

## Program Review Summary: High School Programs

### Summary:

Historically, Northland Pioneer College has developed and supported various avenues for high school students within our service area to earn college credits and/or industry certifications.

- **Dual Enrollment (DE):** For almost 30 years, NPC has partnered with local high schools to provide students opportunities to earn college credit and/or industry certifications. In this program, qualified high school instructors deliver curriculum to students at their home high school. Only select courses are approved for delivery in this format, and outcomes match those of regular NPC instructors. There are a combination of general education and career and technical education courses offered in this format.
- **Technology to Advance Learning Outcomes at Northland (TALON):** TALON is a five-year, Title III funded grant that provides opportunities for high school students to take synchronous college courses during the school day, at their home high school, via Cisco Telepresence technology. In AY 2019-20, NPC had partnerships with 16 high school (see Excel appendix TALON Partner High Schools). All courses offered through TALON are general education courses that lead to an NPC certificate or degree and that will transfer to other Arizona public community colleges and to the three state universities.
- **Northern Arizona Vocational Institute of Technology (NAVIT):** For more than 20 years, NPC has fostered a partnership with our local Career and Technical Education District (CTED) which allows students to earn NPC credits which lead to Certificates of Proficiency as well as industry certifications, thus providing a direct-to-work opportunity for young students. Currently, we partner to offer programs in the following areas: Automotive, Certified Nursing Assistant, Construction, Cosmetology, Energy and Industrial Technician, Fire Science, Medical Assistant, and Welding. The length of these programs ranges from one to four semesters and are offered at various locations throughout Navajo and Apache Counties (see Excel appendix NAVIT Programs 19-20).
- **Early College Program (EC):** This is an emerging partnership with 3 local high schools (Show Low, Blue Ridge and Round Valley High Schools) in which students leave their home high school and attend courses on the college campus during the regular school day. The majority of the courses made available in this program are general education courses, and are transferable to other Arizona public community colleges and the three state universities through the AZ Transfer system. Participating high schools accept the credits earned back to



the high school to substitute for credits otherwise taken at the high school (e.g. ENL101 and ENL102 substituting for English 12).

- **Concurrent Enrollment:** There are a handful of additional opportunities/scenarios where high school students complete college level courses and/or supplement their high school learning. One popular option, for which this department is not directly responsible, is the **College Bound Scholarship**. This scholarship provided funding for general education courses taken by high school students outside of their regular high school hours. Many students use these credits for the purpose of bringing credit back to their high school to count toward high school graduation requirements.

The implementation of the TALON Project and subsequent emergence of the Early College Program has brought to light the need to consolidate all areas of high school service under one umbrella, to ensure consistency in guidelines, structure, funding, and support across all programs. Gathering these program resources into one area will empower this department to strengthen planning strategies, provide more consistent delivery of service, allow for streamlining of processes and methods, and will foster better communication and stronger partnerships with students, high schools and communities.

In October 2019, under the guidance/direction of NPC's Vice President for Learning and Student Services (VPLSS), Dr. Jessica Clark, High School Programs staff, and the TALON Program Director met to collaborate with key members of the college community, including division deans, student services directors, faculty, Dual Enrollment Committee members, and Institutional Effectiveness members. The purpose of this collaboration was to review/discuss the overall state of High School Programs and begin to identify areas for focus/change. As a result of this meeting, a matrix was developed that helped illustrate the breadth of this department's responsibility/purview. This matrix helped to guide the discussion and quickly illustrated the need to begin a process of improvement/transformation for this department.

Two initial conclusions were drawn from this meeting (see charts below):

- 1.) The planning, operation and evaluation components of each program were scattered among different departments of the college and were in different stages of development
- 2.) Many of the processes and services considered as essential to high school student success were rarely, inadequately or inconsistently provided across the programs.

The overall enrollment in High School Programs has been relatively flat, with total unduplicated student enrollment of 1225 in fall 2016 as compared to 1269 in fall 2019, a 3.6% increase.

In spite of a decline in enrollment in the DE Program, which is the largest of the four high school programs, new enrollment was generated by Early College and TALON, helping to stabilize enrollment over the past four years:

- Without these new and innovative programs, there would have been a significant enrollment decline in high school programs;
- The quick response to the demand for Early College course opportunities, as well as the innovative scheduling required by both Early College and TALON, illustrates the ability for HS Programs personnel to adapt quickly to meet the needs of its high school partners. However, the emerging EC program has had to respond without sufficient personnel or established processes/protocol; this is not a sustainable model;



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- These enrollment data underscore the opportunity for growth in high school programs, given that adequate resources are made available, and should be used to inform the new Early College team as they develop program goals and outcomes.

As the college moves forward in streamlining and combining the functions of these programs under a new division, it is recommended that the focus, as well as the associated budget, transitions accordingly to provide support services in the following areas:

For students:

- academic advising
- guidance on pathway/program selection
- assistance with the high school-to-college transition
- assistance with accessing support structures such as tutoring, library services, and career services
- support in accessing financial aid

For high schools:

- Support in expanding/improving student options and enrollment by advocating for new dual enrollment opportunities and representing Early College course requests
- Representation at college and career fairs and award and graduation ceremonies
- Assistance with scholarship and financial aid information sessions/presentations

As a result of reviewing current operations of the various programs provided to high school students and assessing opportunities for growth and improvement, priorities for the new Early College support team over the next five years are as follows:

1. Standardize admission and registration processes for all high school students, primarily through an online application:
2. Develop and implement a restructured advising model catered to the learning and support needs of high school students:
3. Collaborate with other college departments to formalize processes that pertain to high school student success and access, in three specific areas:



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**Table 1: Function-Specific Level of Responsibility, Resources and Authority Matrix by High School Program Type**

Function	Dual		TALON		NAVIT		Early College	
	Level of Responsibility	Resources and/or Authority	Level of Responsibility	Resources and/or Authority	Level of Responsibility	Resources and/or Authority	Level of Responsibility	Resources and/or Authority
Student Support Services	see Table 2 under Section 2							
Marketing & Recruiting	outside	N/A	mod	adeq	outside	N/A	outside	N/A
Admission	full	inadeq	full	inadeq	full	inadeq	full	inadeq
Textbooks	outside	N/A	outside	N/A	outside	N/A	outside	N/A
Faculty Credentialing	mod	adeq	outside	N/A	outside	N/A	outside	N/A
Schedule Development	outside	N/A	full	adeq	outside	N/A	mod	inadeq
Course/Section Creation	full	adeq	full	adeq	mod	adeq	outside	N/A
IGA/MOU's	mod	inadeq	full	adeq	outside	N/A	needed	inadeq
Registration	full	inadeq	full	inadeq	full	inadeq	full	inadeq
Billing	mod	adeq	outside	N/A	mod	adeq	mod	inadeq
Advising	needed	inadeq	needed	inadeq	needed	inadeq	needed	inadeq
Faculty Mentoring	outside	N/A	outside	N/A	outside	N/A	outside	N/A
Pre-session/Intersession	needed	inadeq	full	adeq	full	adeq	needed	inadeq
Dual Enrollment Handbook	mod	inadeq	outside	N/A	outside	N/A	outside	N/A
Technology Access	outside	N/A	mod	adeq	outside	N/A	outside	N/A

Level of responsibility of high school programs personnel:

- outside = outside of HS Programs purview
- needed = needed but not performed
- mod = moderate responsibility (other depts. share responsibility for tasks)
- full = full responsibility

Level of dedicated resources and/or authority ascribed to high school programs personnel:

- N/A = not applicable
- inadeq = inadequate
- adeq = adequate

**Table 2. Scope of Student Support Services with Level of Support by High School Program Type**

Student Support Services	Dual		TALON		NAVIT		Early College	
	Service Provided	Level of support	Service Provided	Level of support	Service Provided	Level of support	Service Provided	Level of support
Admission & registration	to some degree	inadeq	to some degree	inadeq	no	inadeq	to some degree	inadeq
Advising	no	inadeq	to some degree	inadeq	to some degree	inadeq	to some degree	inadeq
Career planning	no	inadeq	to some degree	inadeq	to some degree	inadeq	no	inadeq
College orientation	no	inadeq	yes	adeq	to some degree	inadeq	to some degree	inadeq
Financial aid guidance	no	inadeq	no	inadeq	no	inadeq	no	inadeq
Library services	no	inadeq	to some degree	inadeq	to some degree	inadeq	no	inadeq
Pre-session presentations	no	inadeq	yes	adeq	yes	adeq	to some degree	inadeq
Tutoring	no	inadeq	yes	adeq	to some degree	inadeq	no	inadeq

Service Provided = Yes, no, to some degree      Level of Support = inadequate, adequate



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# Program Review Summary High School Programs

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## Current Strengths of HS Programs Dept

- Consists of 3.5 dedicated staff who truly care about students
- From semester to semester, is consistently responsible for 40%+ of total college enrollment
- Offers program variety (dual, concurrent, NAVIT, TALON)
- Provides “stop gap” for high schools who lack DE instructors
- Employs innovative scheduling to meet needs of its high school partners



## Current Challenges of HS Programs Dept

- Very little to no student advising services
- Students taking classes under various programs do not receive the same amount, quality and level of services (see Table 2 chart)
- No formal review process or protocol for collecting data
- No established mission statement or student learning outcomes
- A lack of proper admission and registration tools/software to allow staff to process admission and registration efficiently and consistently
- Too few personnel to perform important duties/services beyond basic admission/registration tasks (advising, orientations, fostering relationships with partner schools)
- Too little authority or latitude to initiate classes or a schedule that will meet the needs of high school students

Student Support Services	Dual		TALON		NAVIT		Early College	
	Service Provided	Level of support	Service Provided	Level of support	Service Provided	Level of support	Service Provided	Level of support
Admission & registration	to some degree	inadeq	to some degree	inadeq	no	inadeq	to some degree	inadeq
Advising	no	inadeq	to some degree	inadeq	to some degree	inadeq	to some degree	inadeq
Career planning	no	inadeq	to some degree	inadeq	to some degree	inadeq	no	inadeq
College orientation	no	inadeq	yes	adeq	to some degree	inadeq	to some degree	inadeq
Financial aid guidance	no	inadeq	no	inadeq	no	inadeq	no	inadeq
Library services	no	inadeq	to some degree	inadeq	to some degree	inadeq	no	inadeq
Pre-session presentations	no	inadeq	yes	adeq	yes	adeq	to some degree	inadeq
Tutoring	no	inadeq	yes	adeq	to some degree	inadeq	no	inadeq

Service Provided = Yes, no, to some degree      Level of Support = inadequate, adequate

## Recommendations for the New Early College Department

Better serve our high school partners by providing the following services:

For students:

- academic advising
- guidance on pathway/program selection
- assistance with the high school-to-college transition
- assistance with accessing support structures such as tutoring, library services and career services
- support in accessing financial aid



## Recommendations for the New Early College Department

Better serve our high school partners by providing the following services:

For high schools:

- Support in expanding/improving student options and enrollment by advocating for new dual enrollment opportunities and representing Early College course requests
- Representation at college and career fairs and award and graduation ceremonies
- Assistance with scholarship and financial aid information sessions/presentations

## Priorities for the new Early College team over the next five years

1. Standardize admission and registration processes for all high school students, primarily through an online application;
2. Develop and implement a restructured advising and support services model catered to the learning and support needs of high school students;
3. Collaborate with other college departments to formalize processes that pertain to high school student success and access.