary credential by 2030)

IMPROVE ALIGNMENT

Background: Meeting the Needs of an Evolving Workforce

For Arizona to remain competitive in the global economy, it must build and maintain a robust regional workforce and attract what the Brookings Institution calls *advanced industries*—those associated with technology, research, development, and innovation, and which are characterized by high-skilled jobs and high wages.[11]



Arizona's community colleges are central to this task, as associate degrees and workforce certificates are crucial to staffing advanced industries.[12] In particular, jobs for which some higher education less than a bachelor's degree is required are booming in industry sectors such as manufacturing, health and wellness, environmental technology and sustainability, advanced business and customer services, communications and information systems, public services, and education—all areas where Arizona's community colleges offer degree and certificate programs.

However, demand for workers in these and other industries differs substantially across the state, and these variations are reflected in community college course catalogs and institutional emphases. To substantially improve higher education attainment across the state, and to produce highly-skilled workers for jobs in both urban and rural areas, Arizona's community colleges will need to work closely with business and industry leaders, as well as workforce advisory groups, to align degree and certificate programs with workforce needs. The colleges will also need to work collaboratively with one another and the state's universities to create career and technical pathways through which learners can move seamlessly through college and into careers.

Goal Three: Improve Alignment with Workforce Needs

To reach this goal, Arizona's community colleges will need to:

Strengthen engagement with business and industry leaders

Optimize degree and certificate programs for employment in advanced industries

Expand occupational pathways and direct training programs linking community colleges to universities and careers

Build capacity based on future workforce trends and emerging industry sectors

Improve Alignment:
Strategies for Excellence

More specific strategies for expanding access to credentials include:

Strengthening engagement with business and industry representatives, workforce advisory boards, economic modeling specialists, and community leaders to better understand local and statewide workforce needs.

Optimizing degree and certificate programs for employment in advanced industries important to Arizona's economic future, including manufacturing, health and wellness, environmental technology and sustainability, advanced business and customer services, communications and information systems, public services, and education.

Expanding occupational pathways and direct training programs that link associate degree and certificate programs with bachelor's and applied bachelor's programs at universities and/or prepare learners for employment or advancement within a specific business or industry.

Building institutional capacity based on future workforce trends and emerging industry sectors. This will entail working with economic modeling specialists to project future job openings, conducting gap analyses to identify how many more workers with some postsecondary education less than a bachelor's degree will be required in various industry sectors, and targeting human and financial resources to the areas with the biggest gaps between production and demand for trained workers.

Improve Alignment: Short-Term & Follow-Up Metrics

- Full-time student equivalent (FTSE) enrollment in occupational courses
  - Percent of highest-demand occupations requiring more than a high school diploma (but less than a bachelor's degree) for which the Arizona community colleges offer certificate or degree programs
  - Percent of occupational learners passing a licensing exam or earning an industry-recognized credential within 1 year
- Wage growth of occupational learners

Strategic Vision Data:
Sources and Attributions

All data not explicitly cited in this plan were provided by the Arizona community colleges.

[1]Carnevale, A. P., Smith, N., & Strohl, F. (2013). *Recovery: Job growth and educational requirements through 2020. State report.* Washington, DC: Georgetown University, Center on Education and the Workforce.

[2]U.S. Bureau of the Census. (2015). *Current Population Survey.* Washington, DC: Author.

[3]The College Board. (2016). *Education pays 2016: The benefits of higher education for individuals and society.* New York: Author.

[4]Arizona State University, W. P. Carey School of Business, L. William Seidman Research Institute. (2015). *The economic benefits of enhanced educational attainment of Arizona's workforce.* Phoenix, AZ: Author.

[5]U.S. Bureau of the Census. (2016). *American Community Survey, 2011-15 5-year estimates.* Washington, DC: Author.

[6]Arizona Department of Education. (2017). *Cohort 2015 four year grad rate data.* Phoenix: Author.

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

[8]NCHEMS. (2007). *The emerging policy triangle: Economic development, workforce development, and education.* Boulder, CO: Author.

[9]U.S. Department of Education, National Center for Education Statistics. (2016). *Digest of education statistics.* Washington, DC: Author.

[10]Community College Research Center, Teacher's College, Columbia University. (2015). *What we know about transfer. Research overview.* New York: Author.

[11]Brookings Institution. (2015, Feb. 3). America's advanced industries: What they are, where they are, and why they matter. Washington, DC: Author.

[12]Irish, L. (2016, Feb. 23). How will AZ community colleges meet 2025 workforce demand? *AZEdNews.* http://azednews.com/how-will-az-community-colleges-meet-2025-workforce-demand/.

MEMBERS, ARIZONA COMMUNITY COLLEGE COORDINATING COMMISSION

Dr. Maria Harper-Marinick, Chair
Maricopa Community College District

Dr. Daniel Corr
Yuma/La Paz Community College District

Dr. Michael Kearns
Mohave Community College District

Dr. J. D. Rottweiler
Cochise Community College District

Dr. Jeanne Swarthout
Navajo Community College District

Kristen Bollini, Consultant
Pivotal Policy Consulting

Mark Bryce, J.D.
Graham Community College District

Dr. Jacquelyn Elliott
Pinal Community College District

Lee Lambert, J.D.
Pima Community College District

Dr. Colleen Smith
Coconino Community College District

Dr. Penelope Wills
Yavapai Community College District

Arizona Community Colleges: Strategic Vision for 2030 was created with the assistance of Dr. Carrie B. Kisker and the University of California, Riverside.

2016-17 NPC COMPONENT UNIT FINANCIAL AUDIT NPC FRIENDS AND FAMILY

Summary:
NPC Friends and Family (NPCFF) is a separate legal entity but is considered a component unit of Northland Pioneer College (NPC) as defined by Governmental Accounting Standards Board (GASB) Statement of Standards No. 14. It is included in the audited financial statements for NPC by discrete presentation.

Brian Richards, CPA, finalized the fiscal year 2016-17 financial audit for NATC on August 21, 2017. The auditor issued an opinion that the financial statements were presented fairly, in all material respects and in conformity with accounting principles generally accepted.

A copy of the final FY 2016-17 Financial Statements are included.

NORTHLAND PIONEER COLLEGE FRIENDS AND FAMILY, INC.

FINANCIAL STATEMENTS
JUNE 30, 2017

NORTHLAND PIONEER COLLEGE FRIENDS AND FAMILY, INC.

TABLE OF CONTENTS

	Page(s)
Independent Auditors' Report	1
Statement of Financial Position	2
Statement of Activities	3
Statement of Cash Flows	4
Notes to the Financial Statements	5-10

405 W F-Bar Ln, Snowflake, AZ 85937
brianrichardscpa@outlook.com

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Northland Pioneer College Friends and Family, Inc.

We have audited the accompanying financial statements of Northland Pioneer College Friends and Family, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Northland Pioneer College Friends and Family, Inc. as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Brian Richards, CPA

Brian Richards, CPA
Snowflake, AZ

August 21, 2017

Northland Pioneer College Friends and Family, Inc.

Statement of Financial Position

Fiscal Year Ended June 30, 2017

ASSETS

	2017
Assets	
Cash	
Checking and savings	$ 140,364
Checking and savings-restricted	24,072
Total cash	164,436
Investments	
Marketable securities	230,361
Marketable securities-restricted	158,370
Real Estate	8,000
Total investments	396,732
Total Assets	$ 561,168

LIABILITIES AND NET ASSETS

Liabilities	
Accounts payable	$ -
Total Liabilities	-
Net Assets	
Unrestricted	
Unrestricted, undesignated	148,363
Board designated, scholarships	24,072
Temporarily restricted	281,571
Permanently restricted	107,161
Total net assets	561,168
Total Liabilities and Net Assets	$ 561,168

Northland Pioneer College Friends and Family, Inc.

Statement of Activities

Fiscal Year Ended June 30, 2017

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, Gains, and Other Support				
Contributions	$ 65,048	$ 3,663	$ 40,494	$ 109,205
Interest & dividend income	55	1,819	1,137	3,011
Realized gain on investments	-	29,034	16,867	45,901
Other income	6,444	-	3,474	9,918
Net assets (released) increased to/from restrictions	46,180	(43,136)	(3,044)	-
Total Revenues, Gains, and Other Support	117,727	(8,620)	58,928	168,035
Expenses and Losses				
Program services	57,114	-	-	57,114
Support services	16,673	-	-	16,673
Unrealized loss on investments	-	4,295	1,478	5,772
Investment fees	-	2,772	1,723	4,495
Total Expenses and Losses	73,787	7,067	3,201	84,055
Increase (Decrease) in Net Assets	43,940	(15,686)	55,727	83,981
Net Assets, Beginning of Year	128,496	256,472	92,220	477,188
Net Assets, End of Year	$ 172,436	$ 240,785	$ 147,947	$ 561,168

Northland Pioneer College Friends and Family, Inc.
Statement of Cash Flows
Fiscal Year Ended June 30, 2017

	2017
Cash Flows From Operating Activities	
Increase in net assets	$ 83,981
Adjustments to reconcile increase in net assets to net cash provided by (used in) operating activities:	
Increase (Decrease):	
Accounts Payable	(3,801)
(Increase) Decrease:	
Prepaid expense	1,301
Net Cash Provided by (Used in) Operating Activities	81,481
Cash Flows From Investing Activities	
Purchases of marketable securities	(40,042)
Net Cash Used in Investing Activities	(40,042)
Net Increase (Decrease) in Cash	41,439
Cash, Beginning of Year	122,997
Cash, End of Year	$ 164,436

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant accounting policies of Northland Pioneer College (NPC) Friends and Family, Inc. (the Organization) are described below to enhance the usefulness of the financial statements to the reader.

Nature of the Organization
The Organization is a not-for-profit corporation operating in accordance with Section 501(c)(3) of the Internal Revenue Code. The Organization 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 Organization receives cash contributions, gifts, and administers and invests securities and property; conducts special-event fundraisers; and disburses payments to the College for educational purposes.

Basis of Accounting
The financial statements have been prepared following the U.S. GAAP Financial Reporting Framework, using the accrual basis of accounting, in conformity with accounting principles generally accepted in the United States of America.

Financial Statement Presentation
The Organization 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 accordance with the existence or absence of donor restrictions.

Income Taxes
The Organization is a public non-profit organization 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 Organization qualifies for the charitable deduction under Internal Revenue Section 170(b)(1)(A).

The Organization files information tax returns with the U.S. federal and Arizona state governments. With few exceptions, the Organization is no longer subject to U.S. federal and state income tax examinations by tax authorities for years before 2012 (federal) and 2011 (Arizona) as of the year ended June 30, 2017. Federal tax year 2013 and Arizona tax year 2012 were open as of June 30, 2017.

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

Endowment Funds
The Organization 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 Organization with guidance on accounting for the net asset classification of endowment funds.

Discounted or Donated Goods and Services
The Organization receives certain discounted or donated goods and services that directly benefit NPC and the Organization. Amounts for these discounts and donations have been included in the accompanying financial statements to the extent that a measurable basis exists for their fair values and the corresponding benefit to the Organization. These discounted or donated goods and services that are received by the Organization for no value in return are recorded as program and support service expenses and as in-kind donations and are reflected in the financial statements at their fair values. If donated goods merely pass through the Organization to charitable beneficiaries, and if the Organization is only an agent for the donors, no contribution is recorded.

Cash
For purposes of the Statement of Cash Flows, the Organization considers all highly liquid debt instruments with maturities of three months or less to be cash equivalents.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Property Held for Sale
Certain assets are received from donors by the Organization and are held for resale. Such assets are recorded at approximate fair market values at the date of donation which approximates their fair value at the dates of the Statements of Financial Position. Property held for sale as of June 30, 2017 is reported as real estate investments.

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

Accounts Receivable
Accounts are determined to be delinquent on an individual basis depending on the nature of the receivable and are written off when deemed uncollectible in management's opinion.

Property & Equipment
Purchased property and equipment are capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value on the date of donation. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted contributions. Absent donor stipulations regarding how long those donated assets must be maintained, the Organization reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The Organization reclassifies temporarily restricted net assets to unrestricted net assets at that time.

Date of Management's Review
Management has reviewed events subsequent to June 30, 2017 up through the date the financial statements were available to be issued, August 21, 2017, to evaluate their effect on the fair presentation of the financial statements. As of the date the financial statements were available to be issued, there have been no events subsequent to June 30, 2017 that are required to be disclosed in order to present fairly the financial position and changes in net assets of the Organization.

NOTE 2 - 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.

NOTE 3 - CASH FLOW INFORMATION

There were no non-cash financing transactions during the fiscal year 2017. The Organization paid no interest or income tax during the fiscal year 2017.

NOTE 4 - MAJOR CONCENTRATIONS

During the year ended June 30, 2017, there were no major contributions by any one donor.

NOTE 5 - CASH

The total cash held by the Organization as of June 30, 2017 is as follows:

	2017
Checking	$ 32,637
Money market	107,727
Restricted scholarships account	24,072
Total	$ 164,436
Unrestricted cash	$ 140,364
Restricted cash	24,072
Total	$ 164,436

NOTE 6 – INVESTMENTS

For the year ended June 30, 2017, investments consisted of marketable securities held with Edward Jones and real estate comprising several lots of land. As of June 30, 2017, the marketable securities had a fair market value of $388,732, and the real estate value was approximately $8,000.

The marketable securities investments are stated at the aggregate fair market value as of June 30, 2017 as follows:

	2017	
	Market Value	Cost
Mutual funds	$ 388,732	$337,624
Total	$ 388,732	$337,624
Unrestricted investments	$ -	
Restricted investments	388,732	
Total	$ 388,732	

NOTE 7 - FAIR VALUE MEASUREMENTS

The following table represents the Organization's fair value hierarchy for its financial assets (cash and investments) measured at fair value on a recurring basis as of June 30, 2017.

Level 1 inputs: Quoted prices in active markets for identical assets that the Organization has the ability to access at the measurement date.

Level 2 inputs: Inputs other than quoted prices included within Level 1 that are observable for the asset, either directly or indirectly. These include interest rates at commonly quoted intervals and other inputs not directly observable, but derived principally from, or corroborated by, observable market data.

Level 3 inputs: Unobservable inputs for the asset which are therefore based primarily upon management's own estimates, the economic and competitive environment, the characteristics of the asset and other such factors. Therefore, the results cannot be determined with precision and may not be realized in an actual sale or immediate settlement of the asset.

NOTE 7 - FAIR VALUE MEASUREMENTS (continued)

	Level 1	Level 2	Level 3	Total Fair Value
Cash	$164,436	-	-	$164,436
Investments:				
Marketable Securities	388,732	-	-	388,732
Real Estate	-	-	8,000	8,000
Total	$553,168	$ -	$8,000	$561,168

NOTE 8 - PROPERTY & EQUIPMENT

There is no listed property and equipment for the Organization.

NOTE 9 - RESTRICTIONS ON NET ASSETS

Temporarily restricted net assets in the amount of $281,571 as of June 30, 2017, consist of donated contributions and investment earnings, which are available for scholarships in future years. Permanently restricted net assets of $107,161 as of June 30, 2017, represent endowed scholarship funds which must be invested in perpetuity.

NOTE 10 - RELATED PARTIES

Northland Pioneer College provides the Organization with office space at no cost. Similarly, there is no charge for related items, such as utilities, insurance, and overhead. The value of these expenses is deemed minimal and has not been reflected on the financial statements as of June 30, 2017.

NOTE 11 - ENDOWMENT FUNDS

As of June 30, 2017, NPC Friends and Family's endowments consisted of three funds: One fund established for the Martia A. Smith Memorial Art Scholarship, one for the Charles E. Listizky Scholarship, one for and one for NPC Friends and Family. The latter was established in October 2014 to assure the future viability of the organization.

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 NPC Friends and Family has interpreted the Uniform Prudent Management of Institutional Funds Act (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, NPC Friends and Family 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 earnings that are not classified in permanently restricted net assets are classified as temporarily restricted net assets, until those amounts are appropriated for expenditure by NPC Friends and Family in a manner consistent with the standard of prudence prescribed by UPMIFA. In accordance with UPMIFA, NPC Friends and Family 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 NPC Friends and Family; and (7) NPC Friends and Family's investment policies.

NOTE 11 - ENDOWMENT FUNDS (continued)

The three endowments are managed in separate investment accounts. Transactions within each individual endowment are based on the unit market value at the end of the month during which the transaction takes place for withdrawals and additions. It is the goal of NPC Friends and Family that the total return from each endowment investment should be adequate to meet the following objectives:

- Preserve investment capital and its purchasing power
- Generate sufficient resources to meet spending needs (payout)
- Attain reasonable capital appreciation, through prudent acceptance of risk, to enhance the future purchasing power of the investment capital.

As of June 30, 2017, the endowment assets were invested in marketable securities with Edward Jones. The investments were fully insured by the Securities Investor Protection Corporation (SIPC).

All endowment investments are carried at fair value and classified as non-current regardless of maturity due to restrictions limiting NPC Friends and Family's ability to use these investments. Each endowed account shall have a minimum of $10,000, said amount to be reached within a three (3) year period from the time of initial donation, which must be at least $5,000. If, after the three (3) year period has expired, the account has not reached the minimum level prescribed, the contributors to the fund shall have two options: (a) Award the existing amount over a designated period; or (b) authorize combining the fund with another, compatible, existing endowment fund. The three-year period may be waived if a plan has been designed with another approved time period and approved by the Board of Directors. All interest earned in developing endowed accounts shall revert to the fund corpus during the three-year period. No awards shall be made from the developing fund during the three-year period, unless the minimum balance of $10,000 is reached prior the end of the three-year period. For June 30, 2017, no NPC Friends and Family endowment investment accounts held less than $10,000.

The contributor to the fund may impose additional provisions for the scholarships paid from endowments. As of June 30, 2017, there were no distributions from the investment earnings on endowed scholarships. To ensure observance of limitations and restrictions placed on the use of resources available to NPC Friends and Family, net assets, revenues and expenses are classified and reported as follows, based on the existence or absence of donor-imposed restrictions.

Permanently restricted net assets include permanent endowments. Such funds are generally subject to donor restrictions requiring the principal to be invested in perpetuity for the purpose of producing income that may be expended or added to principal in accordance with the donor's wishes. As of June 30, 2017, the Martia A. Smith Memorial Art Scholarship endowment agreement requires the average rate of inflation for the prior calendar year (approximately 0.0% and 1.6%, respectively) of investment earnings to be added back to permanently restricted funds.

Temporarily restricted net assets relate to contributions designated by donors for use by particular entities or programs or for specific purposes or earnings from permanently restricted endowments, which have not been appropriated for their intended purpose. Term endowments are temporarily restricted, because they are permanent-type endowments, which include an expiration date or stated period of time or occurrence of a specified event, after which all or part of the principal may be expended.

Unrestricted net assets are not subject to donor-imposed restrictions. They also include Board Restricted endowments, of which the corpus can be invaded upon a vote by the Board. The NPC Friends and Family Endowment, established October 2014, falls into this category.

NOTE 11 - ENDOWMENT FUNDS (continued)

Endowment funds consisted of the following as of June 30, 2017:

	Temporarily Restricted	Permanently Restricted	Total
Balance, June 30, 2016	$ 256,472	$ 92,220	$ 348,692
Contributions received	3,663	40,494	44,157
Investment earnings (loss), net of fees	23,786	18,277	42,063
Net assets released	(43,136)	(3,044)	(46,180)
Balance, June 30, 2017	$ 240,785	$ 147,947	$ 388,732

NOTE 12 - FUNCTIONAL EXPENSES

	For the year ended June 30, 2017		
	Program Services	Support Services	Total
Advertising	$ -	$ 724	$ 724
Bank service charges	-	243	243
Contract services	-	5,850	5,850
Insurance	-	4,269	4,269
Office expenses	-	5,587	5,587
Event expenses	22,005	-	22,005
Scholarships	35,109	-	35,109
	$ 57,114	$ 16,673	$ 73,787

2016-17 NPC COMPONENT UNIT FINANCIAL AUDIT NORTHERN ARIZONA TRAINING CENTER

Summary:
Northeast Arizona Training Center, Inc. (NATC) is a separate legal entity but is considered a component unit of Northland Pioneer College (NPC) as defined by Governmental Accounting Standards Board (GASB) Statement of Standards No. 14. It is included in the audited financial statements for NPC by discrete presentation.

Brian Richards, CPA, finalized the fiscal year 2016-17 financial audit for NATC on August 15, 2017. The auditor issued an opinion that the financial statements were presented fairly, in all material respects and in conformity with accounting principles generally accepted.

A copy of the final FY 2016-17 Financial Statements are included.

NORTHEAST ARIZONA TRAINING CENTER, INC.

FINANCIAL STATEMENTS
JUNE 30, 2017

NORTHEAST ARIZONA TRAINING CENTER, INC.

Financial Statements

June 30, 2017

TABLE OF CONTENTS Page(s)

Independent Auditors' Report	1
Statement of Financial Position	2
Statement of Activities	3
Statement of Cash Flows	4
Notes to the Financial Statements	5-7

405 W F-Bar Ln, Snowflake, AZ 85937
brian@brianrichardscpa.com

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Northeast Arizona Training Center, Inc.

We have audited the accompanying financial statements of Northeast Arizona Training Center, Inc. (a nonprofit organization), which comprise the statements of financial position as of June 30, 2017, and 2016, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Northeast Arizona Training Center, Inc. as of June 30, 2017, and 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Brian Richards, CPA

Snowflake, AZ
August 15, 2017

Northeast Arizona Training Center, Inc.
Statements of Financial Position
June 30, 2017 and 2016

	2017	2016
Assets		
Current assets		
Cash	$ 86,070	$ 66,337
Prepaid expenses	12,151	12,013
Total current assets	98,221	78,350
Property and equipment		
Land	110,000	110,000
Buildings	620,740	681,048
Training facilities	2,151,696	2,102,315
Less accumulated depreciation	(909,290)	(813,482)
Net property and equipment	1,973,146	2,079,881
Total assets	$ 2,071,367	$ 2,158,231
Liabilities		
Current liabilities		
Accounts payable	$ -	$ 2,922
Total liabilities	-	2,922
Net Assets		
Unrestricted	2,071,367	2,155,309
Total net assets	2,071,367	2,155,309
Total liabilities and net assets	$ 2,071,367	$ 2,158,231

Northeast Arizona Training Center, Inc.
Statements of Activities
Years ended June 30, 2017 and 2016

	2017	2016
Operating Revenue		
Fire department membership fees	$ 15,750	$ 16,500
Law enforcement membership fees	15,000	13,750
Facilities lease	-	24,000
Donations	-	500
In-kind donations	1,000	66,243
Private agency usage	5,500	6,000
Miscellaneous	-	1,329
Total operating revenue	37,250	128,322
Operating expenses		
Administrative and office	13,840	22,731
Maintenance expenses	618	11,539
Utilities	-	12,464
Depreciation	106,734	104,528
Total operating expenses	121,192	151,262
Operating income (loss)	(83,942)	(22,940)
Other income/expenses		
Interest expense	-	-
Total other income/expenses	-	-
Change in net assets	(83,942)	(22,940)
Net assets at beginning of year	2,155,309	2,178,249
Net assets at end of year	$ 2,071,367	$ 2,155,309

Northeast Arizona Training Center, Inc.
Statements of Cash Flows
Years ended June 30, 2017 and 2016

	2017	2016
Cash flows from operating activities		
Receipts from members and users	$ 37,250	$ 69,248
Donations received	-	500
Payments to vendors	(17,517)	(43,992)
Interest paid	-	-
Net cash provided by operating activities	19,733	25,756
Cash flows from financing activities		
Payment of long-term debt	-	-
Net cash used by financing activities	-	-
Cash flows from investing activities		
Cash paid for asset acquisition and construction	-	-
Net cash used by investing activities	-	-
Net change in cash	19,733	25,756
Cash at beginning of year	66,337	40,581
Cash at end of year	$ 86,070	$ 66,337
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	$ (83,942)	$ (22,940)
Adjustments to reconcile operating income to net cash provided by operating activities:		
Depreciation	106,734	104,528
Asset additions funded with non-cash donations	-	(60,308)
Changes in assets and liabilities:		
Accounts receivable	-	1,734
Prepaid expenses	(137)	(180)
Deferred revenue	-	-
Accounts payable	(2,922)	2,922
Net cash provided by operating activities	$ 19,733	$ 25,756

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant accounting policies of Northeast Arizona Training Center, Inc. (NATC) are described below to enhance the usefulness of the financial statements to the reader.

Nature of the Organization
NATC was incorporated as a not-for-profit organization in the state of Arizona in 2004. NATC's mission is to own and operate a certified all risk regional training center to meet the educational and testing needs of fire and law enforcement personnel in Northeast Arizona. The voting members of the board of directors of NATC are personnel of Northland Pioneer College. Due to the control exercised by Northland Pioneer College, NATC is considered to be a component unit of Northland Pioneer College. Northland Pioneer College provides certain personnel and other expenses incurred for the benefit of NATC. Northland Pioneer College holds some of its classes in the NATC's training facility and owns certain educational assets utilized in the training facility. The revenue raised and expenses incurred by Northland Pioneer College for the operation of the Northeast Arizona Training Facility are not included in these financial statements. The training facility is utilized by Fire and Law Enforcement personnel throughout Northeast Arizona. NATC derives its operating revenues primarily through membership dues paid by the various user agencies and through user fees charged to other private organizations.

Basis of Accounting
The financial statements have been prepared following the U.S. GAAP Financial Reporting Framework, using the accrual basis of accounting, in conformity with accounting principles generally accepted in the United States of America.

Financial Statement Presentation
NATC presents its financial statements in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958. Accordingly, NATC reports information regarding its financial position and activities according to three classes of net assets: permanently restricted, temporarily restricted, and unrestricted.

Permanently restricted net assets – Net assets subject to donor-imposed stipulations that they be maintained permanently by the NATC. Generally, the donors of these assets permit NATC to use all or part of the income earned on related investments for general or specific purposes. At June 30, 2017, NATC had no permanently restricted net assets.

Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met by actions of the board of NATC and/or the passage of time. At June 30, 2017, NATC had no temporarily restricted net assets.

Unrestricted net assets – Net assets which include unrestricted resources which represent the funds that are available for the operating objectives of NATC.

Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results may differ from these estimates. The most significant estimate impacting NATC is the depreciable lives of fixed assets.

Cash and Cash Equivalents
Highly liquid investments with an original maturity of three months or less are classified as cash equivalents and are stated at fair value.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Property and Equipment
NATC capitalizes all property and equipment expenditures with a cost of $5,000 or more and having estimated useful lives of more than one year. Property and equipment are recorded at cost or, for donated items, at fair value as of the date received. Expenditures for minor replacements, maintenance and repairs are charged to expense when incurred. Property and equipment are depreciated using the straight-line method over estimated useful lives ranging from five to fifty years.

Income Taxes
NATC is a public non-profit organization 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. Continued tax-exempt status is contingent on future operations being in compliance with the Internal Revenue Code.

NOTE 2 – IN-KIND DONATIONS

NATC records contributions received as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and/or nature of any donor imposed restrictions. During fiscal year ending June 30, 2017, NATC received in-kind donations consisting of a car from Eagar Police Department valued at $1,000. The car was not capitalized during the year as it was below the capitalization threshold.

NOTE 3 – RELATED PARTY TRANSACTIONS

Northland Pioneer College provides certain use of facilities and staff services which benefits NATC. However, since these provided facilities and services also benefit Northland Pioneer College's educational programs, no value for these amounts are recorded on NATC's financial statements. Northland Pioneer College pays all utility costs for NATC.

NOTE 4 – PROPERTY AND EQUIPMENT

Property and equipment consists of the following:

	2017	2016
Land	$ 110,000	$ 110,000
Buildings	620,740	681,048
Training facilities	2,151,696	2,102,315
	2,882,436	2,893,363
Less accumulated depreciation	(909,290)	(813,482)
	$1,973,146	$2,079,881

Depreciation expense for the period ending June 30, 2017 was $106,734.

NOTE 5 - CASH FLOW INFORMATION

There were no non-cash financing transactions during the fiscal year 2017. NATC paid no interest or income tax during the fiscal year 2017.

NOTE 6 - CASH

The total cash held by NATC as of June 30, 2017 is as follows:

	2017	2016
Unrestricted cash	$86,070	$66,337

NOTE 7 - RESTRICTIONS ON NET ASSETS

There were no restrictions on net assets as of June 30, 2017.

NOTE 8 – SUBSEQUENT EVENTS

Management has evaluated subsequent events through August 15, 2017, the date that the financial statements were issued. No significant subsequent events have been identified that would require adjustment of or disclosure in the accompanying financial statements.

Northeast Arizona Training Center
Profit & Loss
July 2016 through June 2017

	Jul '16 - Jun 17
Income	
31-00 · Fire Memberships	
31-03 · Heber/Overgaard Fire Department	2,500.00
31-04 · Pinetop Fire Department	2,500.00
31-05 · White Mountain Apache Fire Resc	0.00
31-07 · Taylor Fire Department	1,250.00
31-08 · White Mountain Lake Fire Dept	750.00
31-10 · Vernon Fire Department	500.00
31-11 · Eager Fire Department	750.00
31-13 · Forest Lakes Fire Department	750.00
31-14 · Clay Springs/Pinedale Fire Dept	750.00
31-15 · Concho Fire Department	500.00
31-17 · Greer Fire Department	500.00
31-25 · Timber Mesa Fire & Medical Dist	5,000.00
Total 31-00 · Fire Memberships	15,750.00
33-00 · Private Agency Usage	
33-01 · SRP	2,500.00
33-02 · APS-Cholla	2,500.00
33-11 · Bald Eagle	0.00
33-14 · USFS	500.00
Total 33-00 · Private Agency Usage	5,500.00
35-00 · Law Enforcement Memberships	
35-01 · Apache County Sheriff's Office	6,250.00
35-04 · Holbrook Police Department	1,250.00
35-05 · Navajo County Sheriff's Office	1,250.00
35-06 · Pinetop-Lakeside Police Dept	1,250.00
35-07 · Show Low Police Department	1,250.00
35-08 · Snowflake-Taylor Police Dept	1,250.00
35-11 · White Mtn Apache Tribal Police	1,250.00
35-12 · Winslow Police Department	1,250.00
Total 35-00 · Law Enforcement Memberships	15,000.00
36-00 · Non-Cash Donations	
36-06 · Eagar Police Department	1,000.00
Total 36-00 · Non-Cash Donations	1,000.00
38-00 · Other Misc. Income	
38-01 · Northland Pioneer College_CCL	0.00
Total 38-00 · Other Misc. Income	0.00
Total Income	37,250.00
Gross Profit	37,250.00
Expense	
42-00 · Administration	
42-01 · Insurance	7,170.36
42-02 · Accounting/Audit	5,500.00
42-03 · Office Supplies	102.00
42-04 · Miscellaneous	10.00
42-05 · Bank Service Fee	57.43
Total 42-00 · Administration	12,839.79
43-00 · Maintenance	
43-06 · Security	618.00
Total 43-00 · Maintenance	618.00
45-00 · Supplies	
45-03 · Equipment Under $5,000	1,000.00
Total 45-00 · Supplies	1,000.00
70-00 · Other Misc. Expense	
70-03 · Contingency	0.00

Northeast Arizona Training Center
Profit & Loss
July 2016 through June 2017

	Jul '16 - Jun 17
Total 70-00 · Other Misc. Expense	0.00
99-01 · Depreciation Expense	106,734.00
Total Expense	121,191.79
Net Income	**-83,941.79**

Northeast Arizona Training Center
Profit & Loss Budget vs. Actual
July 1 through September 28, 2017

	Jul 1 - Sep 28, 17	Budget	$ Over Budget	% of Budget
Income				
31-00 · Fire Memberships				
31-03 · Heber/Overgaard Fire Department	2,500.00	2,500.00	0.00	100.0%
31-04 · Pinetop Fire Department	0.00	2,500.00	-2,500.00	0.0%
31-05 · White Mountain Apache Fire Resc	0.00	1,000.00	-1,000.00	0.0%
31-08 · White Mountain Lake Fire Dept	750.00	750.00	0.00	100.0%
31-10 · Vernon Fire Department	500.00	500.00	0.00	100.0%
31-11 · Eagar Fire Department	750.00	750.00	0.00	100.0%
31-13 · Forest Lakes Fire Department	750.00	750.00	0.00	100.0%
31-14 · Clay Springs/Pinedale Fire Dept	750.00	750.00	0.00	100.0%
31-15 · Concho Fire Department	0.00	500.00	-500.00	0.0%
31-17 · Greer Fire Department	0.00	500.00	-500.00	0.0%
31-25 · Timber Mesa Fire & Medical Dist	5,000.00	5,000.00	0.00	100.0%
31-26 · Taylor/Snowflake Fire Rescue	1,250.00	1,250.00	0.00	100.0%
Total 31-00 · Fire Memberships	12,250.00	16,750.00	-4,500.00	73.1%
33-00 · Private Agency Usage				
33-01 · SRP	0.00	2,500.00	-2,500.00	0.0%
33-02 · APS-Cholla	0.00	2,500.00	-2,500.00	0.0%
33-14 · USFS	0.00	500.00	-500.00	0.0%
Total 33-00 · Private Agency Usage	0.00	5,500.00	-5,500.00	0.0%
35-00 · Law Enforcement Memberships				
35-01 · Apache County Sheriff's Office	0.00	1,250.00	-1,250.00	0.0%
35-02 · AZ Department of Public Safety	0.00	1,250.00	-1,250.00	0.0%
35-03 · Eagar Police Department	0.00	1,250.00	-1,250.00	0.0%
35-04 · Holbrook Police Department	1,250.00	1,250.00	0.00	100.0%
35-05 · Navajo County Sheriff's Office	1,250.00	1,250.00	0.00	100.0%
35-06 · Pinetop-Lakeside Police Dept	1,250.00	1,250.00	0.00	100.0%
35-07 · Show Low Police Department	1,250.00	1,250.00	0.00	100.0%
35-08 · Snowflake-Taylor Police Dept	1,250.00	1,250.00	0.00	100.0%
35-09 · Springerville Police Department	0.00	1,250.00	-1,250.00	0.0%
35-10 · St. Johns Police Department	0.00	1,250.00	-1,250.00	0.0%
35-11 · White Mtn Apache Tribal Police	0.00	1,250.00	-1,250.00	0.0%
35-12 · Winslow Police Department	0.00	1,250.00	-1,250.00	0.0%
Total 35-00 · Law Enforcement Memberships	6,250.00	15,000.00	-8,750.00	41.7%
38-00 · Other Misc. Income				
38-01 · Northland Pioneer College_CCL	1,000.00	1,000.00	0.00	100.0%
38-00 · Other Misc. Income - Other	54.00	0.00	54.00	100.0%
Total 38-00 · Other Misc. Income	1,054.00	1,000.00	54.00	105.4%
Total Income	19,554.00	38,250.00	-18,696.00	51.1%
Gross Profit	19,554.00	38,250.00	-18,696.00	51.1%
Expense				
42-00 · Administration				
42-01 · Insurance	12,150.57	17,000.00	-4,849.43	71.5%
42-02 · Accounting/Audit	5,500.00	5,500.00	0.00	100.0%
42-03 · Office Supplies	0.00	500.00	-500.00	0.0%
42-04 · Miscellaneous	10.00	1,000.00	-990.00	1.0%
42-05 · Bank Service Fee	9.81	200.00	-190.19	4.9%
Total 42-00 · Administration	17,670.38	24,200.00	-6,529.62	73.0%
43-00 · Maintenance				
43-06 · Security	0.00	700.00	-700.00	0.0%
Total 43-00 · Maintenance	0.00	700.00	-700.00	0.0%
Total Expense	17,670.38	24,900.00	-7,229.62	71.0%
Net Income	**1,883.62**	**13,350.00**	**-11,466.38**	**14.1%**

Jake Flake Emergency Services Institute Northeast Arizona Training Center

NATC – "Training Emergency Professionals for Public Service"

Calendar

NATC

Today | **October 2017** | Print Week **Month** Agenda

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Oct 1	2	3	4	5	6	7
8am FRS 127 - S	(8:00am) Timber Mesa - Track					8am FRS 104 - S
	6:30am NALETA 2	6:30am NALETA 2	6:30am NALETA 2	6:30am NALETA 2	7:30am FRS - NA	
	7:30am FRS - NA	7:30am FRS - NA	7:30am FRS - NA	7:30am FRS - NA		
		11am NATC Boar		6pm FRS 104 - S		
		6pm FRS 104 - S				
8	9	10	11	12	13	14
	6:30am NALETA 2	6:30am NALETA 2	6:30am NALETA 2	6:30am NALETA 2	7:30am FRS - NA	8am FRS128 - S
	7:30am FRS - NA	7:30am FRS - NA	7:30am FRS - NA	7:30am FRS - NA	6pm FRS150 - W	8am FRS150 - W
		6pm FRS 104 - S		6pm FRS 104 - S		
15	16	17	18	19	20	21
8am FRS 128 - S	Range Closed	Range Closed	Range Closed	Range Closed	7:30am FRS - NA	8am FRS 104 - S
8am FRS150 - W	6:30am NALETA 2	6:30am NALETA 2	6:30am NALETA 2	6:30am NALETA 2		
	7:30am FRS - NA	7:30am FRS - NA	7:30am FRS - NA	7:30am FRS - NA		
		6pm FRS 104 - S		6pm FRS 104 - S		
22	23	24	25	26	27	28
	6:30am NALETA 2	6:30am NALETA 2	6:30am NALETA 2	6:30am NALETA 2	7:30am FRS - NA	8am FRS 150 - W
	7:30am FRS - NA	7:30am FRS - NA	7:30am FRS - NA	7:30am FRS - NA	6pm FRS 150 - W	2pm NCSO - Rar
		6pm FRS 104 - S	11am APS Cholla	6pm FRS 104 - S		
29	30	31	Nov 1	2	3	4
	6:30am NALETA 2	6:30am NALETA 2	6:30am NALETA 2	Range Closed	7:30am FRS - NA	8am FRS 104 - S
	7:30am FRS - NA	7:30am FRS - NA	7:30am FRS - NA	6:30am NALETA 2		
	8am NCSO - Shc	8am NCSO - Shc	8am NCSO - Rar	7:30am FRS - NA		
		6pm FRS 104 - S	11am APS Cholla	8am NCSO - Rar		
				6pm FRS 104 - S		

Events shown in time zone: Mountain Time - Arizona

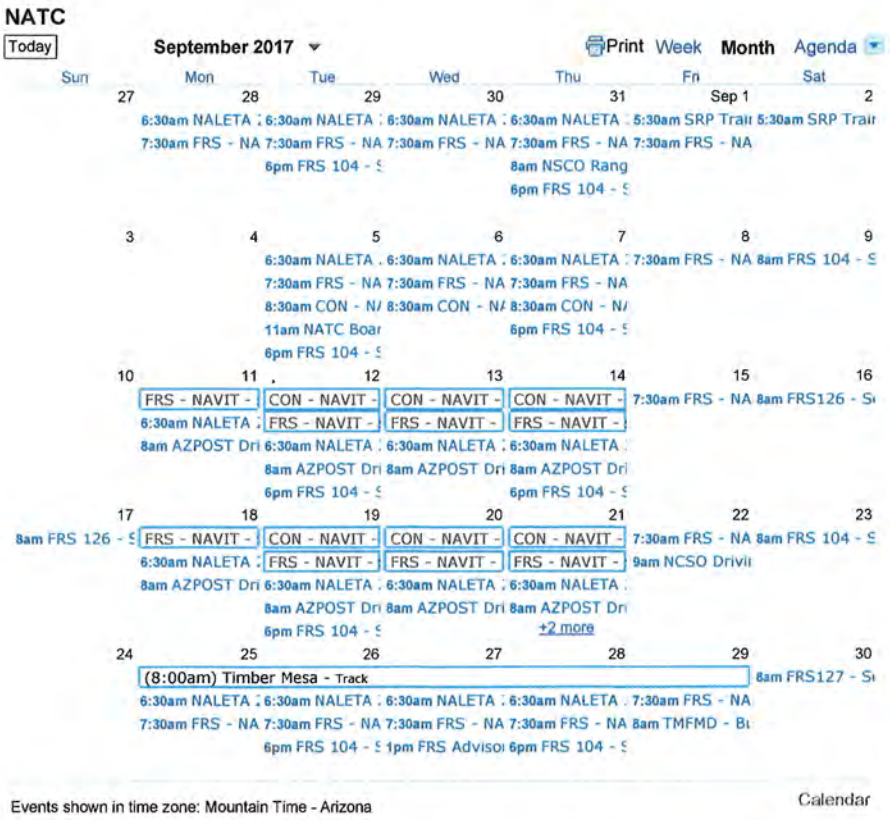
Calendar

Powered by WordPress and Sliding Door theme.

Jake Flake Emergency Services Institute Northeast Arizona Training Center

NATC – "Training Emergency Professionals for Public Service"

Calendar

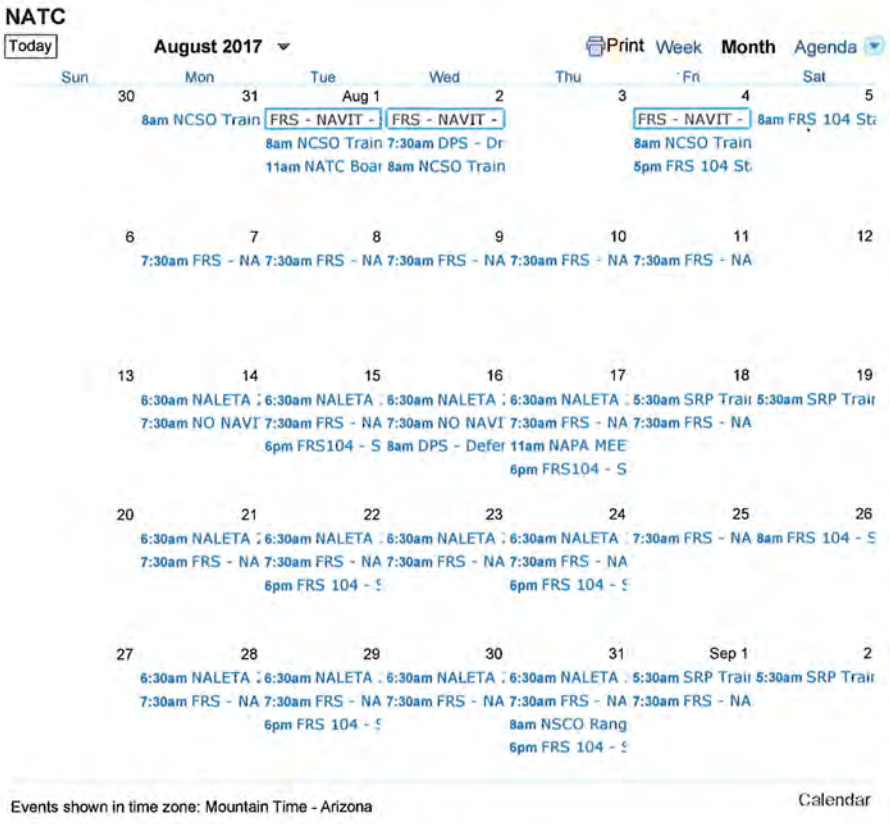


Powered by WordPress and Sliding Door theme.

Jake Flake Emergency Services Institute Northeast Arizona Training Center

NATC – "Training Emergency Professionals for Public Service"

Calendar



Powered by WordPress and Sliding Door theme.

IGA Between Navajo County Education Service Agency and Northland Pioneer College

Recommendation:
Staff recommends approval of IGA between Navajo County Education Service Agency (NCESA) and NPC.

Summary:
During the 16 – 17 Academic Year, NPC received a STEM grant. The purpose of the grant was to fund the college in vinyl wrapping a college van that designated it as a STEM van. The college also used the grant funds to purchase STEM kits as supplies for the van. NCESA and NPC began the IGA to memorialize what each entity is resposible for. As part of the IGA, NCESA will provide a driver for the van. NPC will provide the van. Insurance will be supplied by both parties.

INTERGOVERNMENTAL AGREEMENT BETWEEN NAVAJO COUNTY EDUCATION SERVICE AGENCY (NCESA) AND NORTHLAND PIONEER COLLEGE

This AGREEMENT is between the Navajo County Education Service Agency (NCESA) and Northland Pioneer College (NPC) and is for the purpose of providing academic outreach to school districts in Navajo County using a mobile Maker Space Van provided by NPC and an Educational Specialist provided by NCESA who will be able to drive the mobile Maker Space Van.

PROGRAM DESCRIPTION:

The mobile Maker Space Van was obtained by NPC through grant funding and will enable school districts in Navajo County, through the NCESA, to increase their ability to provide science, technology, engineering and math (STEM) activities and lessons.

TERM AND TERMINATION:

The Agreement will begin on July 1, 2017 and end on June 30, 2020. The Agreement may be renewed for one additional three (3) year period by mutual written agreement of the parties. A party seeking early termination of this agreement may do so by providing at least one hundred and eighty days (180) notice to the other party.

Notice is also hereby given that this agreement is subject to cancellation pursuant to the provisions of A.R.S. § 38-511 in the event of the discovery of a conflict of interest.

If the NCESA's or NPC's performance under this Agreement depends upon the appropriation of funds by the Arizona Department of Education, Navajo County, or other funding sources and if these entities fail to appropriate the funds necessary for performance, then the either party may provide written notice of the non-appropriate of funds and cancel this Agreement without further obligation.

NCESA OBLIGATIONS:

1. Release an Education Specialist for up to 16 hours per month to act as a liaison and driver for the mobile Maker Space Van. Any amount of time required above and beyond the 16 hours must have prior approval from the Education Specialist's Supervisor.
2. The Education Specialist provided by NCESA shall have a valid Arizona driver's license, and shall meet all requirements of both NPC and Navajo County in order to be eligible to drive the mobile Maker Space Van. In the event of a conflict between Navajo County requirements and the requirements of NPC, the requirements of NPC shall control.
3. The specialist will be able to do the following:
    a. Be a licensed driver that can move the van from NPC to scheduled district locations within Navajo County.
    b. Be a support to the districts on use of the mobile Maker Space van when it is parked on district premises.

c. Create support materials for the use of the mobile Maker Space van

4. Will maintain time and effort logs for the Education Specialist to document time spent with the Maker Space Van.

NPC OBLIGATIONS:

1. Provide the Maker Space van and fuel utilized by the NCESA in performing its obligations under this Agreement.
2. Ensure that the van is in good working order and follows maintenance schedules for oil changes and other standard maintenance and/or repair.
3. Provide educational or other necessary materials to be used in the mobile Maker Space Van and replace them as necessary when utilized by the NCESA.

FUNDING SOURCE:

NPC is providing the mobile Maker Space Van and the contents thereof with grant funding it has previously received. The NCESA will utilize funds received from its constituent districts to fund its obligations under this Agreement.

The parties do not contemplate the joint acquisition of any property pursuant to this Agreement. Any property purchased in furtherance of this Agreement will remain the property of the purchasing party. Upon termination of this Agreement, mobile Maker Space Van and the contents thereof shall be returned to and retained by NPC

GENERAL PROVISIONS:

1. **Confidential Information**. Confidential information and Family Educational Rights and Privacy Act ("FERPA") Compliance: Each party and its employees and agents shall maintain confidentiality of and safeguard all confidential information of the other party including without limitation, student information, business practices, information systems, security passwords, financial information and property information (collectively referred to as "Confidential Information"), and shall not disclose such Confidential Information or make it available to any person, or use it in any way other than as contemplated by this Agreement. Each party shall further report to the other party any use or disclosure of Confidential Information that it becomes aware of and which is not authorized by this Agreement. Each party's obligations to maintain and safeguard, not to disclose, and to report unauthorized disclosures of Confidential Information shall survive the termination of this Agreement. The parties acknowledge that the each are a public entity subject to the provisions of the Arizona Public Records Laws, A.R.S. §§ 39-121. *et. seq.*

2. **Use of Names/Trademarks**: Neither NCESA nor NPC shall use the name of the other party or its employees in any publicity or advertising material without prior written approval by a duly authorized representative of the other party.

3. **Non-Discrimination**. The parties agree to comply with all applicable state and federal laws, rules, regulations and executive orders governing equal employment opportunity, immigration (Executive Order 13465 – Employment Eligibility Verification, E-Verify; 73 FR 67704), nondiscrimination (Executive Order 11246), and affirmative action. The parties shall abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability.

4. **Legal Compliance.** All Parties to the Agreement will remain in compliance with federal laws, regulations and guidelines, state and local law, regulations, policies and procedures.

   Each party hereby warrants its compliance with all federal immigration laws and regulations that relate to its employees and A.R.S. § 23-214(A). If either party uses any subcontractors in performance of this contract, subcontractors shall warrant their compliance with all federal immigration laws and regulations that relate to its employees and A.R.S. § 23-214(A). A breach of this warranty shall be deemed a material breach of the contract subject to penalties up to and including termination of this contract. Each party retains the legal right to inspect the papers of the other party and its subcontractors who work on the contract to ensure that the other party or subcontractors are complying with this warranty.

5. **Dispute Resolution**. In the event that a dispute arises out of or relates to this Agreement, and if the dispute cannot be settled through mutual negotiation, the Parties agree first to try in good faith to resolve the dispute by mediation. The Mediator shall be selected by mutual agreement amongst the Parties. In the case that mediation is unsuccessful or the parties cannot agree upon a mediator, either party may file a cause of action in state or federal court having jurisdiction over claims arising in Navajo County."

6. **Attorney's Fees.** The successful Party in any arbitration or litigation arising under the terms of this Agreement shall be entitled to its costs, including reasonable attorney's fees and court costs from the non-prevailing Party.

7. **Record Retention**. All books, accounts, reports, files and other records relating to this Agreement shall be subject at all reasonable times to inspection by NCESA, or the Auditor General of the State of Arizona, or NPC or their agents for five years (5) years after completion of this Agreement. Any person(s) reviewing documents shall execute a

nondisclosure agreement to protect Confidential Information pertaining to student records.

8. **Insurance**. During the entire term of this Agreement each party shall at their sole cost and expense, maintain general liability and automobile liability insurance against claims of personal injury, death, or property damage occurring in, upon, or about the Mobile maker van. Said policy shall have liability limits of at least one-million ($1,000,000) dollars. Each party will provide a copy of said insurance policy(ies) with NCESA and NPC as co-insured on each respective policy.

9. **Indemnification**. Each party to this Agreement shall indemnify, defend, and hold harmless the other from and against any and all claims, losses, liability, damages, costs, or expenses (including reasonable attorney's fees) (collectively referred to as "Claims") arising out of employment claims, bodily injury of any person (including death) or property damage, but only to the extent that such Claims are caused by the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees, or volunteers. The obligations under this section shall survive termination of this Agreement.

   If a Claim or Claims arises against the parties as a result of duties performed pursuant to this agreement, the Parties shall expeditiously meet to discuss a common and mutual defense including proportional liability and payment of possible litigation expense and money damages.

10. **Integration and Merger**. This Agreement constitutes the entire agreement and understanding of the parties with respect to its subject matter. No prior or contemporaneous agreement or understanding will be effective. Nothing in this Agreement will be construed as establishing a partnership, joint venture or similar relationship between NPC and NCESA.

11. **Modifications.** This Agreement may be modified, given thirty (30) days written notice, at any time, given mutual consent of the One Stop Operator and LWDB. Any modifications to the Agreement, to be valid, must be in writing, signed and dated by the Parties, with the effective date noted, and appended to the original Agreement.

12. **Choice of Law**. This AGREEMENT shall be governed by the laws of Arizona, the courts of which state shall have jurisdiction over its subject matter.

13. **Warranty of Authority**. The individuals signing below on behalf of NCESA and NPC hereby represent and warrant that s/he is duly authorized to execute and deliver this Agreement on behalf of their respective entities and that this Agreement is binding upon the parties in accordance with its terms.

14. **Notices.** Any notice required or permitted hereunder shall be in writing and shall be deemed given if delivered in person or three days after mailing by United States registered or certified mail, postage prepaid, and addressed as follows:

TO NCAD:
Jalyn Gerlich, Superintendent
Navajo County Education Service Agency
100 East Code Talkers Drive
P.O. Box 668
Holbrook, AZ 86025

To NPC:
Dr. Jean Swarthout, President
Northland Pioneer Community College
2251 E. Navajo Blvd.
P.O. Box 610
Holbrook, AZ 86025

Navajo County Board of Supervisors

Jesse Thompson
Chair

Navajo County Community College District

_____
Chair

Navajo County Superintendent of Schools

Signature: Jalyn Gerlich

Print Name: Jalyn Gerlich

Title: Superintendent of Schools

Date: 10/10/17

Northland Pioneer College

Signature: _____

Print Name: _____

Title: _____

Date: _____

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

By:_____
Legal Counsel for Navajo County Education Service Agency

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

By:_____
Legal Counsel for Navajo County Community College District

STRATEGIC PLANNING AND ACCREDITATION BIANNUAL REPORT

Strategic Planning

Strategic Planning efforts continue to move forward. Work has focused on transitioning attention from the original two priorities to priorities three and four, plus the President's focus on enrollment management and accreditation. SPASC has also spend considerable time and effort working through the President's request to provide a recommendation on absorbing College Council responsibilities and restructuring SPASC membership. As a reminder priorities three and four are:

Communication:

- Community and Communication
- Improve internal communication
- Improve knowledge and skill level of all college employees
- Improve external communication on college successes

Recruitment

- Develop site based recruitment teams
- Develop and utilize a clear, consistent recruitment message
- Enhance partnerships and improve relationships with area parents and high schools

Specific 2016-2017 academic year accomplishments since March 2017 are listed below.

1. To improve student success, the college will identify and remove barriers to completion.
    - Faculty and staff completed student SOAR orientation (ongoing)
    - STARFISH communication software and faculty surveying in use for all faculty, 50% use rate to date (Fall 2017)
    - Institutional Effectiveness data analyst hired to, in part, work with PASS team on data definition and analysis (Fall 2017)
    - Faculty advising model revised and reviewed with faculty (Summer-Fall 2017)
    - Software scheduling options currently under evaluation by instructional leadership (ongoing)

- Childcare study group pilot project identified; early partnership discussions underway (Fall 2017)
- Transportation study group recommended pilots identified.
    - Transportation scholarship funds identified, scholarship parameters in development for initial offering in Spring 2018 (Fall 2017)
    - Vehicle fleet use pilot currently being studied, pilot courses being identified, likely initial offering in Summer or Fall 2018 (Fall 2017)
- Program evaluation restructure underway
    - Institutional Effectiveness consultant has met with deans and faculty, developed program review template (Summer-Fall 2017)
    - Data analyst hired to develop data templates for program review and assessment (Fall 2017)
    - Annual assessment model under review with revised process and standardized data pieces available by Spring 2018 (Fall 2017)

2. To improve the user experience with technology, the college will enhance technology professional development and improve the NPC website and MyNPC.
    - Peer-based training model for faculty implemented (Fall 2017)
    - Technology training for faculty enhanced and targeted toward emerging technologies such as CISCO equipment (Fall 2017)
    - College adoption of MOODLE as standard learning management system for all courses (Fall 2017)
    - Second round of mandatory college compliance training begun (Fall 2017)
    - Initial round of safety and Title IX compliance trainings offered to students (Fall 2017)
    - Website redesign initiated with estimated completed date of December 2017
    - MyNPC redesign deferred until website redesign completed

3. Develop enrollment management plan (directive from President, November 2016)
    - Enrollment management team in place and meeting regularly, utilizing a Strategic Enrollment Management planning template (Fall 2017)
    - Note that priority 4 has largely been subsumed within the enrollment management planning process
4. Priority three (internal and external communication) has been divided. Enrollment Management team will be responsible for incorporating external communication into its recommendations. Internal communication has been deferred until the following issues are resolved: Human Resources/Training staffing situations resolved; SPASC restructuring completed and approved.

Accreditation

- Research/writing teams for each accreditation criterion are developing responses to each criteria. The following deadlines have been given to all teams: Response outlines due by 10/20; rough drafts of criterion responses due by 12/15.

- Federal compliance response underway, Director of Enrollment Services meeting with deans and other key groups to clarify identified potential issues and questions
- Potential criterion response weaknesses identified; IE consultant working to address key issues

SPASC/College Council restructure

At president's request, SPASC is developing a recommendation on the following items:

- Restructure of SPASC membership to maintain linkage with executive team while reducing administrator leadership roles within the group
- How SPASC may absorb College Council responsibilities and subgroups, especially Employee Relations Committee
- How SPASC can maintain focus on broad issues and long range planning while also addressing the operational review focus of College Council

SPASC anticipates providing the president with recommendations on all items by the end of the fall semester.