

# Higher Learning Commission Interim Report

**INSTITUTION:** Northland Pioneer College

**CHIEF EXECUTIVE OFFICER:** Dr. Chato Hazelbaker

**DATE SUBMITTED:** December 17, 2021

**ACTION:** An Interim Report due 12/17/21 on strategic and integrated planning.

**CORE COMPONENT 5.D:** The institution works systematically to improve its performance. (1) The institution develops and documents evidence of performance in its operations. (2) The institution learns from its operational experience and applies that learning to improve institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

## **AREAS OF FOCUS:**

- (1) Identify the process owner for College-level (strategic) planning;
- (2) Review and rewrite the College's vision statement so that all stakeholders are clear about what the institutional long-term goals (i.e., the vision) are moving forward (vision statements should use future tense and should not be confused with mission statements);
- (3) identify key institutional long-term goals that are clearly linked to the vision statement; explain how the goals have been vetted and approved;
- (4) Create key performance indicators (KPIs) to benchmark the current state and create target goals for strategic planning within a specified time frame (e.g., 3-5 years); how that KPI data will be collected and who is responsible for collecting it;
- (5) Determine a transparent process on how progress will be communicated to the greater college community;
- (6) Explain how other continuous improvement plans (e.g., program reviews and academic assessments) are being utilized in the strategic planning process;
- (7) Explain how the integrated planning process will be sustained into the future.

## Introduction

Northland Pioneer College (NPC) appreciates the detailed suggestions and guidance from the HLC peer reviewer team regarding the college's strategic and integrated planning process during its comprehensive review in November 2019 and after the receipt of the final report in Spring 2020. Since the timing of launching various planning activities coincided with the COVID-19 pandemic, the college attempted to gather its resources to the best of its ability to address each of the foci required by the peer review team. Many of the planned activities (e.g., in-person group discussion, community outreach) could not be effectively implemented due to lockdown and limitations of gathering input using alternative means (e.g., surveys instead of breakout in-person groups). During this time, NPC also experienced major staff turnover at the leadership level. Despite these challenges, the college continued to move forward and believes that great progress has been made in major areas of institutional planning.

### Area of Focus 1: Identify the process owner for college-level (strategic) planning

Not long after NPC received the comments from the HLC peer review team, following its comprehensive visit in November 2020, President Vest had multiple discussions with the Director of Institutional Effectiveness to share this finding with the college. President Vest approved the Director of Institutional Effectiveness to join the Society of College and University Planning in January 2020. In August 2020, the Director of Institutional Effectiveness participated in two virtual planning workshops. During the Spring 2020 Convocation, both President Vest and the IE director shared the need for integrated planning with the college. The convocation presentation prepared the college for subsequent planning work.

Following HLC's recommendation to use the college's shared governance structure to re-write the college's vision, President Vest appointed the NPC Leadership Council to assist the Executive Team in revisiting and rewriting the mission and vision of the college. During the 2020 spring semester, President Vest also worked with the Director of Institutional Effectiveness, and the Director of Enrollment Services to form the Strategic Planning Oversight Committee, which was proposed as the group to oversee the college and departmental planning process. In March and April of 2020, the Strategic Planning Oversight Committee presented a preliminary process framework for integrated strategic planning to the Leadership Council. The Leadership Council reviewed, discussed, and eventually approved the framework in April. In May, the Strategic Planning Oversight Committee worked with the Leadership Council to outline visioning tasks for the summer of 2020. Periodic updates on the college planning process were also displayed on the college's public website.

Area of Focus 2: Review and rewrite the College’s vision statement, so that all stakeholders are clear about what the institutional long-term goals (i.e., the vision) are moving forward (vision statements should use future tense and should not be confused with mission statements)

Due to the pandemic, and the fact that some faculty who served on the Leadership Council were on 9-month contracts, the visioning work conducted by the Leadership Council became a time-consuming process. In June and July 2020, the Strategic Planning Oversight Committee scheduled three whole-day sessions with the Leadership Council to review the mission, vision, and shared values. These whole-day sessions consisted of brainstorming, small group discussions, and guided imagery exercises. The Leadership Council also delegated a small group of its members to incorporate all the input, and presented a draft version of these foundational components for college planning in the Fall 2020 Convocation. At that time, the plan was to use the draft version to solicit college-wide feedback. In Fall 2020, Qualtrics surveys were sent out to all shared governance groups, college faculty and staff, as well as external stakeholder groups (e.g., advisory groups, high school partners, tribal councils, and chambers of commerce). Substantial inputs were received. In late October, the resignation of President Vest delayed the planning process, as the college needed to redirect its energy to identify an interim president to continue operations during the pandemic, and to work with the District Governing Board on its presidential search.

With the Board’s appointment of the NPC’s previous President Dr. Jeanne Swarthout as the interim president, the college was able to continue its visioning project. Dr. Swarthout’s 18-plus years of experience with the NPC helped preserve a high level of continuity in the planning process. In November, the Leadership Council reviewed the high-level survey results, and delegated a small group of its members to incorporate the results into the existing draft version. In December 2020, the small group presented the final proposed mission, vision, and shared values to the Leadership Council. The final draft was presented to the District Governing Board in January 2021 for adoption. Work has continued with the appointment of Dr. Chato Hazelbaker as NPC’s ninth President.

Area of Focus 3: Identify key institutional long-term goals that are clearly linked to the vision statement; explain how the goals have been vetted and approved

With the college’s mission, vision, and shared values approved, the Leadership Council began identifying strategic areas for the college. The Council continued to adopt a collaborative, participatory, planning approach in establishing the strategic goal areas. The Strategic Planning Oversight Committee rolled out the strategic goal survey in January and February 2021 to various college shared governance groups, as well as the District Governing Board. In late February 2021, the Leadership Council appointed the Strategic Planning Task Force to review all the input provided to identify three proposed strategic goal areas. In late April, the Task Force shared the three proposed strategic areas with clear links to the vision to the Leadership Council. The three areas are: “Increase Enrollment,” “Improve Student Success,” and “Improve College Sustainability.” In May 2021, the Strategic Planning Oversight Committee introduced these three proposed strategic goals/areas to the

District Governing Board as a first read. In June, the Board adopted the three proposed strategic goal areas to develop the college strategy for the next five years.

By late Spring 2021, the District Governing Board had completed its presidential search process, and appointed Dr. Chato Hazelbaker as the college president, effective July 1, 2021. President Hazelbaker was invited to several planning meetings scheduled by the Task Force to provide input and considerations. At Fall 2021 Convocation, President Hazelbaker shared with the college his goals, which are aligned with the strategic goal areas approved by the Board.

One thing of note is that prior to completion of the 2019 HLC comprehensive review, NPC had been working with an architecture company to update its 2012 Facilities Master Plan. The updated Facilities Master Plan was presented to the District Governing Board, and was board-approved in August 2020. Since the college was still revising its mission, vision, and values in summer 2020, aligning the updated Facilities Master Plan with the new vision and other planning components took place later. When President Hazelbaker came onboard, the construction of a Skills Center at the White Mountain Campus commenced in August 2021. One of the main purposes of a Board retreat in September 2021 was a discussion centered around the reprioritization of various construction projects to accommodate changes as a result of the COVID pandemic and the approved strategic goals. As the 2021-24 Strategic Plan is developed and vetted through different shared governance groups, any update and reprioritization decision associated with the updated Facilities Master Plan will be incorporated into the college's strategic planning calendar.

Area of Focus 4: Create key performance indicators (KPIs) to benchmark the current state and create target goals for strategic planning within a specified time frame (e.g., 3-5 years); how that KPI data will be collected and who is responsible for collecting it

When identifying the strategic goal areas in Spring 2021, the Strategic Planning Task Force realized that it would take more time to determine key result indicators under these areas. The Task Force worked through the summer of 2021 to complete this task. The Task Force noted that since the COVID-19 pandemic has altered the way NPC provides its services and instruction to its students, additional time is needed to collect certain data that reflect the "new normal". At the same time, the Task Force also realized the urgency to provide a set of recommended key result indicators to guide efforts in developing strategic initiatives. In August, the Task Force forwarded a set of proposed key result indicators to the Leadership Council.

The key result indicator development document contains each key result indicator with its definition, historical data section (if available), baseline and target section, and a description of the data elements used for computing the indicator, as well as the process and the department responsible for computing the indicators. The document lists some indicators that have established baselines and targets and areas where the Task Force wanted to conduct future research. The areas that are still being developed include: student goal attainment and mastery of institutional learning outcomes under the "Improved Student

Success” strategic goal area, and perceptions of NPC by employees, students, and the greater community under the “Improved College Sustainability” strategic goal area.

The Task Force agreed to continue its work in early Fall 2021 to establish timelines to complete the development of these areas. Meanwhile, after the Leadership Council approved the existing draft set of key result indicators, the document was shared with several shared governance groups, including Faculty Association, Classified Administrative and Staff Organization, and Instructional Council for input. These key result indicators were also presented to the District Governing Board by President Hazelbaker in the October monthly meeting. The District Governing Board will be updated regularly with further development of these indicators.

Since key result indicators are lagging indicators, and reflect a summary of progress made by multiple departments in a specific goal area, typically, they cannot be used to direct implementation of initiatives which require monitoring of results with a shorter time interval. As such, President Hazelbaker suggested to the Leadership Council in October that the Strategic Planning Oversight Committee work with designated departments, or collaboration teams in charge of the strategic initiatives listed in the 2021-24 Strategic Plan, to develop key performance indicators associated with those initiatives.

Area of Focus 5: Determine a transparent process on how progress will be communicated to the greater college community

NPC uses multiple venues to communicate its progress in strategic planning to the greater college community: First, as the central shared governance group at NPC, the Leadership Council is comprised of departmental representatives and other shared governance leaders from across the college. The majority of the progress made in developing this integrated college planning is expected to be shared by Leadership Council members with the groups they represent. Second, progress in strategic planning is a standing item in semi-annual convocation events. Third, President Hazelbaker and the Institutional Effectiveness Director maintain close communication with the various groups (President's Cabinet, Leadership Council, Instructional Council, and Student Success Alliance) regarding progress in the college planning process. Fourth, President Hazelbaker has been utilizing multiple communication channels (AllNPC emails and the All College meeting every Wednesday) to update the college's progress in strategic planning. Fifth, as the President began to meet community leaders at various tribal events and community meetings, he emphasizes the importance of partnerships between NPC and its communities in achieving the college's vision through its strategic goals.

NPC has designated a specific section of its public website to share its progress in the strategic planning area. As the 2021-24 Strategic Plan is taking shape under the leadership of President Hazelbaker, it will be posted on the NPC public website. As this strategic plan rolls out to the college in Spring 2022, data and progress for each key result indicator will be posted on the website in a report-card type format. Each strategic initiative will also have its own list of key performance indicators posted on the website. Measurements for the key result indicators will also be shared with the District Governing Board annually.

Area of Focus 6: Explain how other continuous improvement plans (e.g., program reviews and academic assessments) are being utilized in the strategic planning process

Historically, NPC departments have been expected to use program or department review reports to develop improvement projects and justify changes in department budgets. Since there has not been any college procedure to guide this expectation, the Strategic Planning Oversight Committee has drafted a college planning procedure to guide all college planning activities with involvement from all departments. This document highlights the necessity to integrate the college planning efforts with its overall organizational development. This procedure calls for a more transparent alignment between the program review process, strategic planning process, and the budget development process. One particular section within this procedure describes how departments need to use results from their existing programs or department reviews in their planning process.

The procedure was initially drafted in Fall 2020 and was shared with the Leadership Council. Due to changes in college senior administration (President, Vice President of Learning and Student Services, and Chief Human Resources Officer) and the revision of the Leadership Council's function and operation, the review process of this draft was suspended until President Hazelbaker came onboard in July 2021. The Council reasoned that it is only logical to invite and incorporate the new President's input and direction in this procedure, since without significant leadership commitment, the procedure would lack viable support for implementation.

Two key result indicators, one from the "Improved Student Success" strategic goal area, and the other from the "Improved College Sustainability" strategic goal area, will have the potential to enable departments to link their program review and academic assessment efforts more directly and explicitly to the college's strategic planning. The college's Assessment of Student Knowledge subcommittee (under Instructional Council) has been tasked with developing an indicator to measure students' mastery of institutional learning outcomes. The subcommittee intends to use the assessment planning reports submitted by the academic departments to develop a rubric with a range of behavioral criteria for the two institutional learning outcomes (i.e., critical thinking and effective communication). The purpose of the rubric is for departments' assessment results to be aggregated at the institutional level.

As NPC begins the search for the permanent Vice President for Learning and Student Services, program review will continue to be an area of continuous improvement. The college intends to better align its program review and assessment processes with its strategic planning process. The program viability index is currently being considered and researched as one of the potential key result indicators under the "Improved College Sustainability" strategic goal. The current approach is to invite deans and department chairs to explore criteria associated with strong academic and vocational programs, and to use existing data elements from existing program review activities to create new metrics for this indicator. As program viability index results will be shared across the college and updated to the District Governing Board, this indicator provides an opportunity to drive departments to

evaluate and assess their performance annually, and incorporate data into their strategic and operational planning, even though the comprehensive program review schedule remains in a five-year interval.

#### Area of Focus 7: Explain how the integrated planning process will be sustained into the future

To ensure that the planning remains an integrated part of the overall organization development, the Strategic Planning Oversight Committee developed a college planning procedure (mentioned in Area of Focus 6). The purpose of this procedure is to create a structure and a process to help departments, committees, and shared governance groups develop a common knowledge of the process. One thing of note in the proposed procedure is the requirement to develop mandates and an initiative proposal with budget request to be aligned with the college's budget development calendar. The Strategic Planning Oversight Committee realizes that as each integrated planning component is incorporated into the college's standard or regular operational process, it is more likely to become an integral part that will be sustained over time.

Additionally, since the strategic initiatives require creation of collaboration teams, which are usually comprised of representatives from different departments, curricular and trainings need to be developed to build staff capability in areas such as project management and resource development. As NPC increases staff capacity in developing, communicating, managing, and evaluating strategic initiatives, the proposed planning process will improve our efforts at sustainability.

#### Conclusion

NPC recognizes that developing and implementing an integrated strategic planning process, as well as finalizing a strategic plan, is an enormous undertaking. It requires all departments/units within the college to participate actively together with external stakeholders to identify its strategic ambitions, and to align structure, processes, and resources to achieve its mission and vision. As of this writing, NPC is drafting its 2021-24 strategic plan based on newly revised mission, vision, and shared values, as well as strategic goal areas, including key result indicators approved at various levels of the college body. The 2021-24 strategic plan will be finalized and shared with the greater college community in early Spring 2022. NPC believes that as the college ventures into a post-pandemic status of serving students, changes will continue to emerge and will likely introduce new components into the college's planning process. As presented in the current draft of the 2021-24 strategic plan, it is the hope of the college administration that as NPC focuses its technological, human, and cultural resources to improve college sustainability, the college will be better prepared to incorporate internal and external changes to fulfill its mission.

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## Appendix 1

### Content of This Appendix

This appendix contains an email from the IE director to President Vest describing the various activities that need to occur to support the college in improving its strategic planning process. One of the decisions made by President Vest was to support the IE director in joining the Society of College and University Planning (SCUP).

## Yip-Reyes, Judy Y.

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**From:** Yip-Reyes, Judy Y.  
**Sent:** Wednesday, January 08, 2020 2:30 PM  
**To:** Vest, Mark H.  
**Subject:** Discussion this morning regarding SP20 Convocation and Integrated Planning

Mark,

Thank you for meeting with me this morning on finalizing the SP20 Convocation slides for the Accreditation topic of discussion in the general session. I think the additional slides describing the interim report recommendations will help the college understand the specific areas for our future improvement efforts.

The last SPASC meeting in December and the enterprise risk management presentation made by the Trust this past Monday, again, emphasize our need to place more attention and resources to coordinate the college's planning efforts. Thank you for taking the time to continue this dialogue with me. Below are **some highlights of our discussion:**

1. If possible, avoid introducing to the Board and the college different concepts/packages in silos – Incorporating enterprise risk management approach/process into the integrated planning? Change management (certain aspects) into integrated planning?
2. **Join the Society of College and University Planning (SCUP)** – tap into their resources and networks
3. Conceptualize the relationship among different categories of planning (e.g., academic planning, resource planning, and facility planning)
4. Brainstorm the role of SPASC in the future planning model
5. Leverage current Leadership Council structure to move forward with the future planning model
6. The need to revise the Shared Governance Procedure

I am working with Lauren Maestas from the Business Office to allocate funds for me to join SCUP. Since there will be two back-to-back Convocation breakout sessions next Monday to obtain college input in addressing the recommendations from the HLC review team, I am excited to receive feedback and suggestions from the college and will continue to work in this area. As you suggested toward the end of our meeting this morning, when we are ready, we will be presenting our proposed ideas to various stakeholder groups.

Judy

Judy Yip-Reyes, Ph.D.  
Director of Institutional Effectiveness  
White Mountain Campus  
Northland Pioneer College  
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928-532-6148

[Judy.Yip-Reyes@npc.edu](mailto:Judy.Yip-Reyes@npc.edu)

*NPC provides, supports, and promotes lifelong learning.*



The Society for College  
and University Planning

# Order Summary

## Order

Order  
#0001643  
Transaction Date  
1/21/2020  
Grand Total  
\$420.00

## Bill To

Judy Yip-Reyes  
  
Show Low, AZ 85901  
United States

## Membership for Judy Yip-Reyes

2/1/2020 - 1/31/2021

Total Price

Institutional Individual	\$420.00
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## Total Details

Grand Total	\$420.00
Total Payment	\$420.00
Mastercard ending in 5251	
Balance	\$0.00

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## Appendix 2

### Content of This Appendix

This appendix contains documentations showing that the IE director registered to attend two workshops related to integrated strategic planning, organized by the Society of University and College Planning. The first workshop “Foundations” was held on August 3, 2020. The second workshop “Design” was held on August 10 and 11, 2020.

**Yip-Reyes, Judy Y.**

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**From:** Josh Humbel <josh.humbel@scup.org>  
**Sent:** Monday, July 27, 2020 11:35 AM  
**Cc:** Nicholas Santilli  
**Subject:** Virtual Planning Institute: Foundations - 8/3/20

**SCUP Planning Institute: Foundations  
Laying the Groundwork for Strategic Planning  
August 3, 2020**

Good morning,

We are thrilled that you have registered for the SCUP Planning Institute's Foundations workshop: Laying the Groundwork for Strategic Planning!

After the workshop you will have the skills and confidence to design an integrated and sustainable plan that differentiates your institution based on its strengths and its place in the world around it. Since successful planning starts with engagement, reflection, and action - let's get started now!

**WORKSHOP DETAILS:**

Below is a link to your STREAM learner account. Please click the link and sign in using your email address as both the username and password. Once you have successfully signed in, you will see a Planning Institute: Foundations course tile. Click on that tile to access your pre-work, workshop materials, and Zoom meeting link. **Please sign into your account as soon as possible to confirm access to the content.** Pre-work must be completed before the beginning of the workshop.

<https://scup.curatr3.com>

Note that while the meeting times cover the entire day, we will not be meeting for all 7 hours. See below for a rough schedule. Breaks will be mixed in throughout the session. All times listed are Eastern Standard. If you have also registered for the Planning Institute: Design and/or Sustain workshops you will receive a separate email one week prior to the scheduled start date.

**DATE:** Monday, August 3<sup>rd</sup>

11:00am-1:30pm: Workshop

1:30pm-2:30pm: Lunch/Break

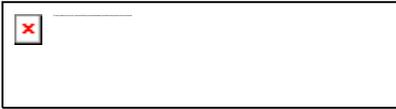
2:30pm-6:00pm: Workshop

We thank you for participating in Foundations: Laying the Groundwork for Strategic Planning. We are excited to offer you tools and strategies to find a better path forward.

Sincerely,

Josh Humbel  
SCUP Planning Institute  
[planning.institute@scup.org](mailto:planning.institute@scup.org)

--



**Josh Humbel**

Planning Institute Program Manager

[josh.humbel@scup.org](mailto:josh.humbel@scup.org); 734.669.3298

[scup.org](http://scup.org)

**SCUP Fund:** [Click here](#) to contribute today!

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**Yip-Reyes, Judy Y.**

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**From:** Josh Humbel <josh.humbel@scup.org>  
**Sent:** Monday, August 3, 2020 1:24 PM  
**Subject:** Virtual Planning Institute: Design - 8/10-8/11

**SCUP Planning Institute: Design  
Developing and Implementing a Strategic Plan  
August 10-11, 2020**

Good afternoon,

We are thrilled that you have registered for the SCUP Planning Institute's Design: Developing and Implementing a Strategic Plan.

SCUP's Planning Institute allows you to create a collaborative planning culture on your campus that involves all of the appropriate stakeholders on your campus. A collaborative planning culture is fostered by effective communication across departments and aligned institutional efforts to move from strategy to implementation. You'll learn invaluable skills to bring your community together and unleash your institution's potential!

**WORKSHOP DETAILS:**

Below is a link to your STREAM learner account. Please click the link and sign in using your email address as both the username and password. Once you have successfully signed in, you will see a Planning Institute: Design course tile. Click on that tile to access your pre-work, workshop materials and Zoom meeting link. Please sign into your account as soon as possible to confirm access to the content.

<https://scup.curatr3.com>

Note that while the meeting times cover the entire day, we will not be meeting for 7 hours. See below for a rough schedule. Breaks will be mixed in throughout the session. All times listed are Eastern Standard. If you have also registered for the Planning Institute: Sustain workshop you will receive a separate email one week prior to the scheduled start date.

**DATE: Monday, August 10<sup>th</sup>**

11:00am-1:30pm: Workshop  
1:30pm-2:30pm: Lunch/Break  
2:30pm-6:00pm: Workshop

**DATE: Tuesday, August 11<sup>th</sup>**

11:00am-1:30pm: Workshop  
1:30pm-2:30pm: Lunch/Break  
2:30pm-6:00pm: Workshop

We thank you for participating in Design: Developing and Implementing a Strategic Plan. We are excited to offer you tools and strategies to help you move from *goals* to implementation.

Sincerely,

Josh Humbel

--



**Josh Humbel**

Planning Institute Program Manager

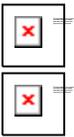
[josh.humbel@scup.org](mailto:josh.humbel@scup.org); 734.669.3298

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## Appendix 3

### Content of This Appendix

This appendix contains several documents that show that shortly after the HLC Peer Review Team shared their draft 2019 comprehensive visit report, President Vest addressed the importance of integrated strategic planning to the college at the Spring 2020 Convocation. At the Spring 2020 Convocation, results from the preliminary HLC report were shared with the college noting the need to improve college planning. A follow-up presentation by President Vest was on college direction and structure.

**All College Convocation Schedule**  
**Monday, January 13<sup>th</sup> 2020**  
**Silver Creek Campus – Performing Arts Center**  
**8:00am – 12:30pm**

**CASO will be hosting their usual Non-Food drive and all household commodities – other than food – are welcomed.**

Time	Location	Event	Presenter(s)
8:00-9:00am	PAC Lobby	Continental Breakfast	
9:00-9:15am	PAC Main House	Welcome and President's Address	Mark Vest
9:15-9:45am	PAC Main House	Accreditation: What Happens Next	Mark Vest/SPASC
9:45-10:00am	PAC Main House	Financial Aid	Jeremy Raisor
10:00-10:15am	PAC Main House	Construction	Maderia Ellison
10:15-10:30am	PAC Main House	Break	
10:30-11:00am	PAC Main House	College Structure	Mark Vest
11:05-11:35am <i>Breakout 1</i>	PAC Main House	Accreditation (Specific Concerns from Report)	Mark Vest/Judy Yip-Reyes
	PAC 119	SPASC Future Priorities	SPASC
	PAC 124	Community Needs Assessment Input	SPASC
11:40-12:15pm <i>Breakout 2</i>	PAC Main House	Accreditation (Specific Concerns from Report)	Mark Vest/Judy Yip-Reyes
	PAC 119	SPASC Future Priorities	SPASC
	PAC 124	Community Needs Assessment Input	SPASC
12:20-12:30pm	PAC Main House	Wrap-Up	Mark Vest

**12:30pm CASO Retreat with catered lunch**

**OUR MISSION**

Northland Pioneer College provides, supports and promotes lifelong learning.

# **SPRING 2020 CONVOCATION**

**Accreditation – What Happens Next?**

## OVERALL RECOMMENDATIONS

- **Criteria for Accreditation – Met with Concerns**
  - All but one Core Component (5D) received a “Met” rating; 5D received a “Met with Concern” rating.
- **Recommended a full 10-year reaccreditation**
- **Sanctions Recommendation – No Sanction**
- **Pathways Recommendation – Eligible to choose**
- **Federal Compliance – Does not require monitoring**

## **CRITERION AND CORE COMPONENT RATING**

- Ratings are provided at the Core Component Level. When one core component receives a “Not Met” rating, the entire Criterion is considered a “Not Met”.
- The Review Team rated all but one Core Component “Met”.
- Core Component 5D received a “Met with Concern” rating.

## WHAT IS CORE COMPONENT 5D?

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

## CONCLUDING COMMENT HIGHLIGHTS

- A **positive experience** for the four-person peer review team.
- The College provides **quality educational programs** and **valued student services**.
- The College is doing an **effective job at providing relevant educational experiences ...**

## CONCLUDING COMMENT HIGHLIGHTS

- The College **lives its mission** and **demonstrates an unwavering support of student success.**
- The College **uses its resources wisely and anticipates environmental changes ...**
- NPC **is a valued resource in the communities it serves ...**

## CONCLUDING COMMENT HIGHLIGHTS

- The Team recommends that Northland Pioneer College be **reaffirmed for accreditation**.
- The Team does **see a need for an interim report focused on institutional planning** due in two years.

## **RECOMMENDED AREAS FOR IMPROVEMENT**

- Add service area/communities in our mission statement
- Continue our work to attract diverse faculty and staff
- Develop assessment framework and plan for co-curricular activities
- Develop a program review process for non-academic areas
- Interim Monitoring Report due in 2 years, primarily focused on integrated institutional planning, development of key performance indicators, and progress tracking

## **NATURE OF INTERIM MONITORING**

- 61% of institutions underwent comprehensive evaluation in AY 2017-18 had to submit interim reports.
- It is not so much IF an interim report is needed, but when.
- Interim monitoring gives the institution an opportunity to focus on specific areas identified by HLC to improve on.

## **SCOPE OF INTERIM MONITORING FOR NPC**

- From 5C (The institution engages in systematic and integrated planning) carries over to 5D:
  - ... ability to integrate multiple planning processes in a meaningful way
  - ... more visioning, goal setting, and planning for the long term future
  - ... appropriate oversight of the departmental and College planning

# SCOPE OF INTERIM MONITORING FOR NPC

- Seven areas:
  1. Process owner for college-level planning
  2. Vision statement revision
  3. Institutional long-term goal development and approval process
  4. Key performance indicator development and process
  5. Progress communication plan
  6. Process to align other continuous improvement plans with strategic planning
  7. Sustainability approach to integrated planning process

## **INTERIM MONITORING PROCESS**

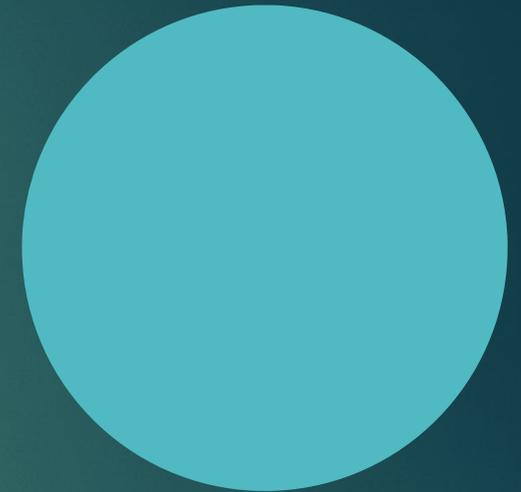
- The interim report should contain no more than a seven-page narrative plus appendices for each area of focus address. It must be submitted according to the due date established.
- HLC staff will review and prepare a written analysis of the report. The analysis will ascertain whether the institution has satisfactorily addressed the monitoring issue(s) and will document its findings in the conclusion section of the analysis report.

# INTERIM MONITORING PROCESS

- Three likely outcomes:
  - Accept the interim report, or
  - Require additional reports on the same/related topic, or
  - Recommend to HLC's decision-making bodies that further monitoring (including new interim reports or focused visits)
- The interim report, HLC analysis report, and the HLC letter stating receipt or recommendation for additional monitoring will become a part of HLC's official file.

# Institutional direction and structure

FORM FOLLOWS FUNCTION



# What the HLC report tells us about ourselves

- ▶ We lack a defined vision of what NPC should be
  - ▶ We lack a set of strategies to achieve that vision
  - ▶ We lack the methods to determine if we are achieving that vision
  - ▶ We lack the organizational structure to create, implement, measure, and analyze strategies and action plans needed to achieve that vision
- ▶ In short, the College has to change to achieve its mission

# What we know about ourselves



- ▶ We are creative; we are good at identifying initiatives that will improve our core mission (educating students)
- ▶ We focus our resources on our mission – we do a lot with a little
- ▶ However...
- ▶ Because we lack a vision/plan, we have allowed initiatives to develop organically rather than systematically
- ▶ We also have not resolved increasingly problematic structural issues within the College – issues that could hinder our ability to achieve our mission or a future vision/direction of the College.
- ▶ Some examples...

# What we know about ourselves (continued)

- ▶ Our ever-evolving relationship with K-12 districts and students
- ▶ Instructional technology and the collapse of the live instruction/online instruction divide
- ▶ Support services for employees
- ▶ Our enterprise resource platform (Jenzabar CX)
  
- ▶ SO WHAT DO WE DO?
  - ▶ Form follows function – we design the College that needs to exist in five years, and we build toward that College

# Fine, how do we do that?

- ▶ It starts with the District Governing Board
  - ▶ We need a broad set of operating parameters – what must we do, what must we not do
- ▶ Then it's up to us: Vision>Strategy&Measurables>Implementation Plan>Annual Review/Adjust
- ▶ Where does College Structure fit?
  - ▶ We will need to make ongoing adjustments to college structure. Structural changes occur for 2 reasons:
    - ▶ The Vision, Strategy, and Implementation dictate change
    - ▶ Our own institutional scan dictates change

# It starts with Vision

- ▶ Our vision statement should define what we intend to become within a specific timeframe. Here's ours:
  - ▶ ***Northland Pioneer College provides a learner-centered environment, responds to community needs through effective and innovative service to our students, and fosters professional growth and collegial collaboration.***
- ▶ That's not a vision statement. It could be, with some tweaking.

# From Vision to Strategy

- ▶ The HLC report dings us in part for a lack of **integrated planning**. They are right.
- ▶ Our current process: The DGB gives annual general guidance. President's staff meets regularly in the President's office. SPASC works on specific initiatives. We prioritize SPASC initiatives in the budget. Program reviews are completed. Deans and the VPLSS review them. Deans/departments propose program plans to IC. Departments develop their own initiatives or goals. New opportunities are considered, generally in isolation.
- ▶ It's not working. We all know that.

# A New Process

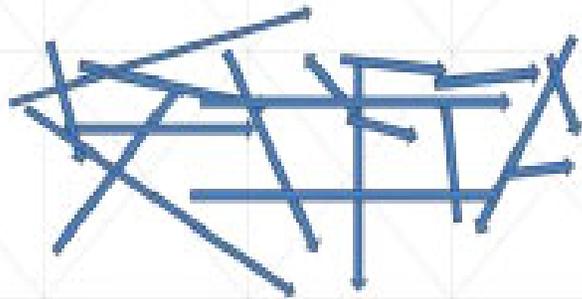
- ▶ Education is what we do. It's our core mission, our only product. It will drive our upcoming vision and strategy. Everything else at the College, from the president's office to custodial staff, will align their work to accomplishing the educational vision we set for ourselves. Anything not aligning with that vision and set of strategies will not be done.
- ▶ Integrated Planning: A rebuild of our current planning process, at each step of the process, to
  - ▶ Pull key priorities to the front
  - ▶ Incorporate all departments, relevant information, and relevant work in the planning and implementation process
  - ▶ Make integrated planning and implementation a central part of the president's job and the shared governance process

# Does this mean a new College structure

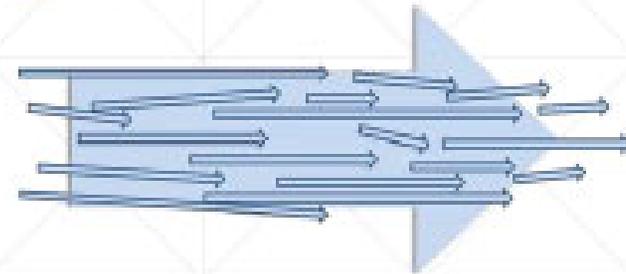
- ▶ It certainly means change. Why?
  - ▶ Funds and spending capacity are limited
  - ▶ We know our current model has flaws
  - ▶ Our chosen direction may make our current model more flawed
- ▶ Before you get too worried, remember this:
  - ▶ The College never stands still. We change our structure all the time. But until now, in my view, we have done so without having change flow from a college-wide set of strategies designed to achieve a 5 year vision.
  - ▶ Through Leadership Council, through our planning process, you will have a say in those changes if you wish to.
  - ▶ One caveat – as we transition our visioning and planning process, it is inevitable that we will have to make some position/structure decisions along the way (especially due to retirements, resignations, etc).

# What's the timeframe?

- ▶ A College vision and strategies/measurables by July 1, 2020
- ▶ Implementation plans and structure recommendations by January 1, 2021
- ▶ A fully implemented integrated planning process, with implementation plans underway, by July 1, 2021



- You've got **lots of plans** doing exactly what they're designed to do.
- These plans are **built to achieve targeted outcomes for units** at every level of the organization.



- But **without a common direction, they can be working against each other**, creating waste, competing for resources and failing to realize their potential for advancing the institution.

## Appendix 4

### Content of This Appendix

This appendix contains the minutes of the January 2020 Leadership Council showing that shortly after the Spring 2020 Convocation, President Vest had begun working with the Leadership Council actively to address the integrated strategic planning process for the college.

# Leadership Council

## Minutes

Friday, January 17, 2020 at 1pm

Painted Desert Campus – Nizhoni Learning Center Room 142

### Attendees:

**Council Members:** Justin White (Proxy for David Huish); Susan Jamison (Proxy for Deb McGinty); Lauren Maestas (Proxy for Maderia Ellison); Jessica Clark; Mark Vest; Judy Yip-Reyes; Rebecca Hunt; Josh Rogers; Rickey Jackson; Eric Bishop; Cyndi Owen; Ann Hess; Jessica Kitchens; Kevin Jones; Amber Hill; Scott Estes; Curtis Stevens; Jeremy Raisor; Nicole Ulibarri; Gail Campbell; Inez Schaechterle.

**Others Present:** Paul Hempsey (Recorder); Eric Henderson; Susan Jensen; Betsy Wilson; Colleen Readell; Veronique Diallo.

1. **Call to Order:** President Vest called the meeting to order.
2. **Roll Call and Quorum Check:** Paul Hempsey conducted a silent roll call and declared a quorum present.
3. **Approval of Minutes from December 20, 2019:**  
*Kevin Jones made a motion to approve the minutes from December 20, 2019 with the discussed amendment. Josh Rogers seconded. **The motion passed unanimously. Rickey Jackson abstained.***
4. **Review of Tasks from December Meeting:**  
President Vest reviewed the tasks from the December 20th meeting.
5. **Old Business/Review of Tasks:**
  - A. **Spring 2020 Schedule**  
The committee reviewed the schedule provided by Paul Hempsey and discussed moving the March and May meetings.  
  
March meeting will now be 2-4 on March 27 @ SCC  
May meeting will now be 2-4 on May 8 @ PDC
  - B. **Payroll Update**  
Lauren Maestas provided an update on the ongoing review of the college's payroll operations.  
  
Inez Schaechterle and Rebecca Hunt were invited to participate in a demo of the Purely HR software, for tracking employee leave, on February 3<sup>rd</sup> and Lauren was asked to research other vendors.  
  
Lauren showcased a test sample of what a paystub could potentially show employees in the future through Jenzabar. Verifying the information is accurate has been the biggest issue they have faced so far. The committee discussed utilizing standard language to be displayed, such as Base Pay and Overload Pay. It was suggested creating a table, with input from around the college, with language that should be used for each different category of pay.  
  
Eric Bishop noted that a manual calculation was being added to Pay Forms once submitted and that would be sufficient to send to faculty so they can better track in the

# Leadership Council

## Minutes

Friday, January 17, 2020 at 1pm

### Painted Desert Campus – Nizhoni Learning Center Room 142

short-term. It would also be of value to add a note of the “base” amount on the form for ease of tracking.

#### 6. New Business:

##### A. College Vision and Strategic Planning

President Vest outlined his idea that Leadership Council would be the group to assist the Exec Team define the institutional vision and direction of the college. This may require a shake-up of SPASC. The college will need to look at the process and college structure necessary to achieve its vision.

President Vest also noted that he would like Leadership Council to learn more about risk management/risk tolerance which will assist on some of the decision points in the future. President Vest offered to provide information on integrated planning as well as risk tolerance before the next meeting.

At the January Board meeting the Board will hold a retreat and the hope is to receive some broad guidance for the institution. We have also received an exceptional number of partnership requests which we will ask for guidance on.

##### B. Interactions with other Shared Governance Groups

President Vest described the current Shared Governance process, and related groups within the process, and identified how he felt it was not functioning well. President Vest then suggested a group from Leadership Council work on possible fixes.

President Vest asked for volunteers to work with him on the process and the following people offered.

Judy Yip-Reyes  
Jeremy Raisor  
Josh Rogers  
Betsy Wilson  
Amber Hill  
Inez Schaechterle

##### C. External Evaluation of HR – Results

President Vest announced the HR Generalist position is posted and the Director position description has been amended, incorporating some suggestions from the external evaluators, and is under review within the Exec Team.

President Vest then provided a brief overview of the takeaways from the report provided by Traaen and Associates.

The Council would like to see the recommendations and President Vest will look at distributing to the group.

# Leadership Council

## Minutes

Friday, January 17, 2020 at 1pm

Painted Desert Campus – Nizhoni Learning Center Room 142

### D. Bookstore Process

Amber Hill reviewed the changes that have been implemented within the college bookstore.

The committee addressed concerns with Amber that included eCampus being more expensive than even the Publisher's price which has historically been the highest and the fulfillment time of 14 days.

Amber noted some of the contractual requirements the vendor has and asked committee members to document any issues they come across and encourage their students do the same, as well as to complete the next student survey which will most likely come out in February, but she would let committee members know the exact date.

President Vest asked if the college still needed a Bookstore vendor. In the past it was linked to the Financial Aid processing time but this may not be an issue any more. Jeremy Raisor still noted the potential benefits for Financial Aid students.

Amber Hill noted that she would, at minimum, be completing a vendor analysis but the entire process could be re-evaluated again as they already have a lot of data. She offered to bring the results back to the committee.

President Vest allowed the remaining time for non-agenda updates.

### 7. Adjourn:

President Vest declared the meeting over.

### Tasks

- Arrange rooms and send meeting requests for the Spring meeting schedule – **Paul Hempsey**
- Invite Inez Schaechterle and Rebecca Hunt to Purely HR software demo – **Lauren Maestas**
- Provide information on integrated planning as well as risk tolerance before the next meeting – **President Vest**
- Provide the recommendations from the Traaen and Associates report to Council Members – **President Vest**
- Advise the committee of next Student Survey release on the Bookstore – **Amber Hill**

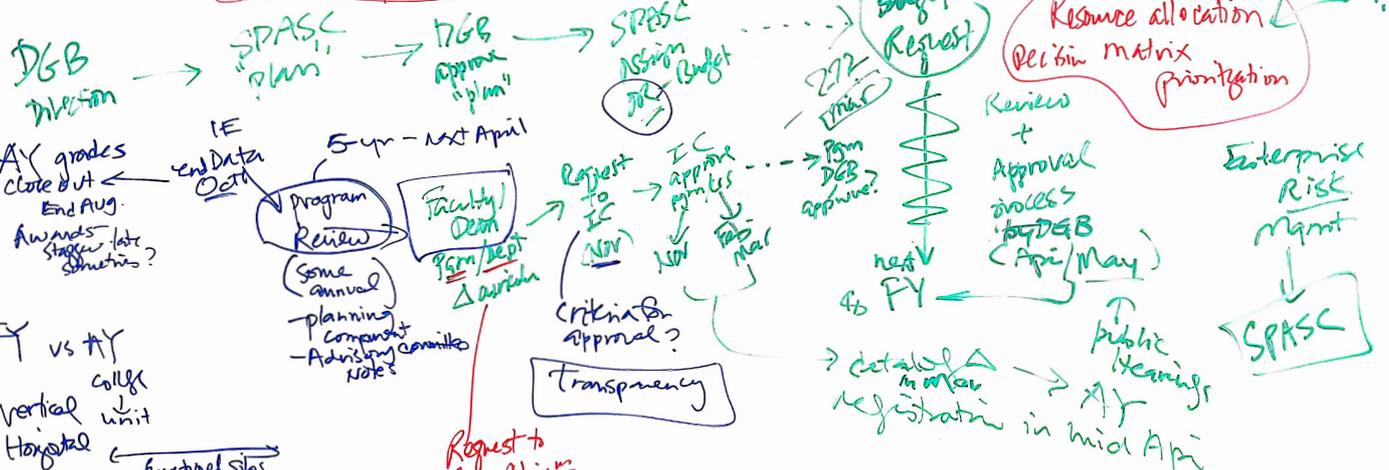
## Appendix 5

### Content of This Appendix

This appendix contains some documentations on some of the initial discussions held by the Strategic Planning Oversight Committee in February and March of 2020 to help support the Leadership Council in its integrated strategic planning process.

Aligning Budget Calendar

planning - Budgeting - evaluation measuring



AY grades close out End Aug. Awards stages late September?

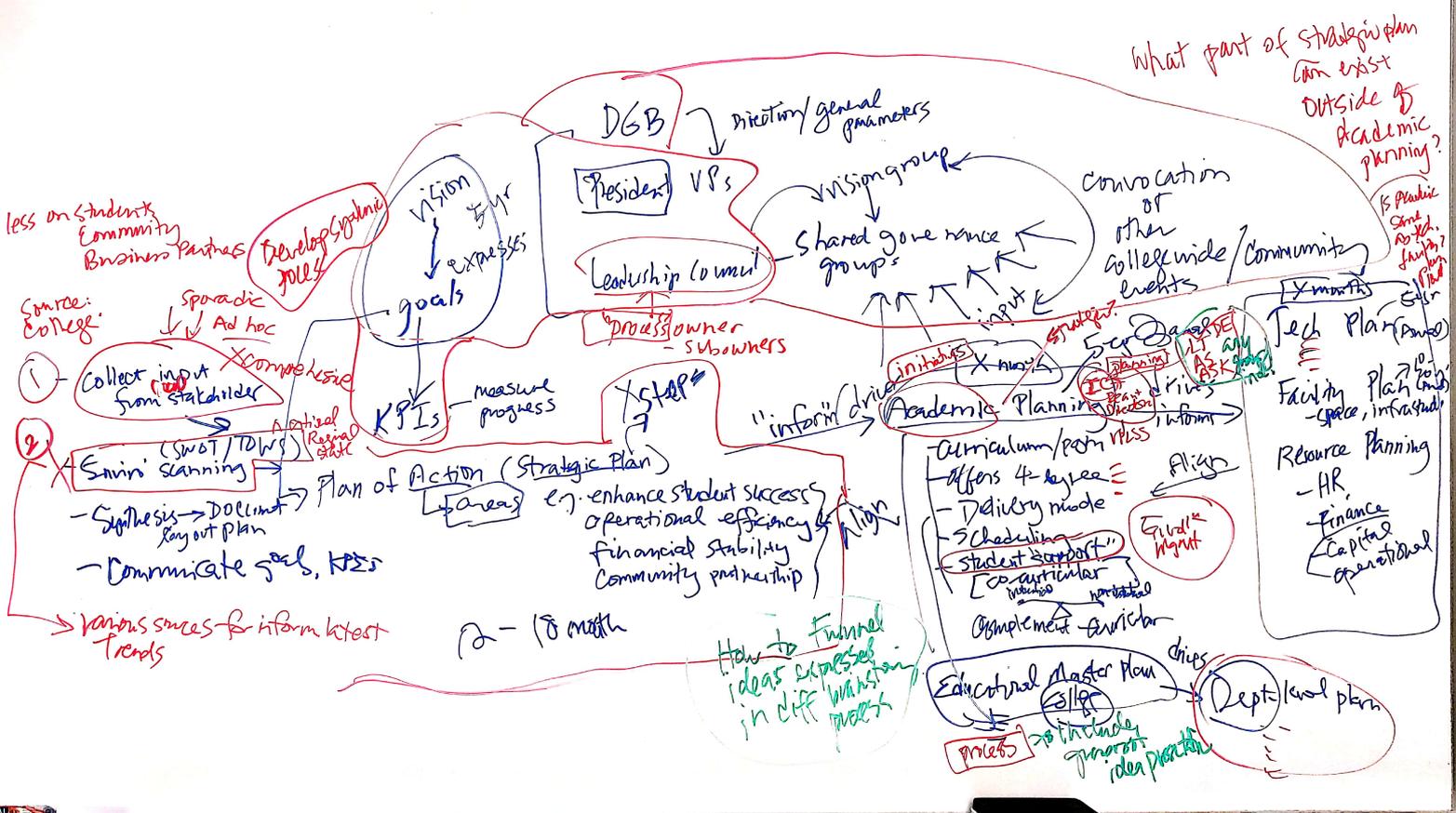
FY vs AY  
vertical college unit  
horizontal

matrix

	functional sites	heads	
1	X	X	
2		X	X
3			X
4	X		X

Request to show alignment of vision & EBP

February 7, 2020 meeting - a picture of the white board at the IE Director Office as the Strategic Planning Oversight Committee met to draft the integrated planning process.





### Strategic Planning Meeting with Mark Vest and Jeremy Raiser 3/23/2020 – 1 p.m.

- Financial Aid – work study students getting paid situation.
- Pell students – repayment of funds when they can't pass or attend classes.

### Share HLC final report (page 45)

- Jeremy – the expectation is to see progress made and are we headed to the right direction.
- Mark – enormous disruption in the HLC 10 year visit schedule. How are they going to do comprehensive visit for the next 6 months? Jeremy – suspect that HLC will try to do as much as they can online.
- Mark – HLC will have HR resource constraints to handle accreditation process. I foresee a situation that even HLC wants to have a monitor visit, they will build further monitoring into the 4-year review process.

### Challenges with hosting small group breakout sessions – guided discussion

- Jeremy does not have a problem leading the discussion.
- Send guided question list to Paul – remind people that discussion may broaden.
  
- Show LC page 45 of the final report. Mark wants to share the report with the whole college.
  
- Need to remind LC that this report is not necessarily the guiding document for our effort, it is just the list of things needed to be included. Mark – we got to be very careful about implying that we are doing it because HLC makes us do it. We need to frame a message that these are guidelines to help us develop strategic planning. Emphasize that we just want the LC to be aware of this and that we should develop strategic planning for our own.
  
- There is nothing in this report that we don't know strategic planning ourselves. The person should focus on these bullets would be the process owner.
  
- One good way for LC to see what the process owner would be doing – high-level overview of the process to break it down into how each department contributes, operational align with bigger picture.
  
- Mark – the best approach to present the final report finding, then dispense it quickly. The conversation we already planning to have and the direction we will have will address these issues will create a process. Mark will do this part and ask Jeremy/Judy.
  
- Paul to send email to LC to review the presentation slides Part 2. But need to be prepared.
  
- Judy will work with Jeremy during the week to pick some slides for initial discussion.

- Jeremy - Visioning homework to faculty before people get off contract. Mark – come back to next LC meeting to answer 2-3 questions as part of where the college should be (1) what must the college do to provide relevant (content, delivery mode, cost) educational context in the changing future? (2) what does the college owe the community that it serves (what is our responsibility to the community that we serve? (3) what is the most important role that the college can play in Navajo county over the next decade? – Mark can be prepared at the end of the session – two jobs (1) keep working on the process (2) consider these questions and be ready to come back to April LC meeting. Keep open to make suggestions on how to move forward.

-

## Appendix 6

### Content of This Appendix

This appendix contains several documents showing some of the beginning efforts of the college in integrated planning. Under the leadership of President Vest, Leadership Council began to receive some training in integrated planning in February and March of 2020. The Council was provided some guided questions to help with their planning discussion.

# Leadership Council

## Minutes

Friday, February 21, 2020 at 1pm

White Mountain Campus – Aspen Center Room 111

### Attendees:

**Council Members:** Mark Vest; Jeremy Raisor; Rebecca Hunt; Amber Hill; Rickey Jackson; Judy Yip-Reyes; Josh Rogers; David Huish; Peggy Belknap; Eric Bishop; Ann Hess; Taylor Lopez; Kevin Jones; Deb McGinty; Inez Schaechterle.

**Others Present:** Paul Hempsey (Recorder); Lauren Maestas; Scott Estes; Susan Jensen; Anne Lang; Chloe Fagotti; Deborah Keith; Betsy Wilson.

1. **Call to Order:** President Vest called the meeting to order.
2. **Roll Call and Quorum Check:** Paul Hempsey conducted a silent roll call and declared a quorum present.
3. **Approval of Minutes from January 17, 2020:**

Judy Yip-Reyes noted an error within the Review of Tasks section.  
*Eric Bishop made a motion to approve the minutes from January 17, 2020 with the discussed amendment. Kevin Jones seconded. **The motion passed unanimously. Peggy Belknap abstained.***
4. **Review of Tasks from January Meeting:**

President Vest reviewed the tasks from the January 17th meeting.
5. **Old Business/Review of Tasks:**
  - A. **Integrated Planning**

President Vest noted that this subject would likely be on the agenda for a number of months and, along with Judy Yip-Reyes, presented from a PowerPoint with Judy asking input from the committee.

Conversation points included;

    - There is no unified direction in the college.
    - What is an Academic Plan?
    - Individual college departments are siloed with their own goals and objectives with no college wide vision everyone is working towards. There is no institutional answer to the questions “where are we heading” and “why”.
    - The correct people are not always at the table when decisions are made.
    - Skillset gap in project management, whether a single person (new position?) or a team from within the college with training.
    - There are no budget discussions, the college is given the budget caps to live within.
    - The Mission and Vision of the college will need to change, as will the culture at the college.

Judy provided homework for the group to view which Paul Hempsey sent out during the meeting. President Vest stated the group would spend a lot of time at the March meeting on the homework in the hope to come out with enough information to create a draft proposal, which will come back to the group at the April meeting. Then the discussion can start on institutional vision, hopefully also at the April meeting.

# Leadership Council

## Minutes

Friday, February 21, 2020 at 1pm

White Mountain Campus – Aspen Center Room 111

A driver for the timeframe is the potential monitoring report we will owe the Higher Learning Commission (HLC) in December 2021.

### **B. Payroll Update**

Lauren Maestas provided an update from the Payroll Office asking for input on what the group would like to outsource or look at outsourcing. A qualtrics survey was suggested to gather the required information.

The committee suggested an all-encompassing RFP to companies to find out what parts of the compensation processes puzzle each could potentially provide solutions to, as an RFQ is limiting.

Lauren then provided information on the attempts to make pay transparent for faculty, the progress, and challenges, within Jenzabar to assist individuals in understanding the breakdown of their pay each period and the trial of a new paystub layout with a select group of employees to work out bugs.

President Vest also noted the intent to reduce the number of additional pay forms, for additional duties, being processed at the college by adding those duties, we know of in advance that an employee will carry out through the year, to their contract.

## **6. New Business:**

### **A. Document Signing Software**

Anne Lang presented the results from the Esignature committees research on options for signing documents and the recommendation to continue to use the current options while tasking CIO Estes with providing a comprehensive solution for the future.

CIO Estes then showed the group how his former employers processed paperwork that required multiple people to sign off on through Microsoft Sharepoint which the college already owns. There is a manpower issue to set it up. The group was excited and looking forward to further information to come.

CIO Estes also noted that he would like to have a future conversation with the group about utilizing OnBase.

### **B. Human Resources Update**

President Vest noted that the college had two good candidates for the HR Generalist position and he would be attempting salary recommendation on Monday to be able to make an offer. The Board, at the February meeting, set the Director of Human Resources position to an E2 level and renamed it as a Chief Human Resources Officer. Once hired the person will be tasked with an implementation timeline on the other recommendations from the Traaen evaluation.

# Leadership Council

## Minutes

Friday, February 21, 2020 at 1pm

White Mountain Campus – Aspen Center Room 111

### C. Legislative Update

We would like the Senate Budget as it includes \$19 million of permanent new money. A bill is floating to allow non-educational entities to create a virtual adult high school to enroll students with K12 level funding which is seven times the level we are receiving.

The meeting closed with a video from the Community College Day at the capitol where all 10 colleges were represented with students and mascots.

### 7. Adjourn:

President Vest declared the meeting over.

### Tasks

- Share Judy Yip-Reyes' PowerPoints and Pdfs from the meeting – **Paul Hempsey**
- Send a Qualtrics Survey to employees – **Lauren Maestas**

# Integrated Planning Discussion

Part 1

Feb 21, 2020

Leadership Council Meeting

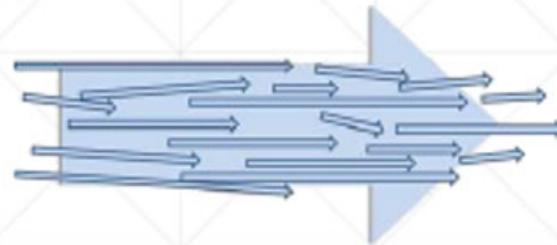
# Remember this slide from Spring 2020 Convocation?

If your institution is like most...



- You've got **lots of plans** doing exactly what they're designed to do.
- These plans are **built to achieve targeted outcomes for units** at every level of the organization.

... your planning needs to be integrated.



- But **without a common direction, they can be working against each other**, creating waste, competing for resources and failing to realize their potential for advancing the institution.

# Integrated Planning

Build a culture of planning (durable) that brings focus to college progress

“A sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change.”

~ Society of College and University Planning

Collaborative – engage all stakeholders – everyone is invested in the success of the college

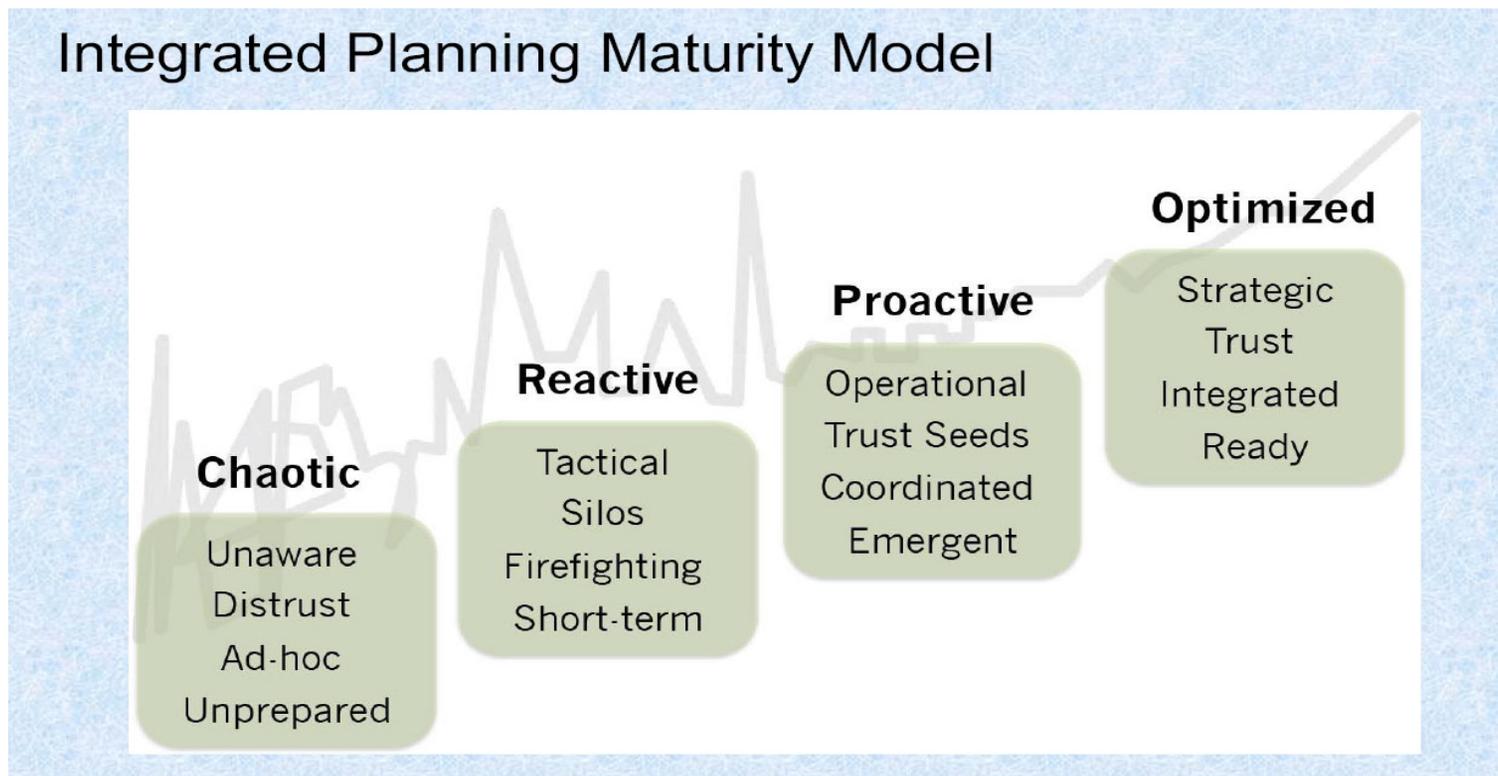
Alignment occurs up, down, and across the college. It also occurs when mission is supported by linking strategic initiatives with resources and mechanisms for evaluating the success of these initiatives.

Poised to respond to a volatile environment

# Open Discussion on Current Planning Activities

Activity	When Does this Activity Occur? How Often? From When to When?	Who is Responsible for This Activity?	Who Participates In This Activity?	What Outcomes/Deliverables Does This Produce?
Strategic Planning				
Operational Planning				
Resource Allocation				
Assessment/ Program Review				
Accreditation				

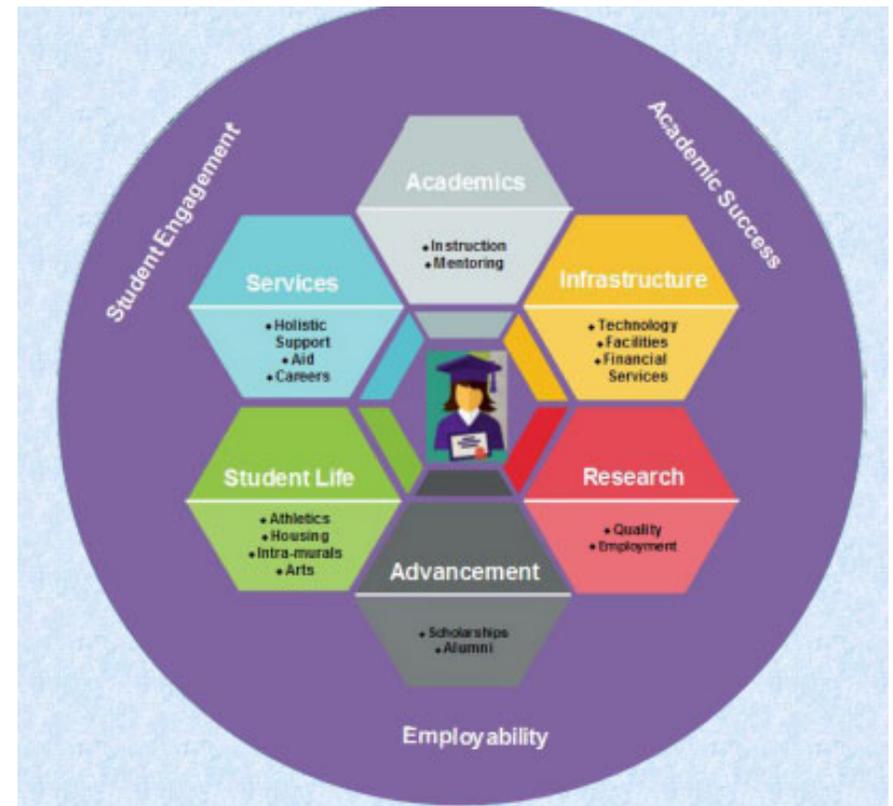
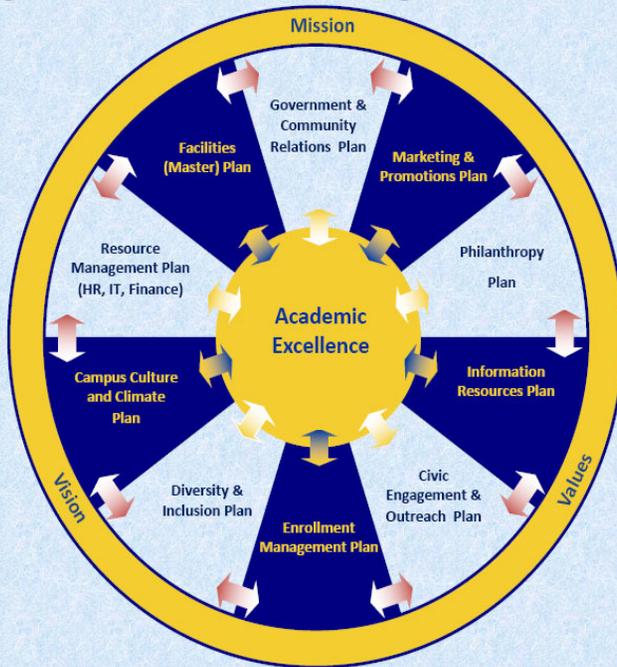
# Where are we on this?



Santilli, N.R. (2019). Integrated Planning: The Key to institutional Thriving, presented at the Higher Learning Commission Annual Conference, Chicago, 2019.

# Integrated Planning Advances Student Success and Institutional Thriving

## Integrated Strategic Planning

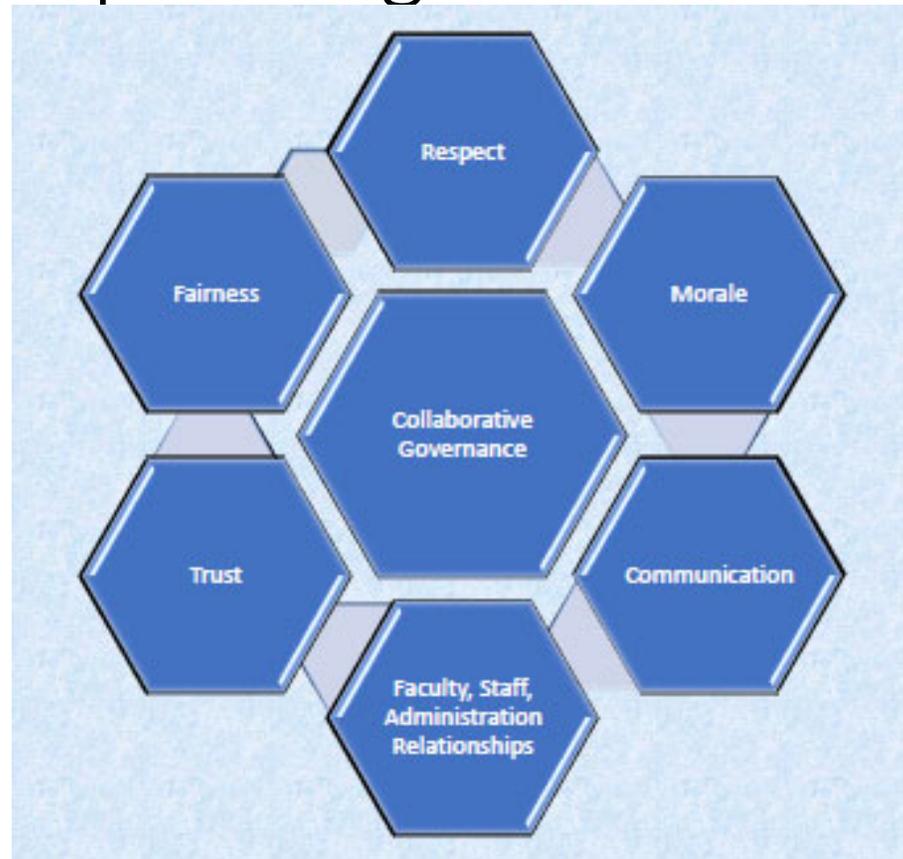


Santilli, N.R. (2019). Integrated Planning: The Key to institutional Thriving, presented at the Higher Learning Commission Annual Conference, Chicago, 2019.

## Some values/benefits of having this kind of planning

- Address the disconnect
- Yield more meaningful strategic plans
- Instill purpose explicitly in our daily work
- Better allocation of resources
- Better use of assessment results (including program review)
- Accreditation

# The role of collaborative/shared governance in integrated planning



Santilli, N.R. (2019). Integrated Planning: The Key to institutional Thriving, presented at the Higher Learning Commission Annual Conference, Chicago, 2019.

# Relationship to strategic planning and tactical/operational planning

***Integrated Planning:*** “A sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change.

***Strategic Planning:*** “A deliberate, disciplined effort to produce fundamental decisions and actions that shape and guide *what an institution is, what it does, and why it does it.* Strategic planning is an approach to dealing with the serious challenges that an institution, its stakeholders, partners, and communities face.”

***Operational Planning:*** “An instrument for *implementing* a strategic plan on a unit level. Operational planning is often contingent on, and driven by, *annual budget cycles.*”

Society for College and University Planning

Figure 3.1

### A Conceptual Framework and Analytic Tools for Planning



Source: Adapted from Bryson 2004 and Norris and Poulton 1991.

# Horizontal and Vertical Alignments

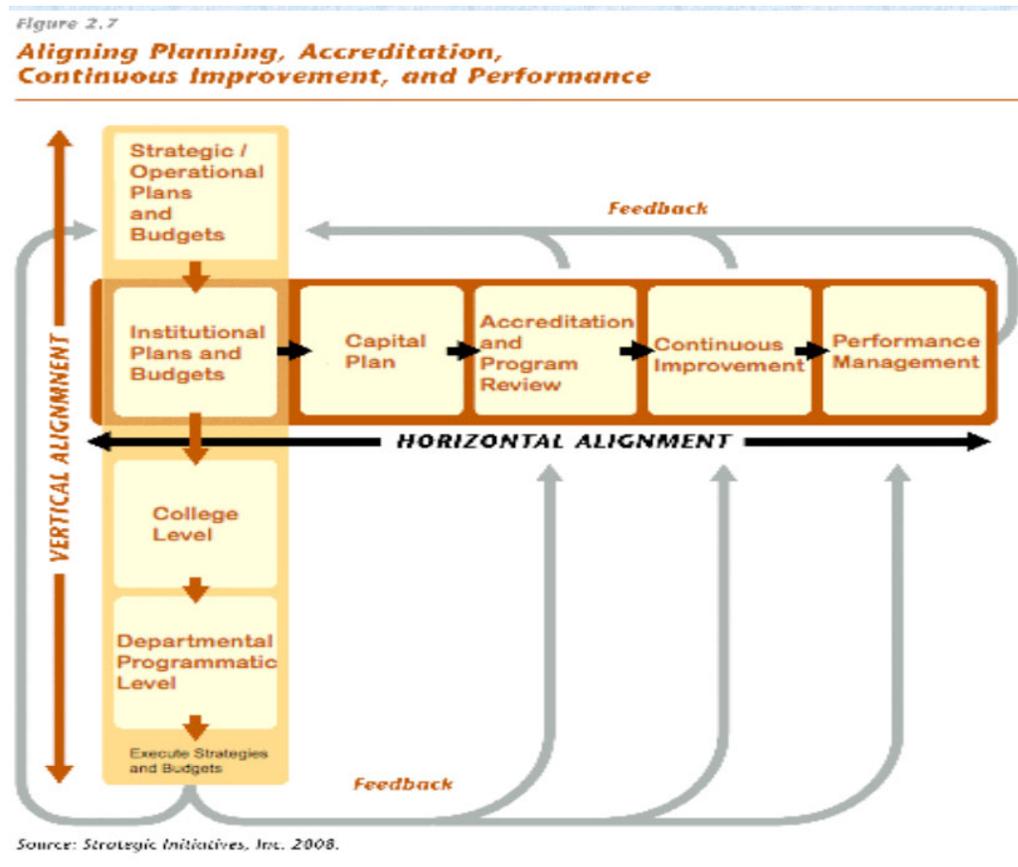


Figure 1 Integrated Planning Flow



Norris, D. and Brodnick, R. (2016). Integrated Planning as an Institutional Manifestation. *Planning for Higher Education Journal*. 44(2):28-37. Ann Arbor, Michigan: Society for College and University Planning.

# Leadership Council

## Minutes

Friday, March 27, 2020 at 2pm

ZOOM

### Attendees:

**Council Members:** Mark Vest; Jeremy Raisor; Rebecca Hunt; Amber Hill; Rickey Jackson; Judy Yip-Reyes; Josh Rogers; David Huish; Peggy Belknap; Eric Bishop; Ann Hess; Taylor Lopez; Kevin Jones; Gail Campbell; Inez Schaechterle; Curtis Stevens; Jessica Clark; Maderia Ellison; Ruth Zimmerman (Proxy for Deb McGinty).

**Others Present:** Paul Hempsey (Recorder); Robert Johnson; Colleen Readell; Scott Estes; Susan Jensen; Betsy Wilson; Yvonne Tomlinson; Cindy Owen; Daphne Brimhall; Donna Krieser; Gary Santillanes; Ryan Orr; Stephanie Lymer; Tamara Osborne; Allison Landy; Susan Jensen; Socorro Ruiz.

1. **Call to Order:** President Vest called the meeting to order.
2. **Roll Call and Quorum Check:** Paul Hempsey conducted a silent roll call and declared a quorum present.
3. **Approval of Minutes from February 21, 2020:**  
*Peggy Belknap made a motion to approve the minutes from February 21, 2020 with the discussed amendment. Rickey Jackson seconded. **The motion passed unanimously.***
4. **Review of Tasks from January Meeting:**  
President Vest reviewed the tasks from the February 21<sup>st</sup> meeting.

President Vest noted that the final recommendation was received from the Institutional Action Council of the Higher Learning Commission and they accepted the visiting team report. We are accredited for a further 10-year period and have an interim report on Integrated Strategic Planning due by December 17<sup>th</sup>, 2021. We will also have the standard four-year interim report due two years after that as we will remain on the Open Pathway.

### 5. **Old Business/Review of Tasks:**

#### **A. Integrated Planning**

Jeremy Raisor took the lead on the second part of the Integrated Strategic Planning training guiding the group through examples from other institutions and leading the discussion on how NPC can get to that stage while soliciting input from the attendees. Discussion revolved around the following points:

How and where to start. The process/framework to use.

Which logic models the group liked.

What groups within the college will need to do, or begin doing, to support the overall objectives.

Timelines.

Changing the Mission and Vision statements.

### 6. **New Business:**

#### **A. COVID-19**

President Vest noted that the situation changes rapidly and the administration could not communicate every detail to the college in a timely manner. President Vest then asked if anyone had questions or comments.

# Leadership Council

## Minutes

Friday, March 27, 2020 at 2pm

### ZOOM

Eric Bishop noted the discussions from Instructional Council and recommendations that would be coming forward on grading and withdrawals surrounding COVID-19.

President Vest provided an update on COVID-19 cases in the area and how the college may benefit from the CARES Act funding.

Allison Landy asked about Commencement. President Vest noted that all community colleges around the state, including NPC, were cancelling live commencement and instead looking at other ways to celebrate student success. If anyone has an idea on how we can accomplish this please let Cassie Dows and Ann Hess know.

Betsy Wilson noted Friends and Family's attempts to address computer and internet access for students in need. Scott Estes provided information on college internet access available for students and community members as well as details on the Keep Americans Connected movement.

#### 7. **Ajourn:**

President Vest declared the meeting over.

#### Tasks

-  
-

# Integrated Planning Discussion

Part 2

Leadership Council

# Purpose of These Slides

- The following slides present a few examples from other colleges on how their college-level plans are aligned with their mission and vision. Some follow the general direction of what is proposed in the Society of College and University Planning; others do not.
- Slide #12 is a tentative process of how NPC could conduct integrated planning. This will be discussed at the March 2020 Leadership Council meeting.

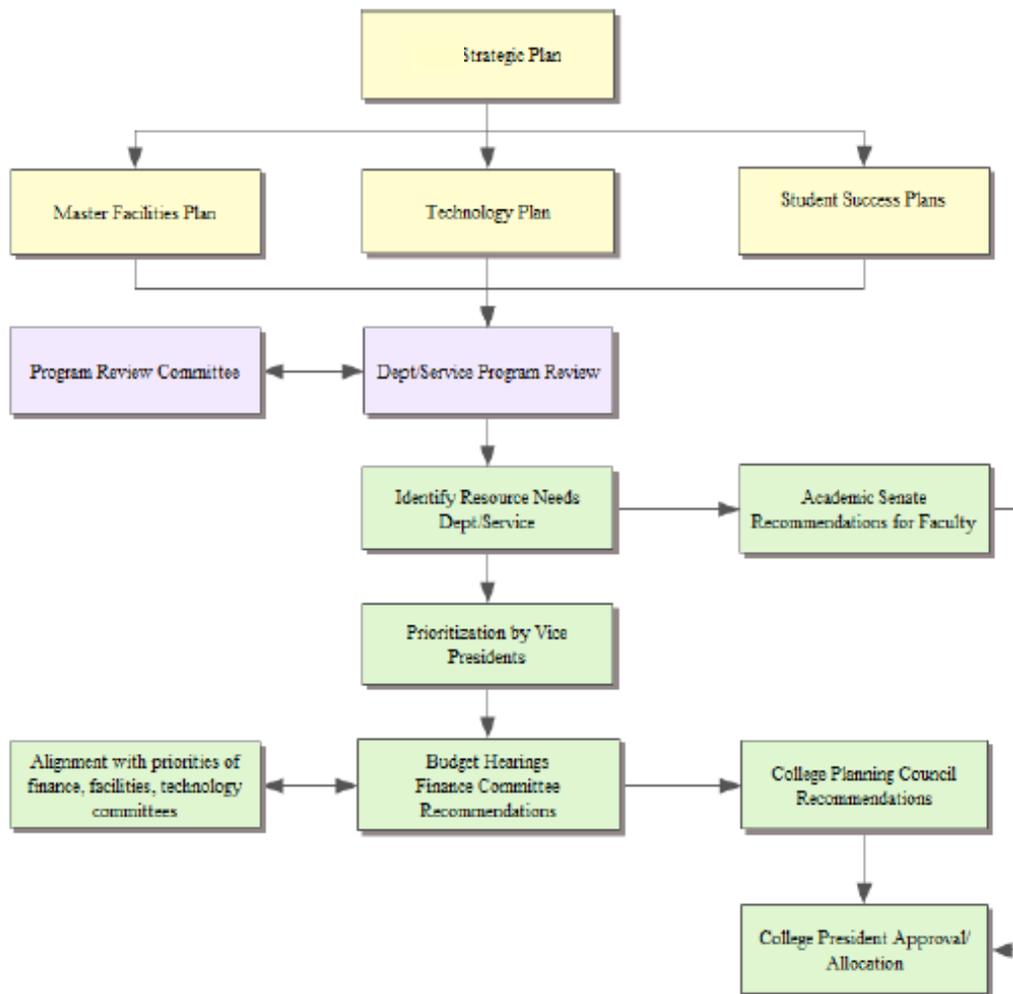
Example 1



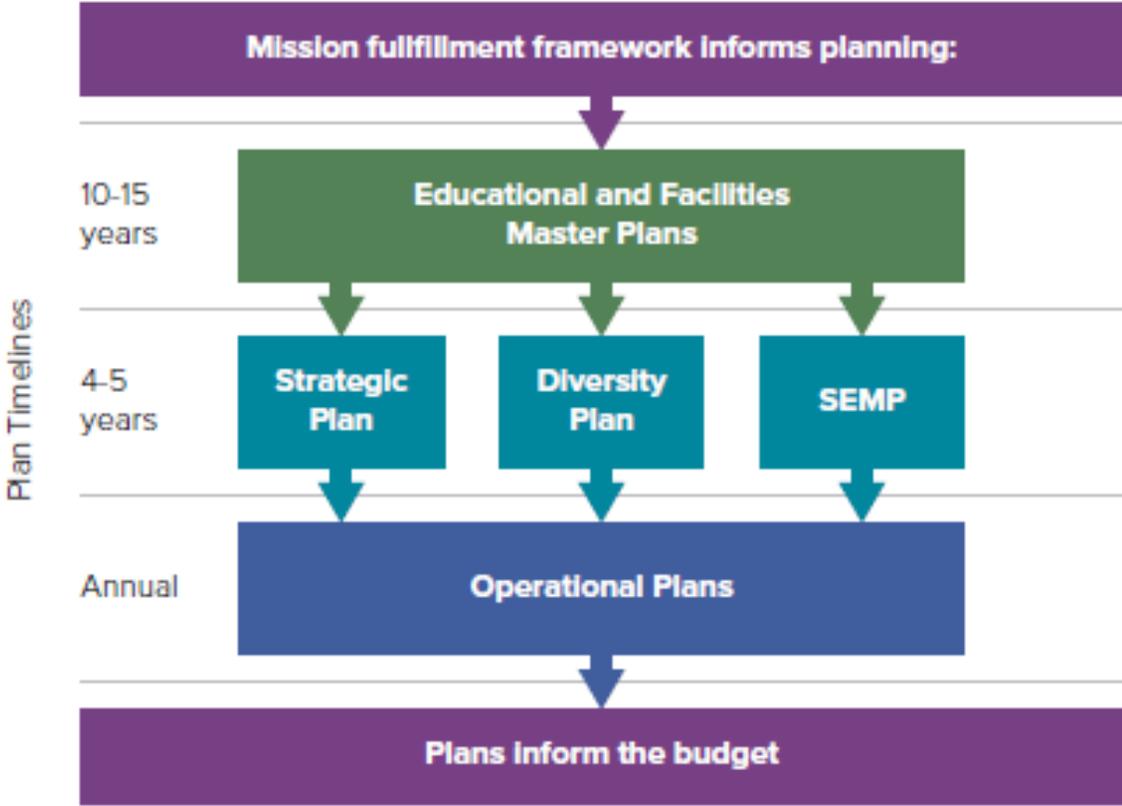
*Resources: Oversight – Procedures – Systems – Process Owners*



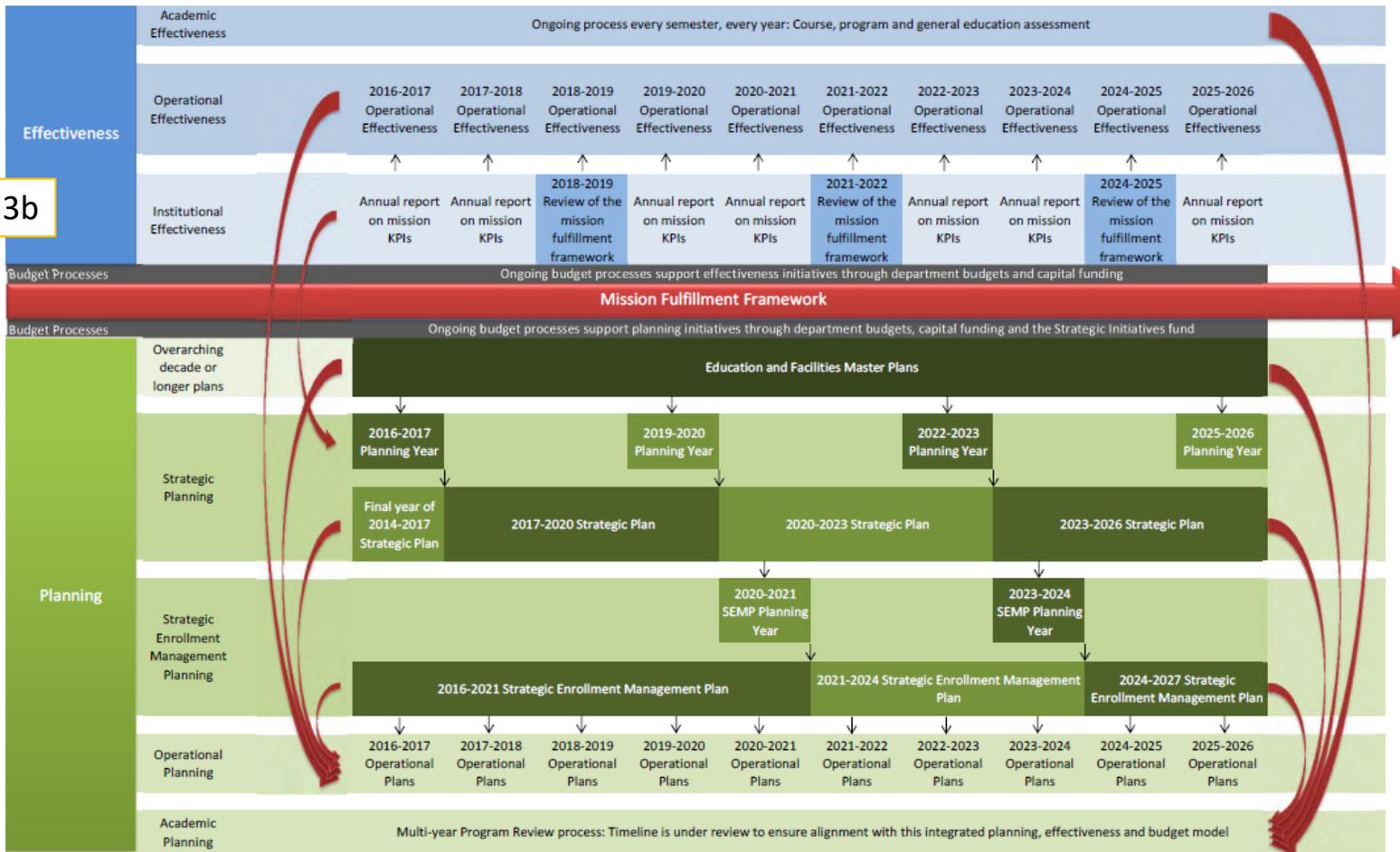
Example 2



Example 3a

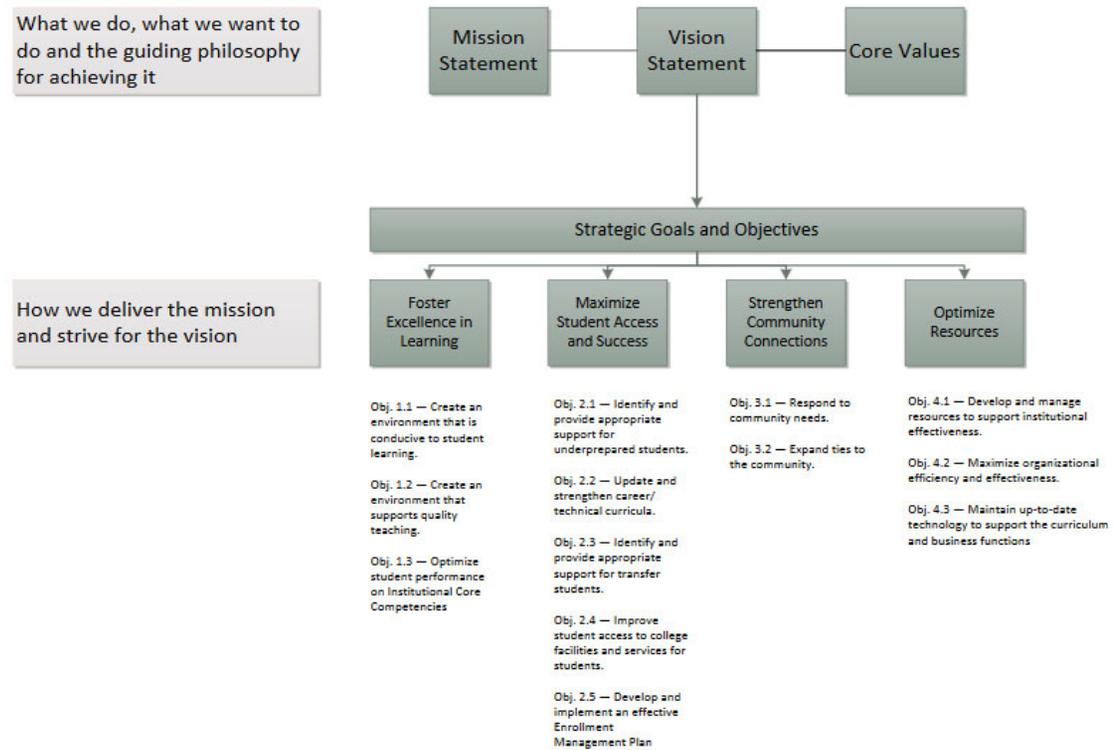


Example 3b



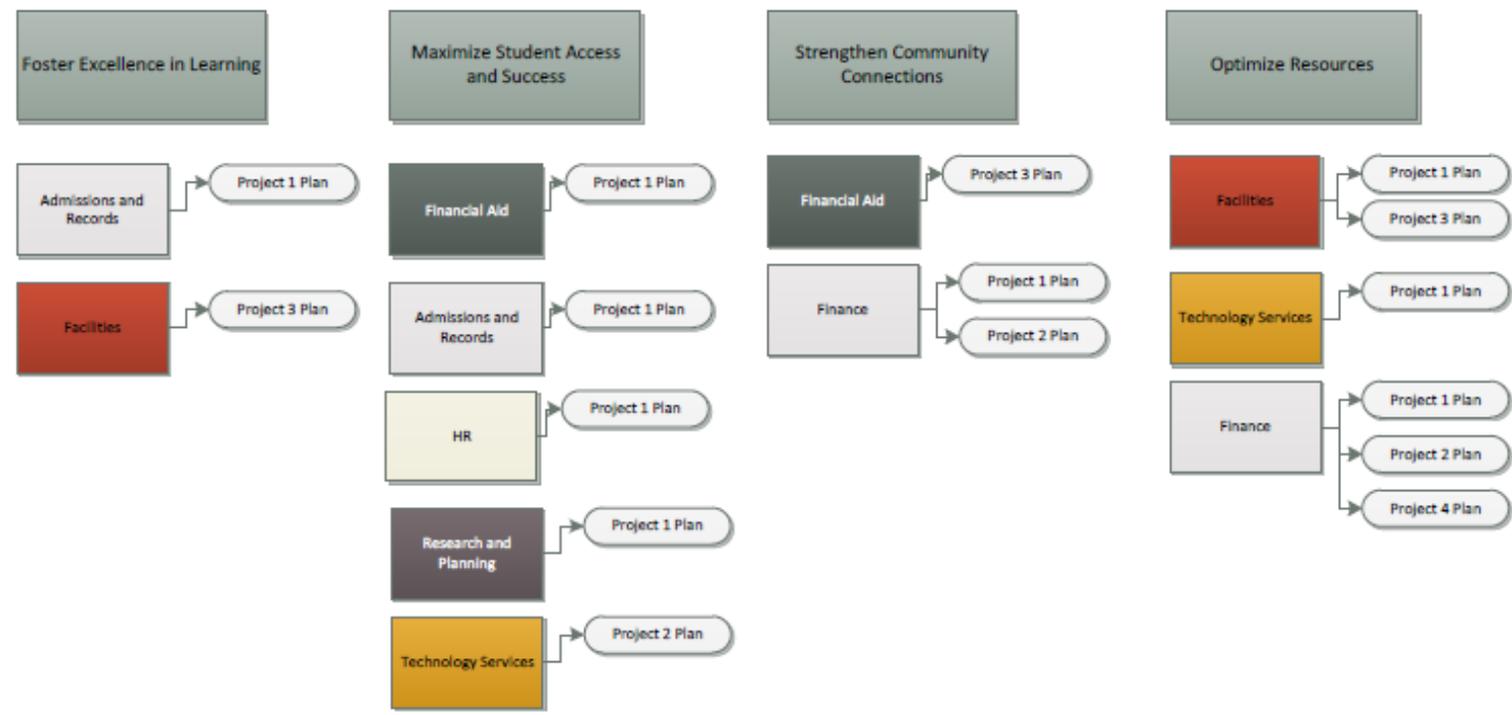
RELATIONSHIPS BETWEEN MISSION, VISION, VALUES AND STRATEGIC GOALS

Example 4a

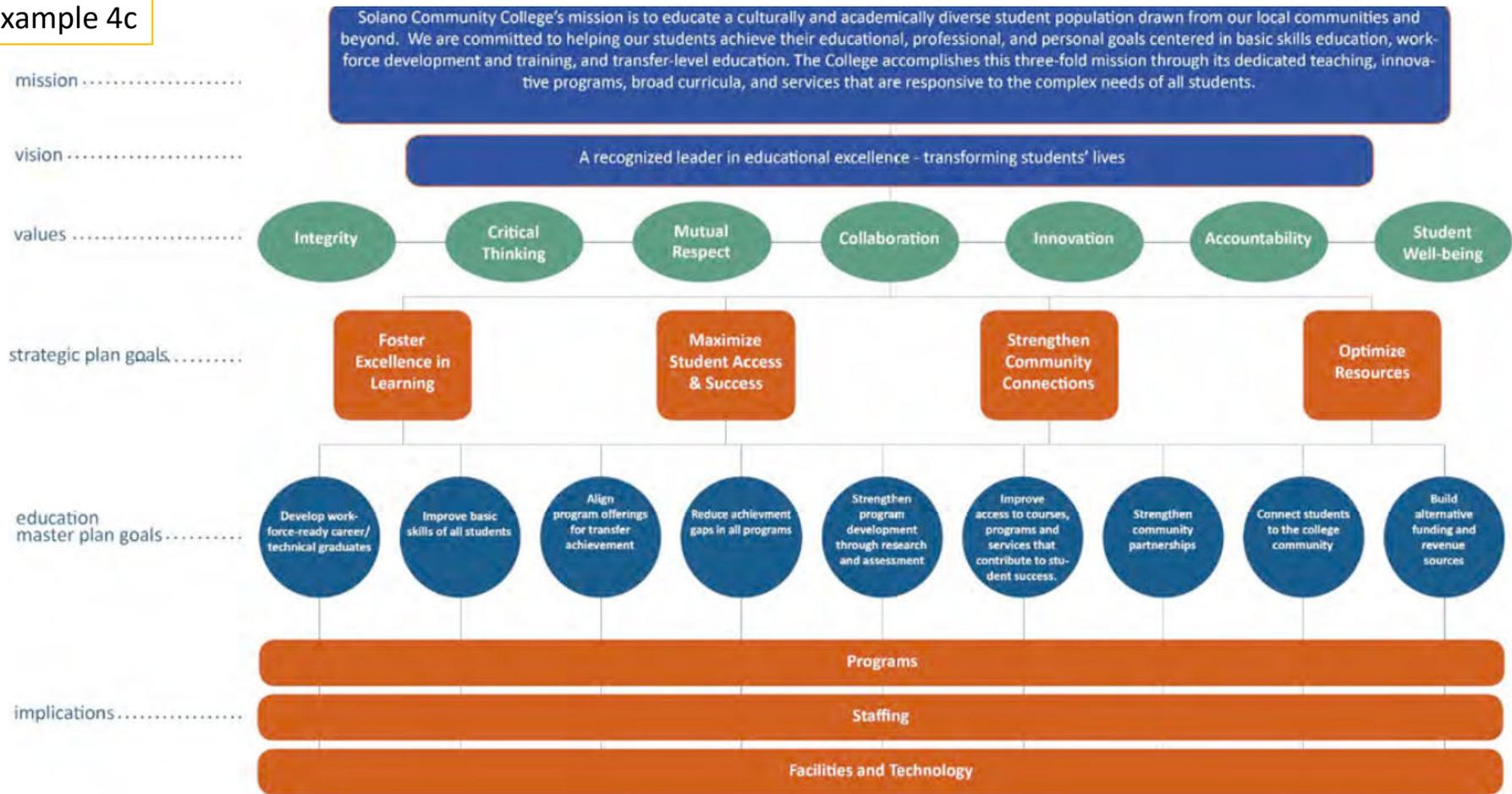


## SERVICE AREA PROJECT PLANS GROUPED BY STRATEGIC OUTCOME

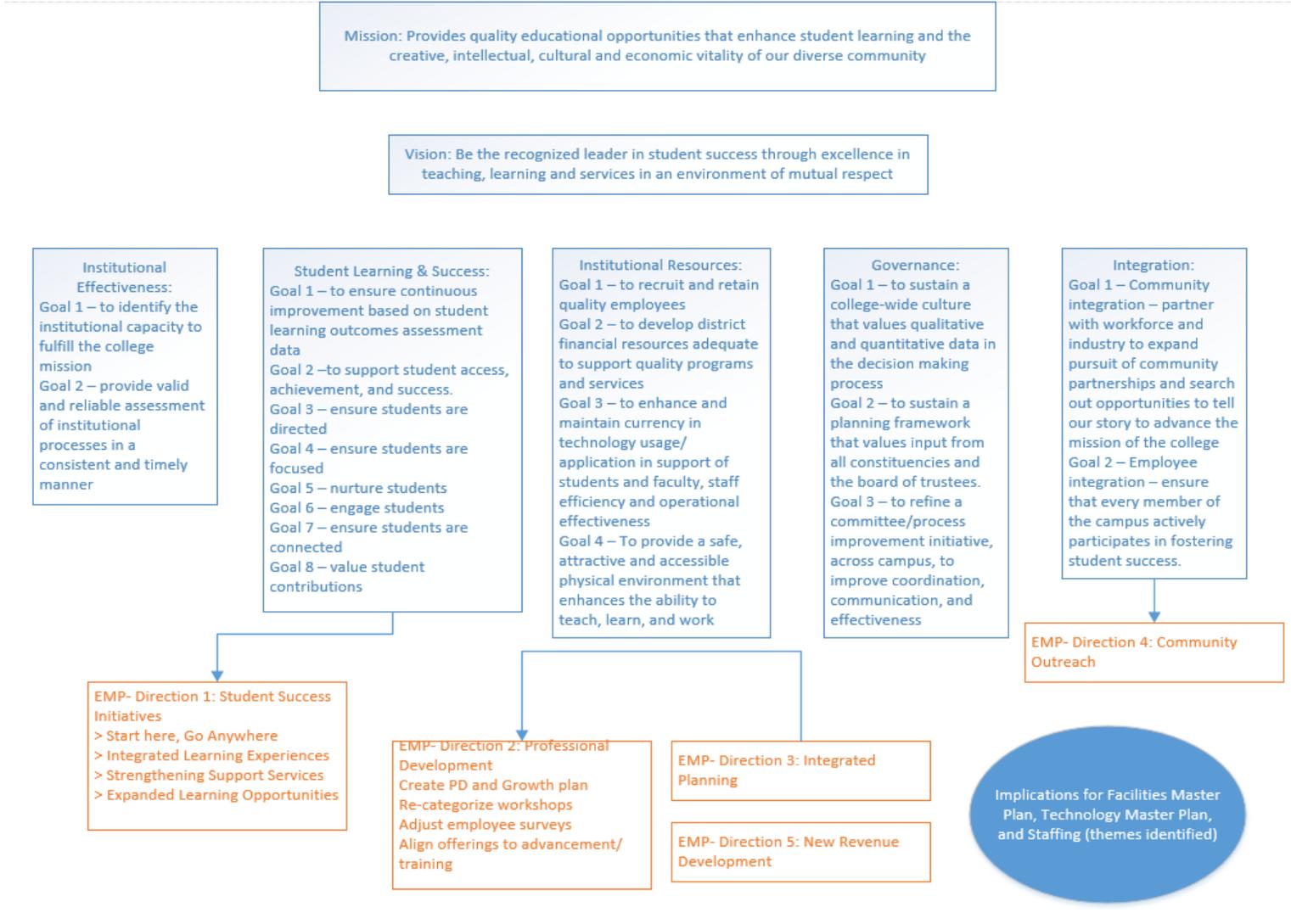
Example 4b



**Example 4c**



**Example 5**



## Example 6

Mission: Focus is learning. Student Success is Goal.

Vision: champions learning as essential to our community's well-being. We transform all students we serve by inspiring and equipping them to successfully live and work in the world.

Institutional Goals (in Strategic Plan) but expressed as strategic direction in the Educational Master Plan:

- [1. Increase student engagement, completion, and success]
- [2. Maintain financial stability]
- [3. Deliver infrastructure and technology to ensure state-of-the-art learning environments]
- [4. Ensure high-quality services and learning opportunities through a culture of continuous improvement, innovation and accountability]
- [5. Engage in partnerships that enable students to succeed in a global economy]
- [6. Attract, develop and retain equality instructors who are outstanding scholars/teachers and an excellent, diverse staff who are committed to the mission]

EMP: Engage – SP 1,4,5

1. Actively recruit adult students to increase # degrees
2. Enhance program targeted at students from underrepresented groups
3. provide business and industry training and leadership programming
4. create new curricula to meet demands of district residents and employers
5. measure effective teaching and learning
6. provide credit for prior learning

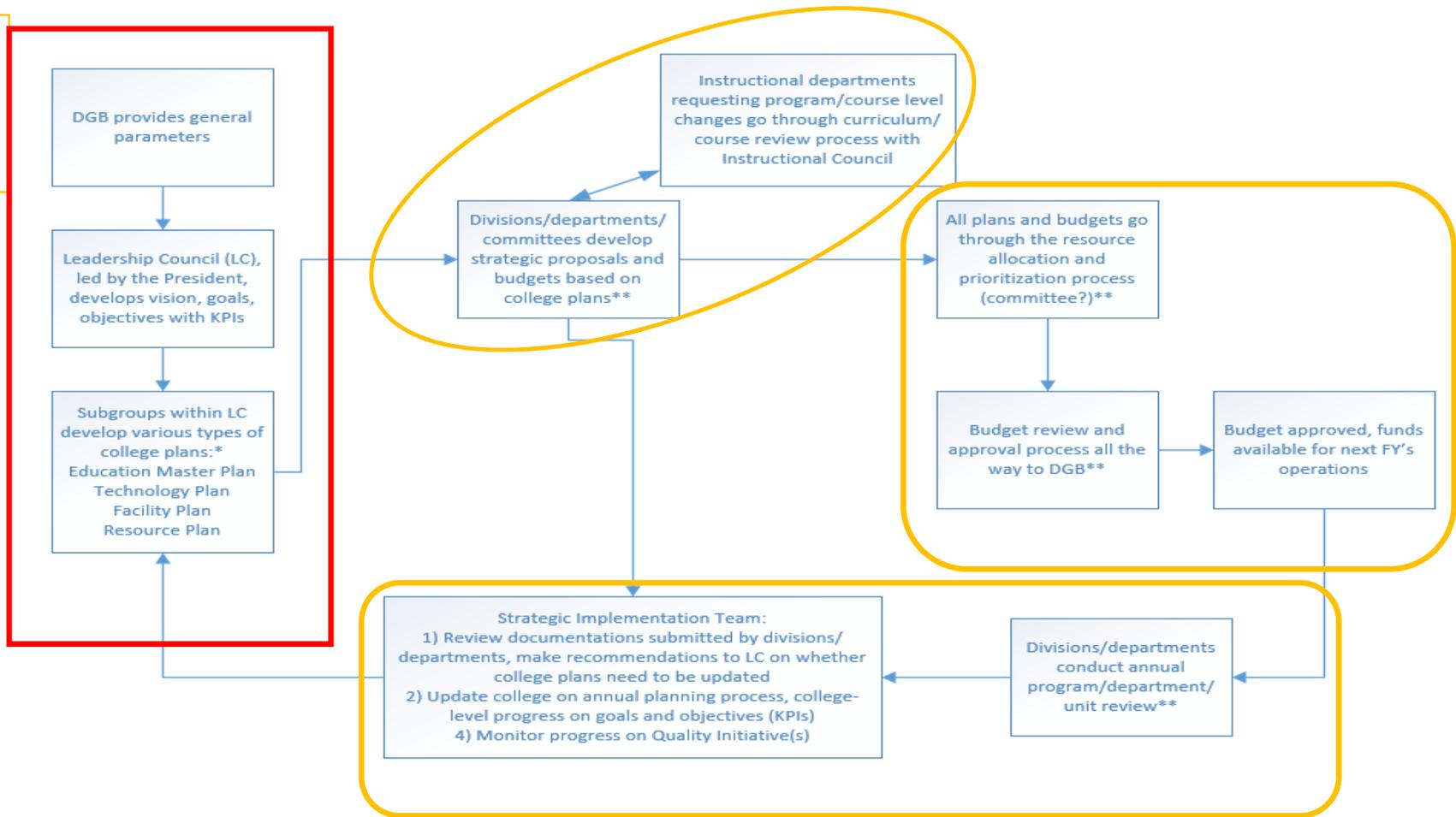
EMP: Expect – SP 1,4,6

1. utilize results of course level assessment and review of student portfolios to improve learning
2. develop faculty evaluation systems
3. provide faculty with resources necessary to be excellent teachers
4. through the assessment process ensure learning is happening during co-curricular and ongoing academic support programs

EMP: Empower – SP 1-6

1. reduce the need for developmental education
2. provide learning environments to help students succeed
3. develop strategies and programs such as learning communities and innovative advising systems
4. reduce the time it takes for a student to complete a degree or certificate
5. prepare transfer students for university degrees
6. utilize a data-informed process to develop learning strategies for diverse populations and motivate individuals toward completion of a degree/certificate, employment, or reaching education goals.
7. develop pathways that bridge noncredit students into credit programs

Tentative Process for us (up for discussion)



\*The Education Master Plan (EMP) should drive the major aspects of the other college-level plans. The committee responsible for developing the EMP should work with IS, Facility, HR, and Business departments to ensure their respective plans include supporting elements to the EMP.  
 \*\*Annual operational plans, budgets, decision from the RAP committee, final approved budget, and annual program/department reviews need to be submitted to the Strategic Implementation Team.

## Strategic Integrated Planning Discussion

Jeremy – review briefly the homework assignment to review different schools' examples. A couple of things to accomplish is to make this a collaborative effort. It requires feedback and input. There are potential areas that may or may not work but we need your help in this area. The first example takes the input-process-outcomes approach with some pre-determined outcomes. Example #2 takes the approach of strategic plan first down to different college plans and cascade down to different approval processes and operating areas so you can see the flow of the planning. Example #3 starting with mission, vision, and values to academic plan from which strategic plan flows from that. Different timeframes for different types are provided. Example 3b is more complicated because of the timeline plays out. You can see at the beginning focuses on effectiveness, then planning. You can see the strategic plan cycle is a 3-year cycle with overall planning being a decade long one. Example 4 with more concrete examples of what those four major goals are and specific objectives aligned with the goals. Example 4b takes it one step further and point out what areas tied into the goals with specific plans. Example 4c gets into specific on how to work together as a whole. Example 5 is where you have more examples of specific goals and each area.

Slide #12 with guided questions –

Question 1 –

Eric – I am not quite sure but it will have an accountability group to follow-through. It is hard start from a blank canvas. A routine way to report the process. Inez – when we hold meetings at time – any committee to report – maybe first things to report is what things other committees status are working on. Allison – I do feel like this is relevant to my role as ASK committee chair because ASK plays a significant part in this process and has not yet really been a part of the broader context. I feel like maybe I miss part of the conversation. From looking at this diagram the first time, it still feels skeletal. In the red box, have we defined what is an education master plan is. If not, how can we respond to the process. Eric – I do struggle like Allison that you are reading a book or a term – without the input, cannot decide the output.

Rickey – many plans are designed in a vacuum.

Mark – do we define the educational master plan up front or put a skeletal frame first. I think this college is missing more than anything is structure. Lack of structure leads to bad process.

Judy – which go first – framework settle then process? Or process first then build framework?

Eric – in general the structure looks good but we need the details. I want to get the red box figured out first before moving forward to other areas.

Mark – one thing we lose over – when you see the bottom yellow box – in my mind that's SPASC. We transition SPASC 's current roles to this. Scott – what I see is working in the vacuum.

Allison – one of the things would help me is we jump the gun with this diagram – is that the first few slides are nicely down variation on good logic models. I think we need to choose a logic model – you identify input, output, and outcomes. In order to do strategic planning, we need a logic model.

Allison – we need to have a college-level logic model.

Mark – can we pick one from the examples we like or can we modify some to fit us?

Eric – example 4a – the strategic goals and direction – can incorporate criterion standard together.

Scott- can we incorporate the DGB's parameters to further our strategic planning efforts. Mark – DGB's guidelines are fencepost.

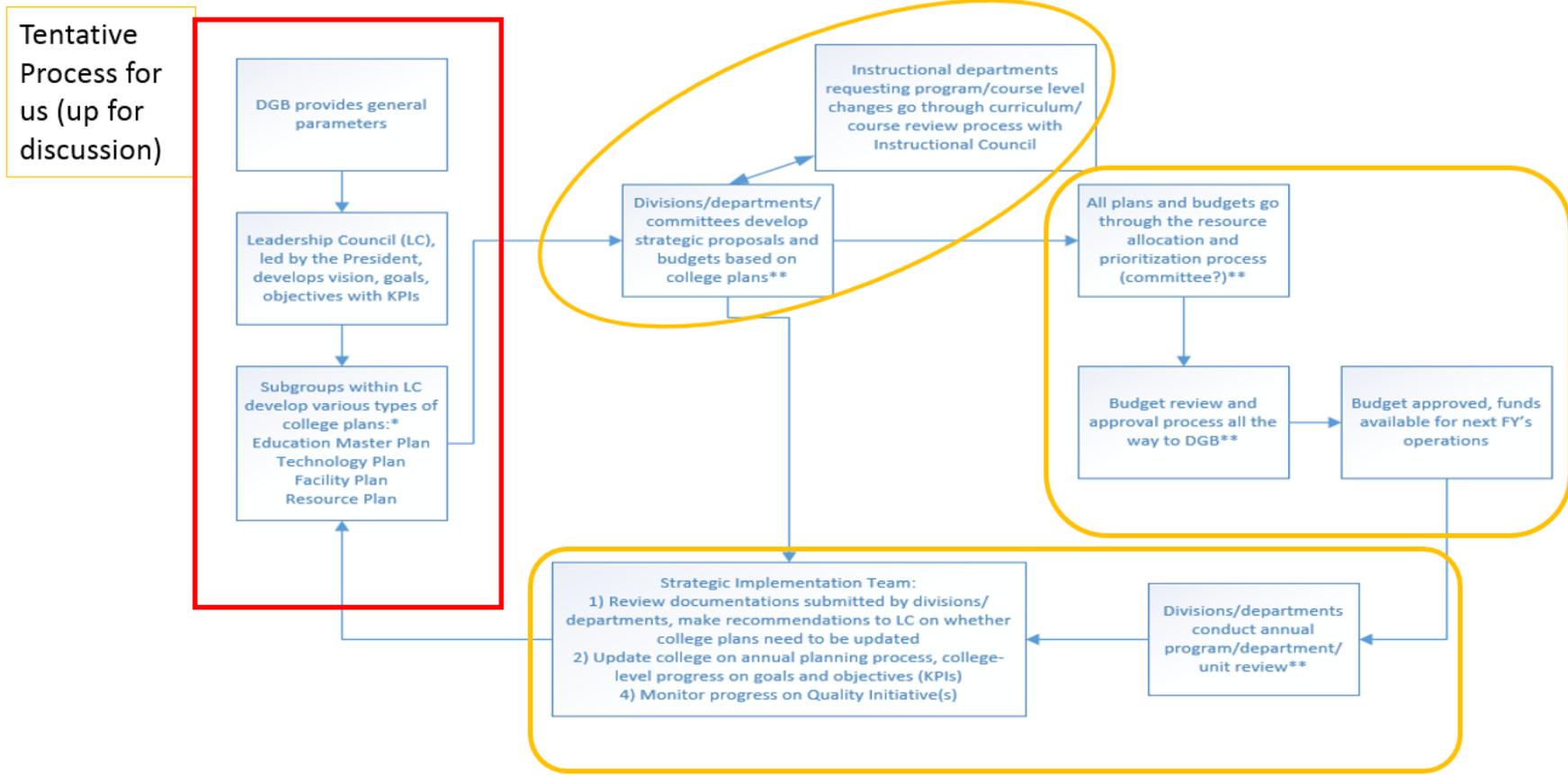
Mark – everything from the box up in the grid is the starting point – we use the process to identify the objectives in Example 4a.

Allison – examples 4c – from here you can identify who are the important players and involve in different level of planning. The last slide is laying on top.

Slide #12 is about the how to achieve 4a-4b-4c layout.

Group – in general we like 4a.

Integrated Planning Guided Discussion Questions



\*The Education Master Plan (EMP) should drive the major aspects of the other college-level plans. The committee responsible for developing the EMP should work with IS, Facility, HR, and Business departments to ensure their respective plans include supporting elements to the EMP.  
 \*\*Annual operational plans, budgets, decision from the RAP committee, final approved budget, and annual program/department reviews need to be submitted to the Strategic Implementation Team.

1. Think about the various groups currently involved in various levels of institutional planning (officially and unofficially, e.g., SPASC, IC, deans, directors, budget managers, business office, executive team). To what extent will this proposed process disrupt or affect their planning? If the leadership council were to adopt this process, what adjustment do these groups need in their own planning process?
  - a. As the representative from your unit/department/committee, what adjustment does your group need to make when this process is adopted and finalized?
2. What would be a workable time frame for the development of vision and the various college plans? This will include all boxes in the red square. This process will also involve conducting various environmental scans, collecting college input, and seeking approval from the DGB.
3. The annual budget review and approval process typically occurs between February and May. With this time frame in mind, allocate estimated time frame for each of the annual planning boxes (yellow) in this process.
4. How should we go about setting up subgroups for the development of various college plans? (Number of people, who/what unit should be on them?)
5. Aside from the college plan work groups, two new teams (the Resource Allocation and Prioritization team and the Strategic Implementation team) need to be developed. Who should be involved in these teams?
6. Where do you see potential “hiccups” in this proposed planning process? What would you propose to resolve them?
7. What skill sets are needed throughout the college to ensure smooth implementation of this process?
8. Who can shoulder the responsibility to be the process owner of this process? What is the scope of responsibility? To whom/what group should this person report for progress and updates? Is there any other support structure or process that needs to be in place for this process?
9. List any planning related component that is being overlooked by this process. Where should it be placed in this process?
10. How do we know if this process works for us?

## Appendix 7

### Content of This Appendix

This appendix contains documentation surrounding the adoption of the integrated strategic planning framework by the Leadership Council and some shared thoughts from the members on the integrated planning process.

# Leadership Council

## Minutes

Friday, April 17, 2020 at 1pm

ZOOM

### Attendees:

**Council Members:** Mark Vest; Amber Hill; Taylor Lopez; Inez Schaechterle; Rebecca Hunt; Ann Hess; Nicole Ulibarri; Jeremy Raisor; Jessica Kitchens; Eric Bishop; Gail Campbell; Peggy Belknap; Judy Yip-Reyes; Josh Rogers; Kevin Jones; Rickey Jackson; Scott Estes (Proxy for Curtis Stevens); Jessica Clark; Debra McGinty.

**Others Present:** Paul Hempsey (Recorder); Ryan Jones; Betsy Wilson; Donna Krieser; Daphne Brimhall; Ryan Orr; Susan Jensen; Ruth Zimmerman; Diane Joe; Susan Jamison; Robert Johnson.

1. **Call to Order:** President Vest called the meeting to order.
2. **Roll Call and Quorum Check:** Paul Hempsey conducted a silent roll call and declared a quorum present.
3. **Approval of Minutes from March 27, 2020:**  
*Rickey Jackson made a motion to approve the minutes from March 27, 2020 with the discussed amendment. Ann Hess seconded. **The motion passed unanimously.***
4. **Review of Tasks from January Meeting:**  
President Vest reviewed the tasks from the March 27th meeting.
5. **Old Business/Review of Tasks:**  
President Vest noted the closing of an RFP for Security Services for college locations. Another is under development for Payroll and leave tracking services. President Vest also discussed what would be happening in the interim to assist mostly faculty.
6. **New Business:**
  - A. **Pathways**  
Ryan Jones, working from a Pdf document shared with the group, gave a brief history of the task that he was given and how the group formed to research the task developed the recommendation being brought to Leadership Council today. Ryan noted how the committee had evolved and was currently divided into smaller groups and working on different aspects of implementing and maintaining a pathways model.  
  
Ryan provided an initial timeline (developed prior to the coronavirus impact) showing where the college currently is and where the committee feel the college should go from here.  
  
Ryan admitted to being a Guided Pathways skeptic at the beginning of the task but was now a strong proponent of creating and implementing our own pathways model. If implemented thoughtfully and with college buy in it will be excellent for our students.  
  
The committee discussed getting buy-in from the college, resources available to the committee to learn more, changing mindsets and willingness to move towards new ideas and/or trying failed ideas from the past.

# Leadership Council

## Minutes

Friday, April 17, 2020 at 1pm

ZOOM

### **B. Future of Pass**

Josh Rogers presented a recommendation from the PASS team and the committee discussed concerns and Josh answered questions.

*Eric Bishop moved to accept the recommendation with the modification of language to create an all-inclusive group for the HDE 105 course and the details of the course are evaluated at a later date. Inez Schaechterle seconded.*

During discussion President Vest asked who would be tasked with setting up the faculty led group. Josh Rogers suggested the PASS committee believed it would be the Student Success Alliance (SSA). Questions were raised on where SSA will fall in the Shared Governance process. Jessica Clark commented that it should remain with the Director of Student Services until SSA was able to take over.

President Vest also asked what happens to the actual course. Josh provided a history of the course, it's passing through the Instructional Council and being taught primarily by advisors. The committee discussed the interim period for HDE 105 till SSA could potentially take it on.

*The motion was approved unanimously. Jeremy Raisor abstained.*

### **C. Professional Development**

Rebecca Hunt reviewed potential inequalities to the Professional Development process particularly to Maintenance and TAS employees. Eric Bishop suggested researching Continuing Educational Units as a model.

President Vest presented a draft Professional Development Procedure he created in 2017 with suggestions that could help. The new Chief Human Resources Officer will be tasked with taking this on.

Rebecca will draft a new Procedure, with the help of others in the group, and present to Leadership Council at a future meeting for action.

### **D. Adoption of the Integrated strategic planning framework**

Judy Yip-Reyes started Part Three of the Leadership Council's training on Integrated Strategic Planning starting with a recap of the Logic Model the council liked from the March meeting as a starting point. President Vest asked which group, currently formed or completely new, should take on the budget review and approval process and there was general consensus that it should be Leadership Council.

Jessica Kitchens acknowledged the fact that the Strategic Planning and Accreditation Steering Committee was missing from the model and were working on a recommendation for Leadership Council from discussions they had in their meeting.

# Leadership Council

## Minutes

Friday, April 17, 2020 at 1pm

### ZOOM

Judy presented a recommendation on how to approach the development of a new vision for the college and two sets of questions for the committee to review. The committee broke out into smaller groups to discuss the second set of questions. When they reconvened as a larger group Judy noted the answers from each breakout session (see document below).

The group discussed revisiting the college Mission along with the Vision, even if it does not change, with drafts ready for Convocation. Input will also be required from students and external stakeholders.

*Gail Campbell made a motion to adopt the Strategic Planning framework presented. Josh Rogers seconded. **The motion passed unanimously.***

#### **E. Approach and timeline for developing a new college vision**

Discussion took place above.

*Kevin Jones made a motion to approve the approach and timeline as presented. Eric Bishop seconded. **The motion passed unanimously.***

#### **F. Ownership of the Integrated strategic planning process**

Discussion took place above.

*Eric Bishop made a motion to have President Vest, Judy Yip-Reyes, and Jeremy Raisor lead the strategic planning process and include whoever they felt is necessary. Gail Campbell seconded. **The motion passed unanimously.***

#### **7. Adjourn:**

President Vest declared the meeting over.

#### **Tasks**

- Professional Development Draft – **Rebecca Hunt**

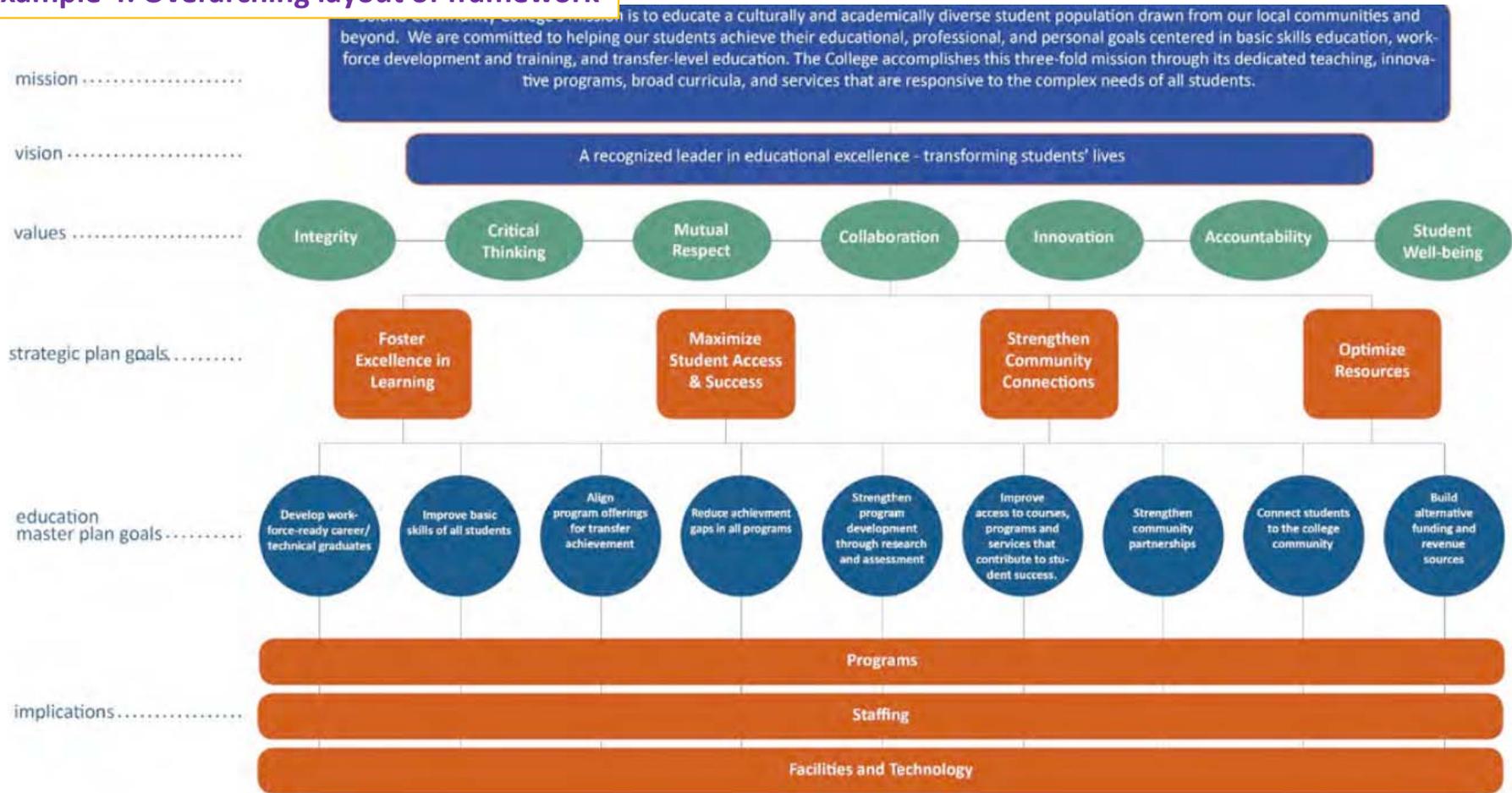
Leadership Council Discussion – Integrated Strategic Planning

In the small breakout session, please make sure everyone has a chance to speak and share his/her perspective. Please prepare to share with the big group a summary of your discussion. Please limit your summary to 5 minutes.

1. Thoughts on Proposed Implementation Framework
  - a. Are we ready to adopt this framework?
  - b. If not, what areas do we need to focus to tailor this framework? What would you suggest to modify the framework to keep things moving forward?
2. Thoughts on Timeline and Approach for Developing the Vision
  - a. Could we move forward with the proposed timeline and approach?
  - b. Any suggestions to improve?
3. Thoughts on Designated Ownership of the Planning Process
  - a. Would it be beneficial having a designated someone or very small group to oversee the entire planning process OR would LC be comfortable to take on that role?
  - b. If we need to have a designated someone or a very small group to oversee that process, who would you recommend?

<p>Group 1-                      1a. – yes, ready to adopt except we may need to tweak                      2 – Need to revisit mission and vision, don’t want to spend as much time. Can do in a semester. Need input from DGB and external constituents.                      3 – IE responsible for/lead planning, but can have a couple from SPASC or LC (planning point person – 5-person overseeing the process), but may need a back-up plan</p>	<p>Group 2 –                      Pretty close to Group 1 summary.                      1a – yes, ready to adopt                      2 – Aligned with Group 1.                      Main focus on 3 – concern that too much focus given to one already established department or group may pull away their time.                      Idea of forming a small group (may be rotated group).</p>
<p>Group 3 –                      1 – agree a good framework, could move forward; concern – some of the different groups/processes not clearly defined with roles and responsibilities (avoid duplication of effort); Budgetary process has to move closer in the process; the framework does not have a timeline but we need to have a deadline for hiring decision and working backward                      2 – timeline and approach based on the flow chart not work out for this year; not enough time to place budget decision off of this timeline (Sept/Oct) – budget process not likely to tie to vision                      3 – did not really get to discuss this much; potentially have Strategy Review Team having some ownership over certain process</p>	<p>Group 4 –                      1 – ready to adopt except we need to have the mission and vision statement first; also read the “vision-driven leader”; need to have the end and work backwards                      2 – We should start this yesterday; ready to adopt the timeline, even moving some components up; we should not be too lenient.                      3a – in an effort not to slow things down, should keep LC to oversee the process rather than designating another group;                      3b – whip behind the bull;</p>

**Example 4: Overarching layout of framework**



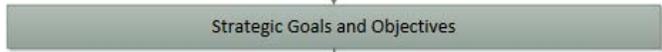
The actual Educational Master Plan for slide #3: <http://www.solano.edu/measureq/planning.php>

RELATIONSHIPS BETWEEN MISSION, VISION, VALUES AND STRATEGIC GOALS

What we do, what we want to do and the guiding philosophy for achieving it



How we deliver the mission and strive for the vision



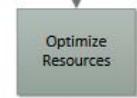
- Obj. 1.1 — Create an environment that is conducive to student learning.
- Obj. 1.2 — Create an environment that supports quality teaching.
- Obj. 1.3 — Optimize student performance on Institutional Core Competencies



- Obj. 2.1 — Identify and provide appropriate support for underprepared students.
- Obj. 2.2 — Update and strengthen career/technical curricula.
- Obj. 2.3 — Identify and provide appropriate support for transfer students.
- Obj. 2.4 — Improve student access to college facilities and services for students.
- Obj. 2.5 — Develop and implement an effective Enrollment Management Plan



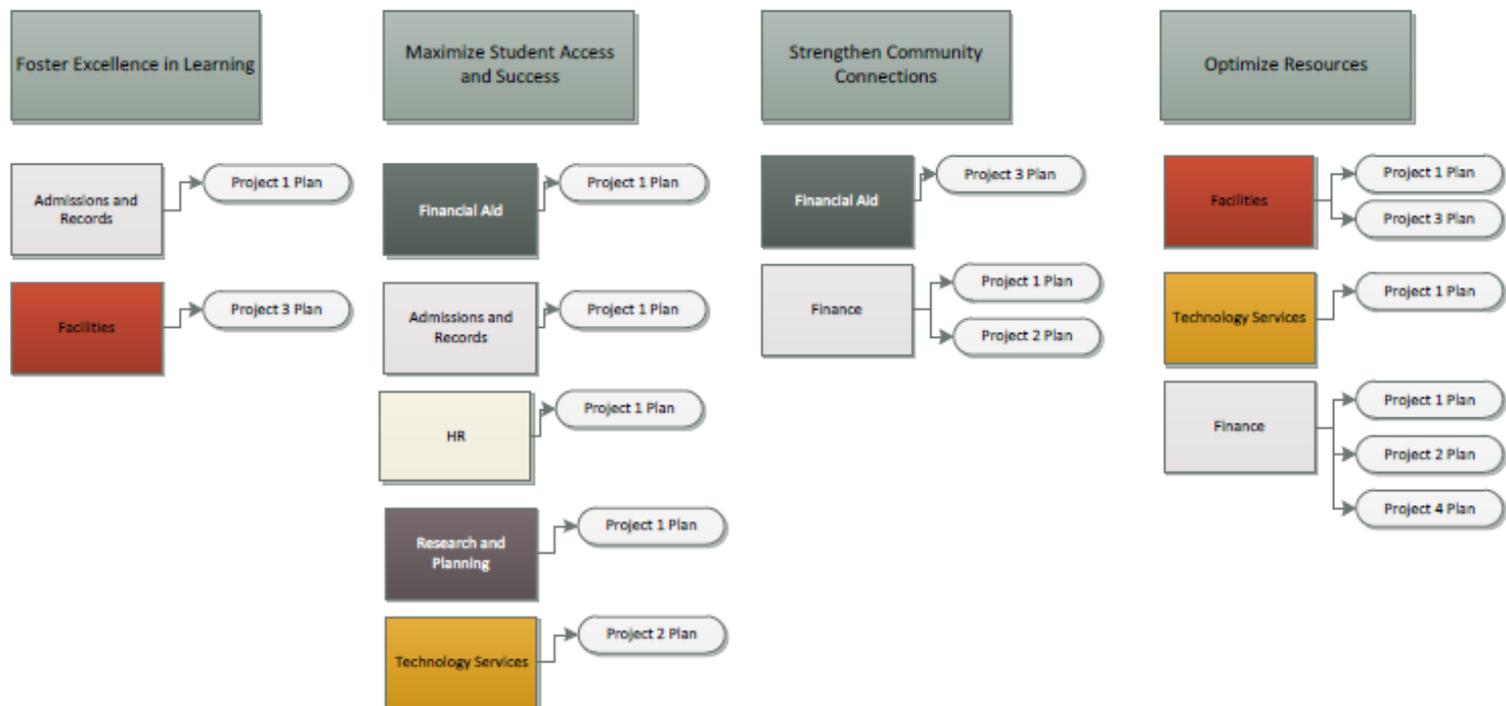
- Obj. 3.1 — Respond to community needs.
- Obj. 3.2 — Expand ties to the community.



- Obj. 4.1 — Develop and manage resources to support institutional effectiveness.
- Obj. 4.2 — Maximize organizational efficiency and effectiveness.
- Obj. 4.3 — Maintain up-to-date technology to support the curriculum and business functions

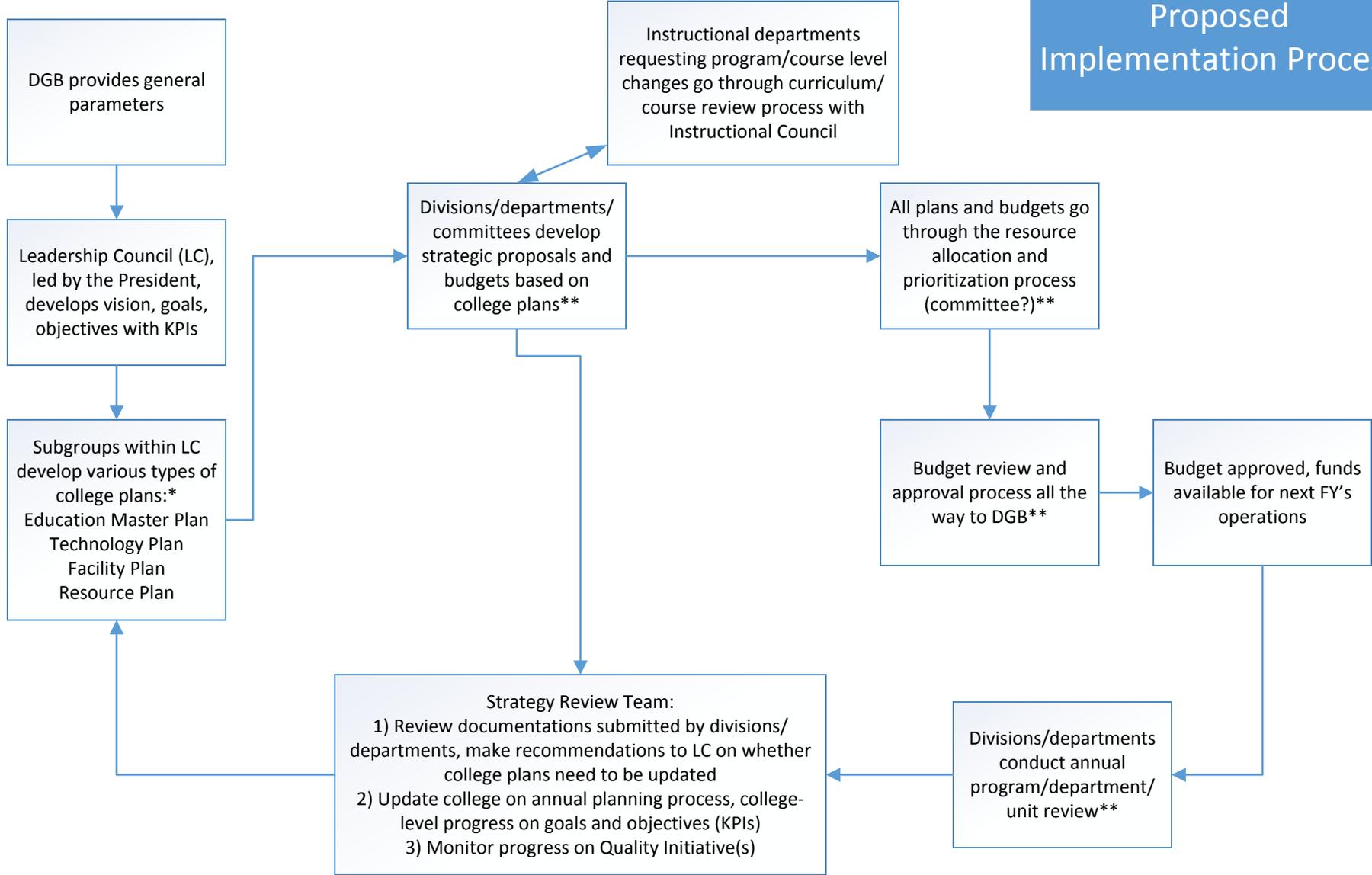
**Example 4:**  
How specific objectives are folded into each strategic direction/goal

## SERVICE AREA PROJECT PLANS GROUPED BY STRATEGIC OUTCOME



**Example 4: Which department/division are responsible for which strategic directions (implementation)**

# Proposed Implementation Process



\*The Education Master Plan (EMP) should drive the major aspects of the other college-level plans. The committee responsible for developing the EMP should work with IS, Facility, HR, and Business departments to ensure their respective plans include supporting elements to the EMP.

\*\*Annual operational plans, budgets, decision from the RAP committee, final approved budget, and annual program/department reviews need to be submitted to the Strategic Implementation Team.

Mission: NPC provides, supports, and promotes lifelong learning.

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

- DGB parameters
- 1. Our students as #1 priority
  - 2. Optimizing use of current facilities
  - 3. Optimize facilities to best meet student and community needs
  - 4. Maintain fiscal solvency
  - 5. Don't add facilities we cannot control
  - 6. Maintain current relationship with Apache County

A quality learning environment

Diversity and accessibility

Integrity and accountability

Collaboration toward success

Strategic Plan Goals

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Education Master Plan Goals

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Facility Master Plan

Technology Master Plan

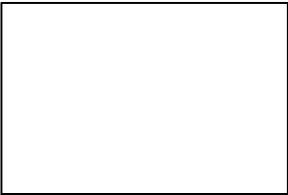
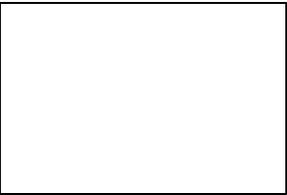
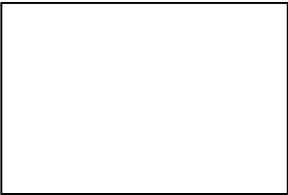
Mission: NPC provides, supports, and promotes lifelong learning.

Future Vision:

Core Values:  
1. A Quality Learning Environment  
2. Diversity and Accessibility  
3. Integrity and Accountability  
4. Collaboration toward Success



**Strategic Goals and Objectives**



Obj 1.1

Obj 1.2

Obj 1.3

Obj 1.4

Obj 2.1

Obj 2.2

Obj 2.3

Obj 3.1

Obj 3.2

Obj 3.3

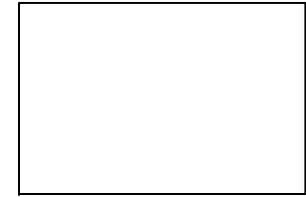
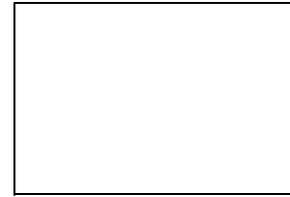
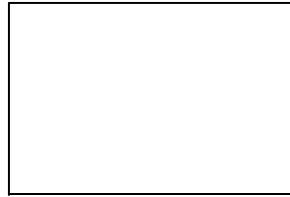
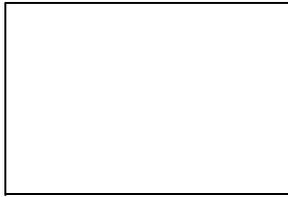
Obj 3.4

Obj 4.1

Obj 4.2

Obj 4.3

## Strategic Goals and Division/Department Plans



Dept

Project 1

Project 2

Division

Project 1

Dept

Project 1

Dept

Project 1

Division

Project 1

Project 2

Division

Project 1

Project 2

Dept

Project 1

Dept

Project 1

Dept

Project 1

## **Proposed Approach to Developing the Vision**

- Leadership Council functions as representatives of each area of the college
- Brief training on vision for council members to get on the same page/ understanding of what a vision statement is, what characterizes a strong vision statement
- Conduct a Qualtrics survey to collect council members' ideas on vision
- Council members to work on crafting a draft vision statement and present to the college at convocation and respective units for input
- Additional feedback will be sought from (1) students who are employees of the college shortly after Convocation and from (2) nine locations where council members will pair up to hold open forums in the month of September
- All input will be collected to finalize the vision in September/October Leadership Council meeting.
- Final vision will be presented to the DGB for adoption.

## **Timeline**

### Before Convocation

1. Adopt the framework and implementation process
2. Review values, Develop a new vision

### During Convocation

1. Present the vision to the college, obtain input

### After Convocation/Fall

1. Finalize input, present to DGB for adoption
2. Develop strategic goals, objectives, and KPIs
3. Preparation work on the major college-wide plans

### **Special Notes on the Strategy Review Team:**

Primary functions are:

- (1) reading various strategic plans/program reviews to make recommendation to the Leadership Council on revising the strategy or reallocating resources to advance particular strategy to achieve the vision.
- (2) Communicate to the entire college, DGB, and external community on status of the annual planning process, as well as college-level progress on strategic goals and objectives (KPIs)
- (3) Monitor progress on Quality Initiative(s) identified (for the Higher Learning Commission)

### **Questions for discussion:**

1. Do you see the values in having this team in the overall integrated planning process?
2. If yes,
  - a. What would the membership of this team look like?
  - b. What skill sets would be needed to best serve the overall planning process?
  - c. To what extent do you see SPASC (as a committee with its functions laid out in the Shared Governance Procedure) being a part of this team?

**Special Notes on Resource Allocation and Prioritization:**

The intent is to consolidate/centralize existing budget prioritization processes (through budget hearing, exec team meeting, and SPASC) into one transparent process to allow the many voices to contribute to the entire budget development through the Leadership Council.

Council members will be provided with a resource allocation and prioritization matrix and discuss how this matrix can be utilized or modified for NPC's integrated planning and budget development.

Leadership Council Discussion – Integrated Strategic Planning

In the small breakout session, please make sure everyone has a chance to speak and share his/her perspective. Please prepare to share with the big group a summary of your discussion. Please limit your summary to 5 minutes.

1. Thoughts on Proposed Implementation Framework
  - a. Are we ready to adopt this framework?
  - b. If not, what areas do we need to focus to tailor this framework? What would you suggest to modify the framework to keep things moving forward?
2. Thoughts on Timeline and Approach for Developing the Vision
  - a. Could we move forward with the proposed timeline and approach?
  - b. Any suggestions to improve?
3. Thoughts on Designated Ownership of the Planning Process
  - a. Would it be beneficial having a designated someone or very small group to oversee the entire planning process OR would LC be comfortable to take on that role?
  - b. If we need to have a designated someone or a very small group to oversee that process, who would you recommend?

<p>Group 1-                      1a. – yes, ready to adopt except we may need to tweak                      2 – Need to revisit mission and vision, don’t want to spend as much time. Can do in a semester. Need input from DGB and external constituents.                      3 – IE responsible for/lead planning, but can have a couple from SPASC or LC (planning point person – 5-person overseeing the process), but may need a back-up plan</p>	<p>Group 2 –                      Pretty close to Group 1 summary.                      1a – yes, ready to adopt                      2 – Aligned with Group 1.                      Main focus on 3 – concern that too much focus given to one already established department or group may pull away their time.                      Idea of forming a small group (may be rotated group).</p>
<p>Group 3 –                      1 – agree a good framework, could move forward; concern – some of the different groups/processes not clearly defined with roles and responsibilities (avoid duplication of effort); Budgetary process has to move closer in the process; the framework does not have a timeline but we need to have a deadline for hiring decision and working backward                      2 – timeline and approach based on the flow chart not work out for this year; not enough time to place budget decision off of this timeline (Sept/Oct) – budget process not likely to tie to vision                      3 – did not really get to discuss this much; potentially have Strategy Review Team having some ownership over certain process</p>	<p>Group 4 –                      1 – ready to adopt except we need to have the mission and vision statement first; also read the “vision-driven leader”; need to have the end and work backwards                      2 – We should start this yesterday; ready to adopt the timeline, even moving some components up; we should not be too lenient.                      3a – in an effort not to slow things down, should keep LC to oversee the process rather than designating another group;                      3b – whip behind the bull;</p>

## Appendix 8

### Content of This Appendix

This appendix contains documentation showing how Leadership Council planned for revisiting the college mission, vision, and values starting in May and June.

# Leadership Council

## Minutes

Friday, May 8, 2020 at 2pm

ZOOM

### Attendees:

**Council Members:** Mark Vest; Ruth Zimmerman (Proxy for Peggy Belknap); Pat Lopez (Proxy for Eric Bishop); Judy Yip-Reyes; Jeremy Raisor; David Huish; Ann Hess; Kevin Jones; Jessica Kitchens; Rickey Jackson; Josh Rogers; Amber Hill; Maderia Ellison; Gail Campbell; Curtis Stevens; Rebecca Hunt; Jessica Clark; Taylor Lopez; Deb McGinty.

**Others Present:** Paul Hempsey (Recorder); Betsy Wilson; Sandy Manor; Lori Cormona; Susan Jensen; Ryan Orr; Gary Santillanes; Myrtle Dayzie-Grey; Daphne Brimhall; Donna Krieser; Tamara Osborne; Cindy Owen; Robert Johnson; Lauren Maestas; Scott Estes; Denise Rominger.

1. **Call to Order:** President Vest called the meeting to order.
2. **Roll Call and Quorum Check:** Paul Hempsey conducted a silent roll call and declared a quorum present.
3. **Approval of Minutes from April 17, 2020:**  
*Rickey Jackson made a motion to approve the minutes from April 17, 2020 with the discussed amendment. Jessica Kitchens seconded. **The motion passed unanimously. Pat Lopez abstained.***
4. **Review of Tasks from January Meeting:**  
President Vest reviewed the tasks from the April 17th meeting.
5. **Old Business:**
  - A. **Professional Development**  
The procedure is on hold awaiting the hire of the new CHRO, unless that is not finalized within the next month, who will be given the job of drafting a revised procedure.
  - B. **Integrated Strategic Planning**  
Judy Yip-Reyes reviewed the timeline and approach to designing a new vision for the college and the hopes of a smaller group within the council to draft it. Judy noted that the initial draft would be rolled out to the entire college for input. Judy asked for assistance in presenting ideas and progress to various groups at the college if members were comfortable helping. The committee discussed how best to get input from the individual groups around the college over the summer.  
  
Pat Lopez noted that Instructional Council and Faculty Association had completed their work for the Academic year and therefore participation over the summer from faculty will be limited. SGA and CASO representatives noted that they would now be meeting year round.  
  
Judy emphasized that the Leadership Council group would be required to meet weekly in the month of June for this process to be completed in time. The committee discussed how best to set a schedule for June and a Doodle poll was suggested.
  - C. **Payroll Update**  
Maderia Ellison provided an update on the recently issued Payroll RFP along with the expected deadlines. Maderia mentioned the members of the evaluation committee who will

# Leadership Council

## Minutes

Friday, May 8, 2020 at 2pm

### ZOOM

review the results, who encompass all areas of the college. The college as a whole will be invited to any demonstrations that are requested.

#### 6. New Business:

##### A. Summer Meeting Schedule and Membership Changes

As discussed above the committee will meet four times in June and once in July. Judy Yip-Reyes will send out a Doodle Poll for June's schedule.

Pat Lopez will rotate in for Instructional Council, though they are finished till August.

Donna Krieser will rotate in for CASO in July and has been attending meetings for the purpose of continuity.

Kevin Jones will rotate in for Faculty Association, though this was not official at the time of the meeting.

Cindy Owen has been reelected as SGA President though Taylor Lopez, the SGA representative on Leadership Council, is graduating and will not attend after June. A new SGA representative will be provided as soon as chosen.

##### B. Tele-Counseling

Josh Rogers presented information on Tele-Counseling and the rationale behind the recommendation that the college investigate providing the service. There was a lot of support within the committee. Discussion revolved around the various options available, the cost to the college and students, confidentiality, and processes. Josh, with help from Sandy Manor and Ryan Orr, answered questions.

President Vest asked if there was a desired timeframe. Josh suggested a review and recommendation during the summer with the selected option made available in Fall 2020. Dr. Clark thought Spring 2021 might be a more realistic target for implementation.

*Jeremy Raisor made a motion to approve the recommendation to look into further options and costs to provide Tele-Counseling at NPC. Rickey Jackson seconded. **The vote passed unanimously.***

President Vest tasked Josh Rogers and Sandy Manor to, working with Admin Services, provide options for mental health services, costs, and an implementation plan by the end of July.

##### C. Bookstore Data

Amber Hill reviewed the Bookstore student survey results and answered questions from the committee. We signed a new three-year agreement in the Fall but have the usual language if we wanted to withdraw prior to the end date. If we wanted to make changes now is a good time to begin discussion IF we wanted to make changes for Spring 2021. Open

# Leadership Council

## Minutes

Friday, May 8, 2020 at 2pm

ZOOM

Education Resources were mentioned as options by several of the committee and Dr. Clark suggested the new Dean of Instructional Innovation form a task force to explore them and make a recommendation.

### 7. Adjourn:

President Vest declared the meeting over.

### Tasks

- Assign Procedure 2866 to new CHRO for review and re-write – **Mark Vest**
- Alert President to change in Faculty Association Leadership once confirmed – **Kevin Jones**
- Proposal, cost, and implementation timeline for Mental Health Services by end of July – **Josh Rogers and Sandy Manor**

## NPC VISIONING OUTLINE

**MAY**

Agree on Brief  
Timeline &  
Approach

Collect Council  
member's  
availability in  
the summer

Determine  
who is in the  
Vision Drafting  
Task Force

Understand  
the basics,  
Prepare for  
the exercises

**JUNE**

Exercise 1:  
review  
examples of  
mission,  
values, vision

Exercise 2:  
revisit NPC core  
values, perhaps  
get some new  
ones

Exercise 3:  
Guided  
imagery  
(Travel to the  
Future)

Exercise 4:  
Magazine  
Articles  
(Visualize our  
Success)

**JULY**

Task Force  
drafts  
vision  
statements

Plan for the  
August  
Convocation  
Vision Event

Plan for the  
Fall Vision  
Tuning  
forums

## Appendix 9

### Content of This Appendix

This appendix contains documentations showing members of the Leadership Council participated in three sessions (June 10 morning, June 17 morning, and June 17 afternoon) in June 2020 to review and brainstorm on new mission, vision, and values for the college. This appendix also contains an email which was sent to the Leadership Council with several exercises members were invited to do prior to the June 17 sessions. The brainstormed and shared materials from the Leadership Council during these three half-day sessions were provided to a small group of members who were tasked to use the month of July to develop the first draft of the mission, vision, and values.

The IE director provided an update of the progress at the June 19, 2020 Leadership Council meeting. This meeting was an open meeting to all staff and faculty to attend.

## Yip-Reyes, Judy Y.

---

**From:** Hempsey, John (Paul)  
**Sent:** Thursday, June 11, 2020 4:22 PM  
**To:** Santillanes, Gary; Lopez, Patricia; 'Taylor.Lopez91@yahoo.com'; 'cowen@mail.npc.edu'; Leadership Council; Belknap, Peggy (Margaret); Vest, Mark H.; McGinty, Debra; Estes, Henry (Scott); Campbell, Gail; Hunt, Rebecca; Hess, Ann E.; Hill, Amber L.; Huish, David; Wilson, Betsy A.; Bishop, Eric; Ulibarri, Nicole M.; Krieser, Donna J.; Zimmerman, Ruth A; Ma, Wei  
**Subject:** Leadership Council - Vision Session - Yesterday's Summary and Homework Assignments for next week  
**Attachments:** Exercise 2 - Revisit Our Core Values\_Individual Homework.docx; Exercise 3 - Guided Imagery\_Homework V2.docx; Personal Value - How to Define & Live by Them2.pdf; Vision Introduction Session Notes.pdf

No let up from Judy! Please see the email below and the attachments provided.

*Paul Hempsey*

*Assistant to the President*

*Northland Pioneer College*

1-800-266-7845 Ext: 7418

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**Northland Pioneer College**  
EXPANDING MINDS • TRANSFORMING LIVES<sub>SM</sub>



---

**From:** Yip-Reyes, Judy Y.  
**Sent:** Thursday, June 11, 2020 2:13 PM  
**To:** Hempsey, John (Paul) <paul.hempsey@npc.edu>  
**Cc:** Vest, Mark H. <mark.vest@npc.edu>; Raisor, Jeremy <Jeremy.Raisor@npc.edu>  
**Subject:** Leadership Council - Vision Session - Yesterday's Summary and Homework Assignments for next week

Paul,

Attached are several documents for Leadership Council regarding vision.

1. Vision Introduction Session Notes (A summary of highlights from yesterday's session)
2. Exercise 2 (Homework for next Wednesday's morning session – members only need to complete Part 1 and some of Part 2)
3. Personal Value – How to Define article (this is mentioned in Exercise 2 in case some members do not know how to identify their personal core values)
4. Exercise 3 (Homework for next Wednesday's afternoon session – members need to complete this homework by submitting their responses to a Google-form survey by next Tuesday 6/16/20. Survey link is provided in the document).

Thank you for your help.

Judy

Judy Yip-Reyes, Ph.D.

Director of Institutional Effectiveness

White Mountain Campus

Northland Pioneer College

1001 W. Deuce of Clubs

Show Low, AZ 85901

928-532-6148

[Judy.Yip-Reyes@npc.edu](mailto:Judy.Yip-Reyes@npc.edu)

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# Notes from Leadership Council Vision Introduction Session

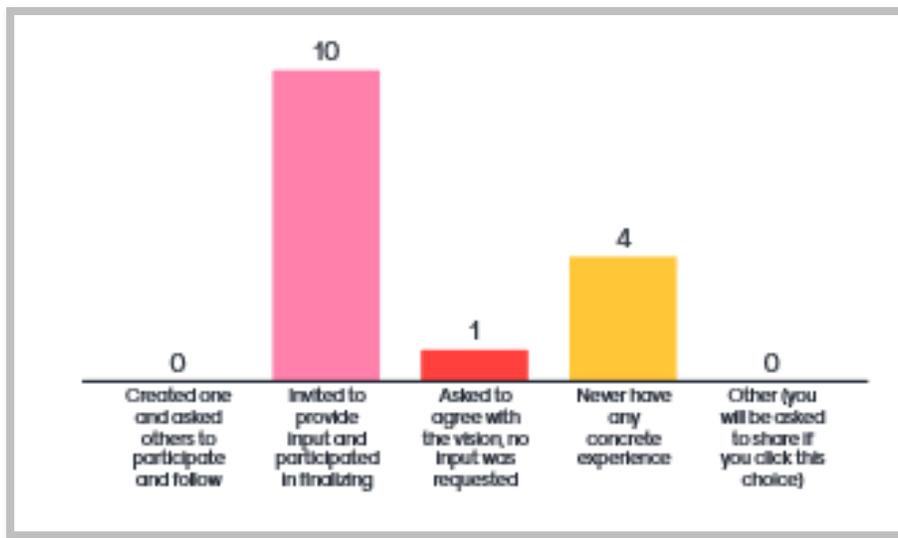
June 10, 2020

1:30 – 4:30 p.m. via Zoom

Participants: Mark Vest, Maderia Ellison, Scott Estes, Jeremy Raisor, Josh Rogers, Deb McGinty, Rebecca Hunt, Donna Krieser, Ann Hess, Betsyann Wilson, Kevin Jones, Ruth Zimmerman, Rickey Jackson, Gail Campbell, Peggy Belkap, David Huish, Judy Yip-Reyes.

## Simple Poll Data

We asked the council members their primary experience with vision in the past and what comes to mind when they hear the word “vision”.



## Comment on Various Vision Definitions

Members were presented with several definitions of vision to which they provided comments. Most liked the definition by Blanchard and Stoner, stating that it is clear and simple. Other comments included:

- The definition should also include essential characteristics such as inspiring, clear, and practical, which is found in Hyatt's definition.
- If we were to follow Blanchard and Stoner's definition, it is unclear whether we need to focus on all three components or just the vision (i.e., the picture).
- Unsure about Hyatt's definition with the word "attractive" as characteristic.
- We should strive to see/create what the future should be, not what it could be.

**"Vision is an act of seeing what the future could be, and then articulating that potential in an inspiring, clear, practical, and attractive way ... which the leader's team can then follow into the future."** – Michael Hyatt, *Vision Driven Leader*

**"Vision is knowing who you are [purpose], where you are going [picture], and what will guide your journey [values]."**

– Ken Blanchard & Jesse Lyn Stoner, *Full Steam Ahead!*

## Review Other Colleges' Mission, Values, and Vision

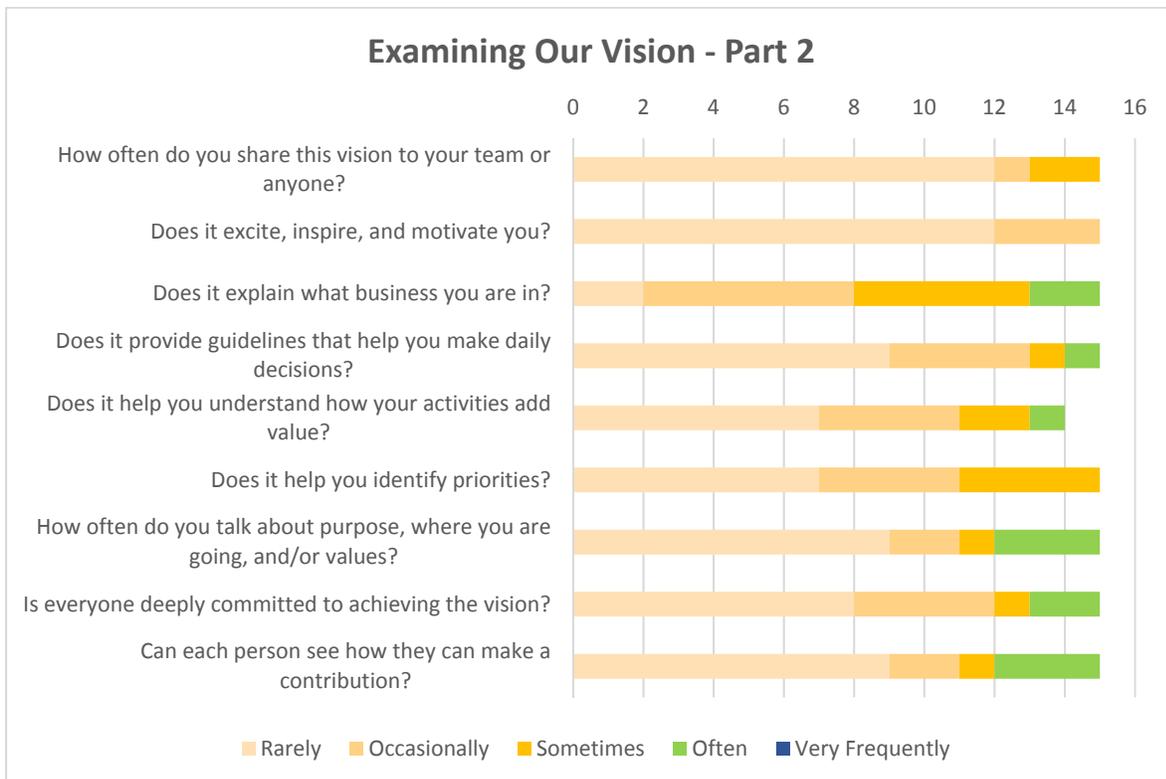
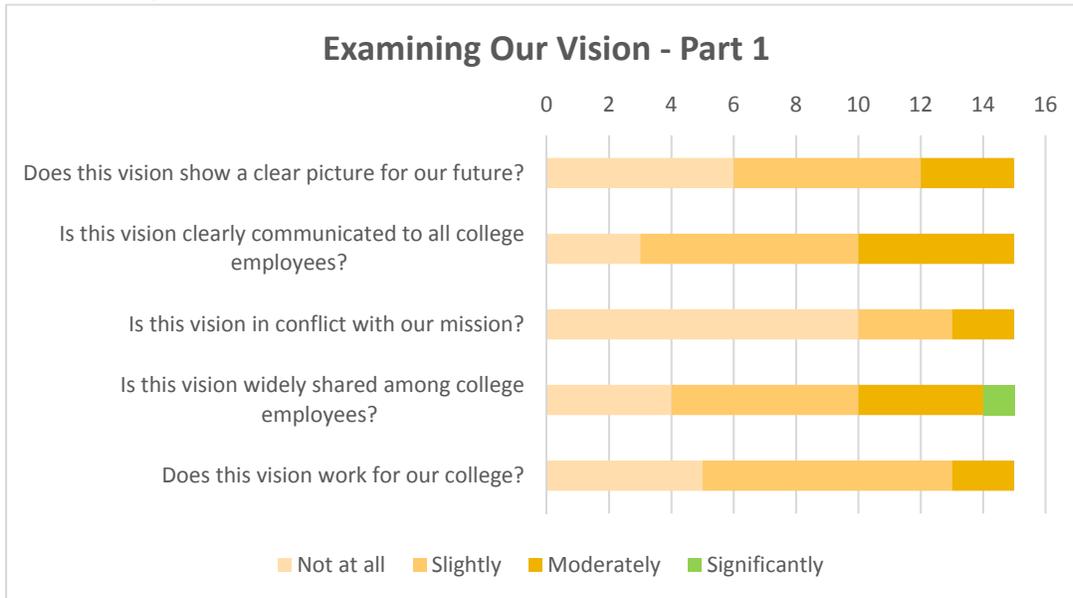
The Council was then sent to three breakout groups which spent 30-40 minutes to discuss their reviews of other AZ community colleges' mission, values, and vision. Group responses are saved in Vision Exercise 1 Google Forms and can be found in the Appendix.

Group responses were reviewed as a big group and additional responses were provided by individual members as lessons learned:

- There was a general consensus that the mission, values, and vision statements from the Arizona Western College and to some extent Mohave and Coconino College are good to model.
- It is beneficial to provide clear statements to explain the core values.
- Avoid lengthy documents.
- AZ Western's vision provides a clear visual.
- Eliminate poverty is a big, hairy, and audacious goal. The college is also very purposeful in having its impact in its communities.
- "Cultivating generations" – very inspiring word to energize people. The word "generations" instead of "students" open up to all kinds of people being welcomed.
- AZ Western's vision works holistically towards student success. Its language has NPC written all over it.
- Avoid developing a vision that sounds like tag lines.
- Overuse of the word "Premier" in a lot of the college's mission, values, and vision. Let's see if we can draft ours to create a "Pioneer" as synonym.
- Emphasize grow and change with our communities.
- Having the appropriate word choice in expressing our values will connect departments better to their purposes (e.g., Stewardship is a better word than Accountability because it triggers the thoughts of using resources wisely)
- Our vision needs to be limiting (what we won't do).
- Observe how different college websites in presenting the order of the three components (mission, values, and vision) – looks like we need to layout or articulate our values clearly before we can develop our vision. Who we are (values) will define what we include or exclude in our vision.
- It may be useful to extend our review of college's mission-values-mission beyond those in the State of Arizona. We need more examples (inside and outside Higher Education) to learn what good, compelling, inspiring vision looks like.

## Evaluate NPC Vision

The Council filled out another survey examining the effectiveness and use of the College's vision, with the following results:



The results of this brief survey show that while there are some agreements that the vision is relevant and aligned with the mission, the vision is not broadly communicated, discussed, and shared across the entire college. There is also a gap between the vision and everyday work. Council members discussed what the information meant to them. Below are some highlights:

- It is the right time to re-evaluate our mission and vision.
- The information serves a potential warning sign that even when we rewrite our mission and vision, we need to think how to help one another to translate them well so that we are using it day to day.
- Encouraging college-wide involvement in crafting and fine-tuning the vision can promote ownership and use in everyday work.
- Consistent communicating and training is essential to keep the vision alive. If we use it correctly, we will use it more.
- We need to involve all stakeholder groups in developing the vision.
- We need to expect the college to not just help develop the vision but also use it to guide decision making.

## Brief Discussion on Our College Distinctive and Student Need

The Council was polled on the number of years spent in higher education setting and found that it accumulated collectively an estimate of 250+ years in learning and teaching in higher education setting. Members discussed the vast and deep experience in cumulating and applying the knowledge of learning. Questions were raised on how this knowledge can be articulated/shared to make it as a distinct advantage for the college. Culturally responsive education to Native American students was raised. Providing technology mentors to students who need help building technology skills was also shared. Given our unique student make-up, we will likely be drafting a vision that is unique and distinctive without much of the blandness or generic tone we see in many colleges' vision statements.

# What Are Your Personal Values? How to Define & Live by Them

*by Andrew Blackman 4 Aug 2018*

Difficulty: Beginner Length: Long Languages:

Living by your personal values sounds easy—at least in theory. Your values, after all, are simply the things that are important to you in life, so it should be natural to live by them.



Coming up with a list of personal values can be challenging, yet understanding your values is important. (Image source: [Envato Elements](#))

And yet so many of us don't consistently live by our values. Have you ever been in any of these situations?

- Someone said or did something that you strongly disagreed with, but you didn't speak up about it and felt ashamed afterwards.
- You set goals for yourself and then failed to meet them.
- Your life or career haven't worked out the way you wanted them to.
- What you want often clashes with what you've got to do or what's "practical."
- You're so busy pleasing other people that you're not even sure what your own true values are.

If any of these resonate with you, then this tutorial will help you. In it, you'll learn what personal values are and why they're important. Then we'll go through all the steps involved in defining and prioritising your values, changing them as necessary, and living by them so that your actions are aligned with your values.

When you live by your values, you feel better about yourself and are more focused on doing the things that are important to you. In this tutorial, you'll see how to achieve that.

## 1. What Are Personal Values (And Why Do They Matter)?

Let's start with a personal values definition. Personal values are the things that are important to us, the characteristics and behaviours that motivate us and guide our decisions.

For example, maybe you value honesty. You believe in being honest wherever possible and you think it's important to say what you really think. When you don't speak your mind, you probably feel disappointed in yourself.

Or maybe you value kindness. You jump at the chance to help other people, and you're generous in giving your time and resources to worthy causes or to friends and family.

Those are just two examples of personal values out of many. Everyone has their own personal values, and they can be quite different. Some people are competitive, while others value cooperation. Some people value adventure, while others prefer security.

Values matter because you're likely to feel better if you're living according to your values and to feel worse if you don't. This applies both to day-to-day decisions and to larger life choices.

If you value adventure, for example, you'll probably feel stifled if you let yourself be pressured by parents or others into making "safe" choices like a stable office job and a settled home life. For you, a career that involves travel, starting your own business, or other opportunities for risk and adventure may be more appropriate.

On the other hand, if you value security, the opposite applies. What some people would view as a "dream" opportunity to travel the world and be your own boss may leave you feeling insecure and craving a more settled existence.

Everybody is different, and what makes one person happy may leave another person feeling anxious or disengaged. Defining your personal values and then living by them can help you to feel more fulfilled and to make choices that make *you* happy, even if they don't make sense to other people. You'll see how to go about doing that in the

following sections.

## 2. How to Define Your Personal Values

What makes you feel good? That's a good place to start when figuring out what your values are.

No, "ice cream" isn't a value. What we're talking about here are characteristics or ways of behaving in the world. As we saw above, someone who values honesty will feel good when they tell the truth.

Conversely, that same person will feel bad about themselves when they *don't* tell the truth. So negative emotions can also be a good guide to your values. When have you felt disappointed in yourself or like you were a fraud? What behaviour led up to that?

Here are some more questions to get you started:

1. What's important to you in life?
2. If you could have any career, without worrying about money or other practical constraints, what would you do?
3. When you're reading news stories, what sort of story or behaviour tends to inspire you?
4. What type of story or behaviour makes you angry?
5. What do you want to change about the world or about yourself?
6. What are you most proud of?
7. When were you the happiest?

Take a blank sheet of paper and quickly brainstorm some answers to these questions. Then use those answers as guides to figuring out your personal values.

In some cases, the values will be easy to figure out. If you wrote "a loving relationship" in response to the question about what's important to you, then "love" is an important personal value for you. If you wrote "being happy," then you value happiness.

Others may require a bit more work, though. For example, if you're inspired by stories of successful entrepreneurs, maybe you value determination or achievement, or maybe it's wealth and success. If you're inspired by activists trying to change the world, maybe you value courage or integrity, or maybe it's justice or peace. Try to examine what exactly it is about those stories or experiences that you relate to.

### List of Personal Values

To help you, here's a short list of personal values.

1. Achievement
2. Adventure
3. Courage
4. Creativity
5. Dependability
6. Determination
7. Friendship
8. Health

9. Honesty
10. Independence
11. Integrity
12. Intelligence
13. Justice
14. Kindness
15. Learning
16. Love
17. Peace
18. Perfection
19. Security
20. Simplicity
21. Sincerity
22. Spontaneity
23. Success
24. Understanding
25. Wealth

This is by no means an exhaustive list of personal values. I'm sure you can think of plenty more. The idea isn't to pick items from a list, but to come up with your own based on your own experiences and personality, so please use these as examples of personal values, but don't feel limited by them. Let your imagination run free!

When you've finished brainstorming, you may have half a dozen values, or you may have a huge list of dozens. If you're in the second camp, try to cut the list down to something manageable—perhaps ten values that mean the most to you. If you're struggling, try assigning scores to each one and then sorting the list in order.

### **3. How to Prioritise Your Personal Values**

Once you've come up with a list, it's important to prioritise your values.

Why? Because prioritising can help you get even closer to defining what's important to you.

Your overall list of values may include quite disparate values. If you value honesty, health, kindness, adventure and half a dozen other things, it doesn't give you a clear direction. But if you put "health" right at the top of your list, you'll know that establishing a daily exercise routine and cutting out the junk food should be priorities for you. If "adventure" is at the top, on the other hand, maybe planning that trip to South America will come first.

Ideally, of course, you'll live according to all the values on your list. But your time and energy are limited. Prioritising helps you to ensure that you're spending them on the most important things that'll have the biggest payoff in your life.

So take some time to reorder the items in your list by using the scoring system we covered in the last section. Or you could compare each item in turn and ask yourself which you would work on if you could do only one. Take your time, and keep going until you end up with a final order you're happy with.

### **4. How to Live Your Values With Integrity and**

## Use Them to Make Decisions

Having a list of values on a sheet of paper is nice, but it doesn't change anything. To see a difference in your life, you'll have to start living by your values. As we've seen, that can be easier said than done. So in this section, we'll look at how to use your values to actually live your life and make decisions.

### Use Your Values for Goal Setting

First, let's look at the big picture. Are you living according to your values in your life as a whole? Does your career choice reflect your values? How about your activities outside of work? Are you spending your time on things that matter to you?

If not, don't worry—it's quite common for our lives to diverge from our values for any number of reasons. Here's how to get things back on track.

For each of your values, make a list of things you could do to put those values into practice. For example, if you wrote "Learning," you could go back to college and do that degree you've always dreamed of. Or you could commit to read a book every week on a subject that you care about. Or you could take online training courses or sign up for classes at your local adult education centre. There are so many possibilities.

Don't be constrained by practical considerations at this stage. Just write down possibilities, even if you think you can't afford them or don't have time. Make a list of things you *could* do to live by your values.

You should end up with a long list of possible actions for each value. The next step is to make them into goals for the next week, month, year, and perhaps longer. For detailed instructions on how to do that, see the following tutorials:

If you already have goals that you've set before, you'll also need to take one additional step. For each goal, ask yourself whether it aligns with any of your personal values. If not, why are you doing it? Unless there's a very good practical reason, delete it and focus instead on the new goals that do help you live according to your values.

### Make Decisions According to Your Values

Living your values is about more than the big, long-term goals, however. It's also about the small, day-to-day decisions. In the moment, do you react to situations in ways that align with your values?

If you value compassion, for example, do you regularly display compassion towards others, or do you sometimes slip into judgment and blame? If you value health, do you always take care of your body, or do you sometimes end up eating burgers instead of bulgur?

It's not always easy to make your actions align with your values. Anything from force of habit to the lure of immediate gratification can be powerful enough to make us forget those good intentions and act in ways that don't reflect our values.

You've got many techniques available to you to help you change your reactions and

live more consciously in accordance with your values. For example, you could:

- Make a habit of reading your list of values every morning when you wake up.
- Visualise the day ahead and plan out how you'll live by your values throughout the day.
- Print out your values and keep them close to you to refer to through the day.
- Make them the background on your mobile phone or computer.
- Set up reminders to pop up on your phone.
- Whenever you find yourself straying from your values, analyse the situation afterwards and ask yourself what you could have done differently.

You can find plenty more ideas in the following tutorials. Although a couple of them are about productivity, which is different from living by your values, some of the techniques about overcoming distractions and following up on good intentions are relevant here.

## **Possible Barriers to Overcome**

So far, it sounds quite simple, doesn't it? So why do so many of us still struggle to live according to our values?

Sometimes it's about lack of clarity or not knowing what your values really are. The values exercises in this tutorial should deal with that problem quite effectively.

But there are other possible barriers, too. What if your personal values come into conflict with those of your family or the wider society? For example, you may value tolerance, but the society you live in may stand quite strongly against tolerance, at least of certain groups.

Or perhaps you're facing a conflict between your personal values and the practical situation you find yourself in. You may value creativity, but you've got family members to take care of, so you can't take the risk of embarking on an art career. Or you may value honesty, but feel that there are certain lies you need to tell in order to preserve important relationships, to keep your job, or whatever else.

These are important barriers, and they're worth reflecting on seriously. But it's also worth remembering that there are many ways to live your values, and you don't have to reject all compromises and ignore practical considerations.

For example, it's quite possible to live according to a value of honesty while also inserting a caveat like "... as long as my honesty doesn't hurt other people." That would help preserve those important relationships. And if you've got to be dishonest in order to keep your job, maybe that's a signal that, in the long term, you need to find a new job. But in the short term, you don't need to get fired by telling your boss exactly what you think. You can compromise for now, while moving in the long term towards a solution that's more in line with your values.

If your values come into conflict with those of others or the wider society, you may face some difficulties, but you can still live with integrity in your own life. If your circumstances allow, you can also fight to change society according to your own beliefs. Look at many of the heroes of history like Susan B. Anthony or Martin Luther King, Jr., and you'll find people whose personal values came into conflict with those of their time. But if you don't feel ready for that kind of struggle, then you could

choose to focus on your own actions and on living according to your own values, without challenging those around you who live differently.

## **5. How to Adapt and Change Your Values When Needed**

Your personal values aren't set in stone. While some of your core values will probably stay the same throughout your life, others may change as your life circumstances change or simply as you get older and start to have a different view of what's important. Or even if the values stay the same, the order in which you prioritise them may shift.

For example, starting a family and having children to take care of may cause you to value security and financial stability more highly than you did when you were single. Or a divorce may result in a renewed desire for freedom and self-discovery.

So it's worth checking in regularly to see if your values have changed. Repeat the process of brainstorming, listing and prioritising, and see if your results are different.

How often should you do this? At least once a year is probably a good idea, and any time you go through a major life change like job loss, bereavement, illness, divorce, etc.

Of course, you'll also want to keep reading your values and referring to them much more regularly than once a year, and if at any time you notice that something just doesn't feel right any more, feel free to revise your values then and there.

Once you've come up with your new list, re-examine your goals and rewrite them where necessary to reflect your new or newly prioritised values. And start using your revised list of values to inform and direct your daily life, as discussed in the previous section.

## **Conclusion**

We've covered a lot of ground in this tutorial, and I hope you're now much clearer about what personal values are, why they're important, and how you can do a better job of living in alignment with your values.

To read more about values, but from a business rather than a personal perspective, see the following tutorials:

The next step, if you haven't already, is to put the lessons from this tutorial into practice. Start brainstorming, making lists, prioritising your values, and setting value-driven goals. Then start living by your values from day to day, month to month, and year to year.

# Exercise 2: Revisit Our Core Values

## **Purpose:**

This exercise provides us with opportunities to re-examine our core values in light of what we learn about vision and its relationship between purpose and values. An organization's culture is shaped by its values which expressed through actions. "True values are lived behaviors—what an outsider would observe in the daily life of the institution while attending classes, going to meetings, and participating in celebrations." (*Collaborative Strategic Planning*, p.64)

At the end of this exercise, we learn to what extent our current values are lived and whether a new set of values is needed.

## **Instructions:**

This exercise has three parts. Part 1 and most of Part 2 require individual members to complete before the next session. We will meet next Wednesday (6/17/2020) to complete the rest of Part 2 and Part 3.

### ***Part 1***

The first part requires us to examine our existing core values. NPC has the following shared values: (note: we actually have six values instead of four.)

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

Reflect on the following:

1. When you think about our institutional values, how would you describe them to an outsider?
2. On a scale from 1 to 10, with 1 being not being upheld at all to 10 being constantly upheld, rate the extent to which each of these values are upheld by the entire college.
  - A quality learning environment
  - Diversity
  - Accessibility
  - Integrity
  - Accountability
  - Collaboration toward success
3. What circumstances/incidents can you recall that one of these values is not being upheld?

## Part 2

The second part explores what new/additional institutional values we need to recognize in fulfilling our purpose. We are not here to wordsmith or create a “pretty statement.” Our focus is to discover or re-discover the core values and purpose we all are truly committed to. Part 2 has two sub-parts. The first sub-part is to have each member listing 3-5 personal core values and be ready to share with one another in the next session. We start with sharing our personal core values and evaluate the extent to which the institutional values reflect our personal values.

Personal core values are what you deeply care about. If you have not thought about personal core values. Please read the **Personal Value - How to Define & Live by Them** article and identify them.

The book *Full Steam Ahead!* also suggests a technique that might help you identify your values. First, identify what you think is a value. Second, ask yourself “Why do I value that?” Or “if I had that, what would I have?” Third, whatever the answer is, ask the same question again. Do it three times. The idea is to prompt you to go deeper to find out what you care the most. The values you identify should be something that you live by or strive to live by, not something you wish by.

1. Fill in your personal core values and complete the sentence.

<value> : I know I am living by this value when \_\_\_\_\_.

For example:

Truth: I know I am living by this value when I turn toward truth, even when I am afraid.

Health: I know I am living by this value anytime I treat my body with love and respect.

Value 1 \_\_\_\_\_ – I know I am living by this value when \_\_\_\_\_.

Value 2 \_\_\_\_\_ – I know I am living by this value when \_\_\_\_\_.

Value 3 \_\_\_\_\_ – I know I am living by this value when \_\_\_\_\_.

Value 4 \_\_\_\_\_ – I know I am living by this value when \_\_\_\_\_.

Value 5 \_\_\_\_\_ – I know I am living by this value when \_\_\_\_\_.

2. Comment on the extent to which your personal core values are related to the existing NPC values.

**Below are the tasks we will do when we meet next Wednesday ...**

1. Each member shares the 3-5 personal core values with the small group in the breakout room. Based on these readings, the small group determines the 3-5 values shared as most core to your breakout group. Note that the small group can decide to keep some or all of our existing values.
2. Each individual takes 5-10 minutes of solo time to test each of the group shared values against the following test questions.

	Value1	Value2	Value3	Value4	Value5
<b>Name the group-shared values here→</b>					
If you were to start a new organization, would you align yourself with this core value regardless of the industry?					
Would you want this new organization to continue to stand for this core value 100 years into the future, no matter what changes occur in the outside world?					
Would you want this new organization to hold this core value, even if at some point in time it became a competitive disadvantage—even if in some instances the environment penalized this organization for living this core value?					
Do you believe that those who do not share this core value—those who breach it consistently—simply do not belong in this organization?					
Would you personally continue to hold this core value even if you were not rewarded for holding it?					
Would you change jobs before giving up this core value?					
If you awoke tomorrow with more than enough money to retire comfortably for the rest of your life, would you continue to apply this core value to your productive activities?					

3. Each member reports to the group on the values where he/she answered “yes” to all of the questions.
4. Select the values deemed by the group to be truly authentic core values (those values where two-thirds of the group members answered “yes” to all of the test questions)
5. Final check on the core values to make sure they are values we truly believe and have always believed at a deep core level, not something we aspire to hold.

### **Part 3**

The third part of this exercise is to work on explaining our core values to others. Whether we continue to adopt our existing core values or introduce new ones, the best way to explain our values is to include some examples of what the value looks like in action.

Take “collaboration” as an example. It is only one word. While a definition may be helpful, it would be best to share different ideas about what the day-to-day behaviors are. Some examples of collaboration may look like these:

- Engage through bringing our expertise and utilizing the expertise of others.
- Seek new ideas and approaches.
- Assume responsibility to communicate in ways that can be heard and understood.
- Embrace diversity and actively seek to understand all perspectives.

This part of the exercise is to take the core values we have decided and share our thoughts on what each value looks like in action.

1. Each member individually lists 3 behaviors that correspond to the agreed-upon core values (assuming we have 5 core values, allow 10 minutes).
2. Form a group of 4, each member reads to the group his/her list of behaviors using the round robin approach. The group decides the top four most shared behaviors to encourage under each core value.
3. Each group joins the big group and share the list using the round robin approach. The big group decides the top 6-7 most shared or encouraged behaviors under each core value.
4. The core values, along with the list of behaviors, will be shared with the entire college. It can be used as a potential tool for empowering new college culture or as a reference document for employee review.

# Guided Imagery

## Purpose:

This exercise takes us into the future to dream about a highly desirable state for our students and our communities. In order to do that, we need to get out of our normal state of mind where today's tasks, stresses, and comfort zones prevail.

## Instructions:

In a relax setting just by yourself, imagine you are transported to the **future 10 years from now**. Be sure to create a mental image (pictures in your mind's eye) when you attempt to answer these questions. Try to jot down key words or draw pictures of what you see. Remember we are going to create a highly desirable state for the college. Let your imaginative dusts loose.

You may want to jot down sentences or key words that capture your mental images/pictures in this link by Tuesday (6/16/20) (<https://forms.gle/tFnHPvEWL7qdzTAG6>). Please provide as much details as possible. We will try to send the collected individual responses to the group before the session and hope that will allow more time for dialogue.

## Stories –

- Pick a time in the year 2030 (Fall Convocation? Commencement? Any particular day? HLC comprehensive onsite visit)
- Where are you? Which campus? Are you in a particular building? Classroom? Your own office?
- Who are you? (pick a role you would like to play in this imaginative tour) What are you doing at this moment (e.g., working alone? Waiting for someone to meet you in your office? Attending a meeting for regular updates and/or important announcement? About to present in front of the entire college/your division/your department? About to meet with a group of prospective students/community investors/newspaper reporters? Representing the college to give a presentation to a large outside audience? Talking to a group of parents/relatives/friends who attend the Commencement celebrating with our graduates? About to meet with the HLC peer review team?)
- What's happening around you? Can you hear the sounds, see people's excitements/enthusiasm/big smiles? Jog down all the actions. Below are the categories of questions you are asking yourselves or are being asked at this moment.

## Major accomplishments & Breakthroughs-

- What are you most proud of? Get emotional, personal, and specific.

- What are your top 1-3 major accomplishments or "big wins"?
- Imagine there was a feature article about your success. What did the headlines say? What difference did this make in the world?
- In the past 10 years, what is the most significant breakthrough that launches the organization into a whole new level of wild success? How? What happened? Who helped make it happen? What was different?

### Geographic scope –

- Where are you/college working, and not working - are there specific communities? Regions?

### People we serve –

- Whose lives is your work touching?
- Who are you serving? How do people who feel when they receive your services/instructions? What is their experience like?
- How exactly are they engaging with you? Zero in one or two 'representative' individuals. Why are they choosing to engage with your messages, services or products? What's in it for them?
- What results/values do your services/offerings create?

### Our niche & No-go zones –

- Notice other groups similar to your own ... how is yours specifically unique and different? What are some services or approaches that your organization does NOT offer or do?

### People in the organization –

- What is the collective culture like? What does your office environment look like?
- What practices or group norms do you notice?
- How are people working together internally, across silos? What is the feeling/tone of that work? What is their work ethic?
- What's new and different? Why is it working so well? What are the specific structures and practices that are making this new level of collaboration so successful?

### Leadership –

- How are the college being led by the leadership team? The leadership council? Any new shared governance groups? How do they function? How are the members/different groups interacting during the meeting? What kind of topics do they discuss? What's it like? Is it different? If so, how?

### Resources & Allies –

- What kind of abundance is NPC enjoying? What does that look like, specifically? Are there new or unusual allies that contributed to your success as an organization?

What else –

- What else do you notice that's different, or the same, in this successful, deeply satisfying future?

# Leadership Council Old Business

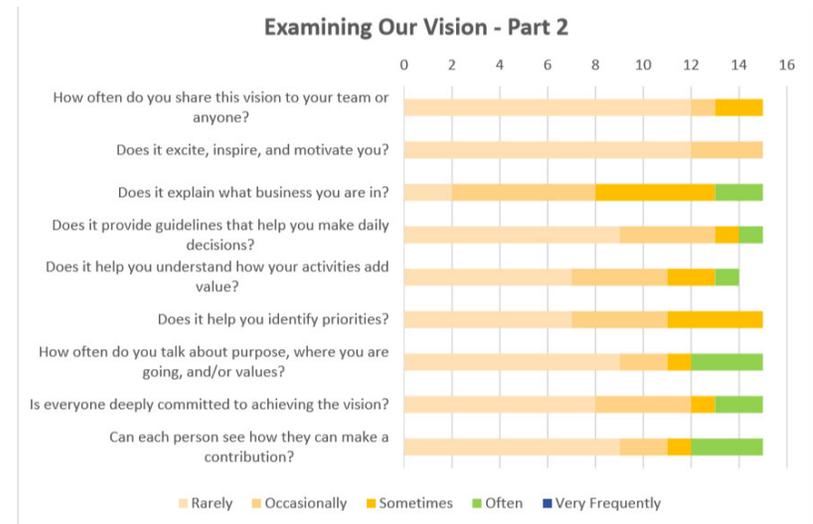
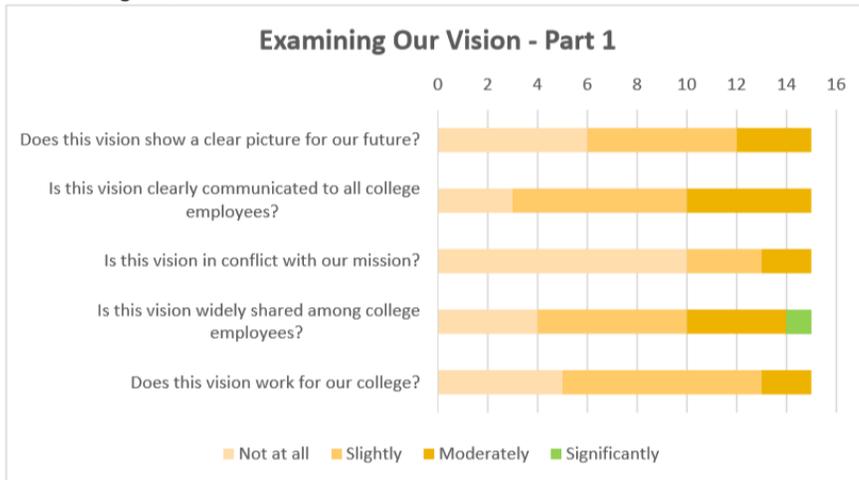
June 19, 2020

Integrated Strategic Planning Update

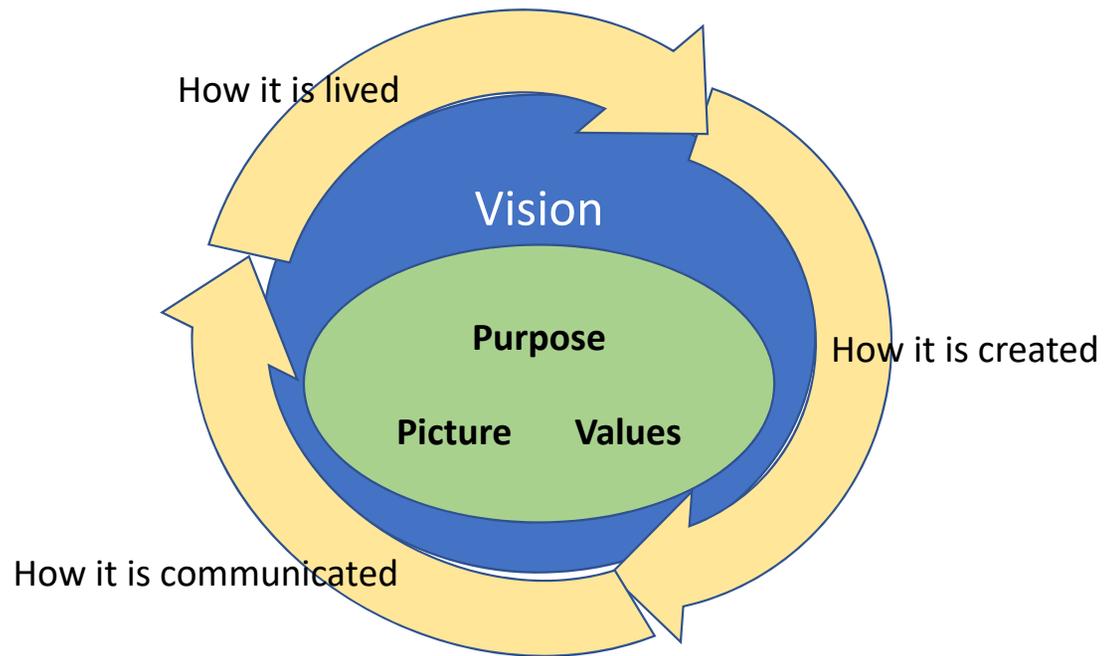
# June Activities

- Three 3-hour sessions on values and vision (June 10, June 17)
- Number of participants: 15-17

The Council filled out another survey examining the effectiveness and use of the College's vision, with the following results:



Vision is not an one-time activity.



## Arizona Western College

**MISSION**-Transforming lives through education and partnerships to create thriving communities.

**VISION**-Cultivating generations who value knowledge, foster independence, eliminate poverty, and create vital, equitable and sustainable communities.

### **VALUES**

**AGILITY** –We welcome change, anticipate stakeholder needs, identify flexible, innovative solutions, adapt to meet constituent needs, and are process focused.

**PASSION** –We dream big, propose creative solutions, exceed expectations, and foster an engaging and supportive environment.

**TRANSPARENCY** –We build trust through honesty and openness, include stakeholders in decision-making, and communicate thoughtfully and clearly.

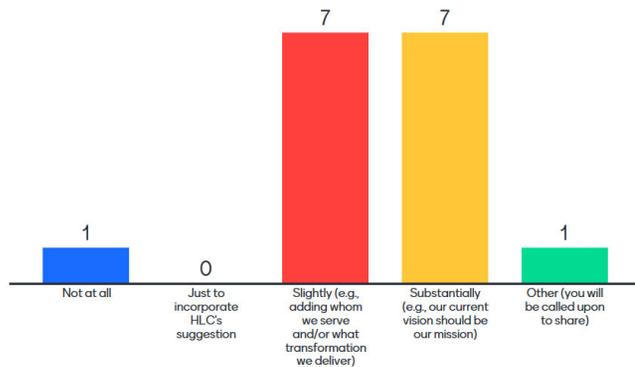
**UNITY** –We collaborate to develop and achieve goals, find opportunities to create synergy and empowerment, and work holistically toward student success.

**EMPOWERMENT** –We are inspired to do our best work when governance and responsibility are shared equitably, individuals are encouraged to express diverse and innovative perspectives, and courage is esteemed over comfort.

**RESPECT** –We express the highest levels of professionalism and kindness, seek common ground with openness & inclusivity, challenge ideas with an empathetic mindset, and listen to and acknowledge others' ideas with civility and courtesy.

# Thoughts on NPC Mission Statement

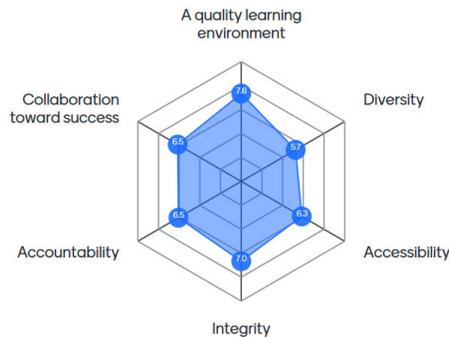
To what extent do you think our college mission statement needs to be rewritten?



- Geographical areas vs student populations
- “Comprehensive” in the context of equity and accessibility

# Thoughts on NPC Shared Values

On a scale from 1 to 10, with 10 being constantly upheld, rate the extent to which the following value is upheld by the entire college.



## Discussion

- Things we value vs the “Values” we hold

**VALUING PEOPLE: DIVERSITY STATEMENT** - Coconino Community College recognizes and respects diversity and the value it brings to our communities. We appreciate and welcome cultures, identities, beliefs, experiences and all that makes us unique. CCC champions and takes action to build an inclusive work and learning environment. We are allies and advocates, navigating a respectful dialogue about our shared humanity.

# Coming up with New Values

## New Values - Sharing in the Big Group

	<b>Value A</b>	<b>Value B</b>	<b>Value C</b>	<b>Value D</b>	<b>Value E</b>
Group 1	Innovation (Open to Change)	Equity	Achievement	Integrity	Fun
Group 3	Integrity	Dignity	Dedication		
Group 4	Integrity	Honesty	Altruism	Determination	Responsibility
Group 5	Integrity	Empathy	Diversity (in many forms)	Direction/ Purpose	Success

➤ <https://forms.gle/mQGfQKZrw57ZAJkn8>: NPC is living by/demonstrating \_\_\_\_\_ when \_\_\_\_\_.

## NPC Shared Values

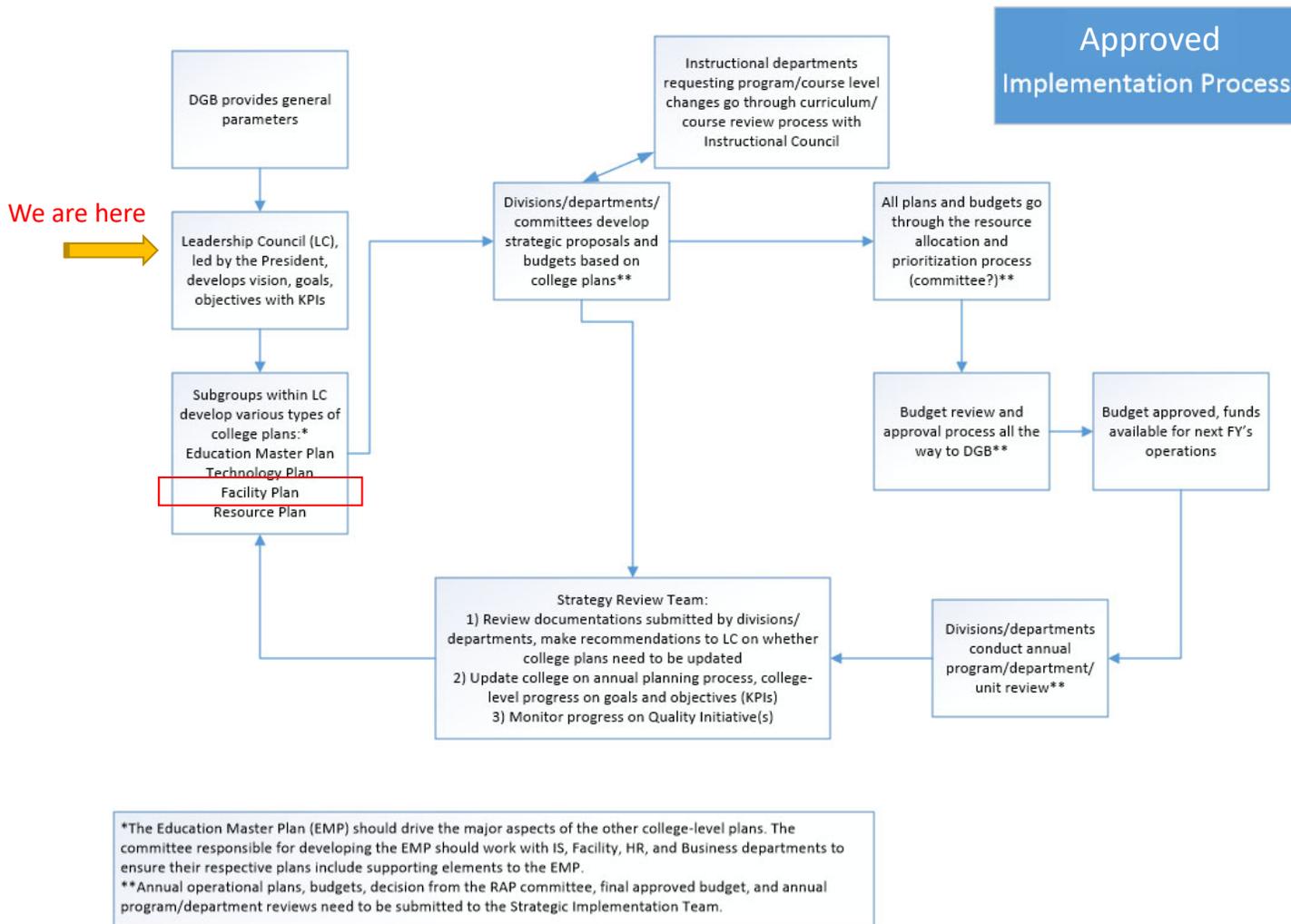
- A quality learning environment
- Diversity & Accessibility
- Integrity & Accountability
- Collaboration toward Success

# Vision Discussion

- Members worked on the Guided Imagery Exercise individually before the session with responses gathered around several areas.
  - Stories occurred in 2030; Major Accomplishments/Breakthroughs; Geographic Scope; People We Serve; Niches & No-Go Zones; People in the Organization; Leadership; Resources & Allies
- Individual responses were distributed to the group to enable deeper discussion and brainstorming for group vision.
- Three groups shared their visions, with some elaboration.

# Next Steps

- Council members need to complete the *Defining New Values* survey by next Friday
- A task force (Vision Adventure) was set up at the third session with two primary tasks:
  - Develop a draft vision based on information provided during the session
  - Categorize responses from the *Defining New Values* survey and propose a list of draft value statements
- The task force will present the draft vision and value statements in July Leadership Council meeting to collect additional feedback before sharing with the entire college in August Convocation.



- Groups of Critical Measures
- College Planning, Budget, and Review Timelines
- Systematic Annual Reviews

# Quick Poll

- What indicators or groups of indicators do you think the College should track and report widely?
- Go to [menti.com](https://www.menti.com), enter code **68 29 20**, and type in your indicators/groups one at a time.

# Leadership Council

## Minutes

Friday, June 19, 2020 at 1pm

ZOOM

### Attendees:

**Council Members:** Harshika Bhatt (proxy for Gail Campbell); Scott Estes (Proxy for Curtis Stevens); Ann Hess; Rebecca Hunt; Mark Vest; Maderia Ellison; Nicole Ulibarri; Peggy Belknap; Jessica Kitchens; Rickey Jackson; Deb McGinty; Judy Yip-Reyes; Jessica Clark; Josh Rogers; Jeremy Raisor; Amber Hill.

**Others Present:** Paul Hempsey (Recorder); Gary Santillanes; Lori Carmona; Susan Jensen; Donna Krieser; Denise Rominger; Ruth Zimmerman; Lauren Maestas; Martha Kanteena; Allison Landy; Daphne Brimhall; James Button; Myrtle Dayzie-Grey; James Button.

1. **Call to Order:** President Vest called the meeting to order.
2. **Roll Call and Quorum Check:** Paul Hempsey conducted a silent roll call and declared a quorum present.
3. **Approval of Minutes from May 8, 2020:**  
*Jeremy Raisor made a motion to approve the minutes from May 8, 2020. Rebecca Hunt seconded. **The motion passed unanimously. Nicole Ulibarri abstained.***
4. **Review of Tasks from January Meeting:**  
President Vest reviewed the tasks from the May 8th meeting.
5. **Old Business:**
  - A. **Professional Development Procedure**  
Will be passed to CHRO as discussed. Donna Krieser and Rebecca Hunt will continue to make sure work progresses on changes.
  - B. **Integrated Strategic Planning**  
Judy Yip-Reyes provided review of the three work sessions the Council had on Vision and the information collected from members. Judy then presented what she saw as the next steps in the process. Dr. Landy offered to share information gathered at Dialogue Day last year, which would be particularly applicable to the college's value statements.  
  
Judy then conducted a poll of those present on the question "What indicators or groups of indicators do you think the college should track and report widely?"  
  
Enrollment, completion, student and employee satisfaction were the popular answers.
  - C. **Payroll Update**  
Maderia Ellison provided an update on the Payroll RFP, including an extension to the deadline for submittals, with planned next steps.

President Vest also noted that the new CHRO, Lynda Anderson-Casey had a copy of the Human Resources Audit Report and knows that an implementation plan will be expected.

# Leadership Council

## Minutes

Friday, June 19, 2020 at 1pm

ZOOM

### 6. New Business:

#### A. COVID-19 Student Survey

Judy Yip-Reyes shared the results from the survey sent to students, during the Spring semester, on how they felt the college responded to the COVID-19 pandemic.

Gary Santillanes commented that the survey results came from the students who had internet access and continued with their studies rather than those who could not continue in the online format. We need to keep that in mind as we plan for the Fall semester.

#### B. Summer/Fall Planning

President Vest reported that the committee had expanded slightly and received input from Jim McCauley, infectious disease expert and Whiteriver IHS Medical Director, as well as Jeff Lee, Navajo County Public Health Coordinator, and have a document out collegewide on plans for the Fall. The group continues to meet and as the data continues to come in and the plans may change again.

#### C. Diversity, inclusion, and equity

President Vest noted the discussion earlier to build this into the college values and suggested anyone interested in joining the group reach out to Judy Yip-Reyes, Melody Niesen, Sandy Manor, Elizabeth Oliphant, or any others that have already joined.

There will be a presentation during Convocation and the convocation schedule will be discussed at the July Leadership Council meeting.

### 7. Adjourn:

President Vest declared the meeting over.

#### Tasks

- Agenda Convocation for July Meeting – **Paul Hempsey**

## Appendix 10

### Content of This Appendix

This appendix contains documentation showing that the initial/first draft of the mission, vision, and values prepared by a small group in Summer 2020. This small group was tasked by the Leadership Council to review all the information shared by Leadership Council members as they went through the various visioning exercises in May and June. The small group presented the proposed mission, vision, and values to the Leadership Council at the end of July 2020.

# Leadership Council

## Minutes

Friday, July 31, 2020 at 1pm

ZOOM

### Attendees:

**Council Members:** Jessica Kitchens; Allison Landy (Proxy for Rickey Jackson); Deena Gillespie (Proxy for Jeremy Raisor); Peggy Belknap; Ann Hess; Judy Yip-Reyes; Jessica Clark; Mark Vest; Kevin Jones; Jenifer Bishop; Donna Krieser; Josh Rogers; Wei Ma; Gail Campbell; Scott Estes; Nicole Ulibarri; Amber Hill; Lauren Maestas (Proxy for Maderia Ellison).

**Others Present:** Paul Hempsey (Recorder); Rhonda Paladino; Shannon Motter; Harshika Bhatt; Robert Johnson; Sandy Manor; Martha Kanteena; Renell Heister; Lauren Maestas; Ruth Zimmerman; Steven Valichnac; Susan Jensen; Rebecca Hunt.

1. **Call to Order:** President Vest called the meeting to order.
2. **Roll Call and Quorum Check:** Paul Hempsey conducted a silent roll call and declared a quorum present.
3. **Approval of Minutes from June 19, 2020:**  
*Josh Rogers made a motion to approve the minutes from June 19, 2020. Peggy Belknap seconded. **The motion passed unanimously. Wei Ma, Jennifer Bishop, Lauren Maestas, and Allison Landy abstained.***
4. **Review of Tasks from June Meeting:**  
President Vest reviewed the tasks from the June 19 meeting.
5. **Old Business:**
  - A. **Professional Development Procedure**  
On hold for the return of 10 and 11-month employees.
  - B. **Integrated Strategic Planning**  
Judy Yip-Reyes reported on the work from the smaller Vision team who spent a long time drafting the mission statements, value set and statements being presented. Judy asked for input from the council noting the results would be presented to the college for discussion at Convocation. Josh Rogers provided an overview of the approach the Vision team took and the process involved. Judy noted that the committee may decide not to provide extensive comments in this meeting but could provide them directly to her for review by the Vision team.  
  
The committee commenced to wordsmith the document, resulting in a lot of information for the Vision team to work with.
  - C. **Payroll Update**  
Lauren Maestas provided an update from Payroll noting the three vendors had now presented and any of the options would be an improvement. They will be asked to provide a specific scenario-based presentation next. Leadership Council was asked to provide feedback by August 5<sup>th</sup>. Lauren answered questions from those present.

# Leadership Council

## Minutes

Friday, July 31, 2020 at 1pm

ZOOM

### 6. New Business:

#### A. Strategic Planning and Accreditation Steering Committee

Kevin Jones and Jessica Kitchens reviewed the report submitted to Leadership Council with recommendations on the various priorities underway.

*Donna Krieser made a motion to accept the report and recommendations as presented. Ann Hess seconded. **The vote passed unanimously.***

President Vest noted that, along with Judy Yip-Reyes, he would work on a recommendation for a Strategic Review team as it could not lay dormant for a long period.

Deena Gillespie noted that Jeremy Raisor would like to provide a final report on the Financial Aid changes which will hopefully be at an end soon.

#### B. Fall Convocation

President Vest reviewed the agenda as it stands. President Vest informed the committee that Jeff Lee, Navajo County Health Director, has offered to attend and provide information on the pandemic. It was suggested he come to a Wednesday All College meeting instead. More breaks in the schedule were also suggested.

#### C. Spring Convocation

Wei Ma reviewed the suggestion to invite Dr. Rob Johnstone to speak at Spring 2021 Convocation on guided pathways and student success.

The council asked Wei to follow-up with Dr. Johnstone and gather answers for the following questions.

- Cancellation Policy with \$ amount
- How we could incorporate within the larger Student Success Alliance initiative
- Could his presentation be tailored to NPC
- Can we record his presentation(s)
- How does the day look to fully utilize Dr. Johnstone's time?

*Amber Hill made a motion to table the item till the August meeting to allow Dr. Ma to gather the information requested by the group. Allison Landy seconded. **The motion passed unanimously.***

#### D. Recommendation to change name of DRA Office

Sandy Manor provided information and reasoning on the desire to change the name of the Disability Resource and Access office to the Office of Accessibility and Inclusion. The committee expressed no concerns.

#### E. College Catalog

Ann Hess presented the recent issues with producing a college catalog in the currently recognized format and how she would like to have the catalog printed in house this year and track the number of requests the college receives for copies. Ann answered questions and

# Leadership Council

## Minutes

Friday, July 31, 2020 at 1pm

ZOOM

concerns from council members. Robert Johnson noted that a run of up to 500 catalogs will be manageable at PAD while completing current priorities.

*Josh Rogers made a motion to approve the request. Jessica Clark seconded. **The motion passed unanimously.***

### F. Food Pantry

Gail Campbell provided a brief rundown on the recommendation to offer payroll deduction to operate a food pantry through the CCP area. The committee requested an action item for the August meeting so they could formally approve the recommendation.

### G. Procurement

Robert Johnson provided the cliff note version of the Procurement training and noted it would be rolled out to the college, most likely multiple times, after the fall semester begins.

### 7. Adjourn:

President Vest declared the meeting over.

### Tasks

- Follow-up with Dr. Johnstone – Wei Ma
- Provide action item for Food Pantry – Gail Campbell
- Survey the CSAO group to find out how they are meeting accessibility standards with their catalog – Jessica Clark
- Email the process for receiving copies of the catalog to the college – Ann Hess

The Vision Adventure team (Betsy Ann Wilson, Amber Hill, Josh Rogers, Rebecca Hunt Dr. Clark, Dr. Solomonson) met on July 14, July 20, and July 21 to work on a 'skeleton' draft of the new value set and a picture of NPC's 2030 future. Please review the fruit of their labor below and be prepared to discuss your thoughts on approving the draft to be shared at the Fall 2020 Convocation.

Additionally, the team realized the need to make some revisions in the college mission statement to address our communities. We began discussing this topic at the June's Leadership Council vision sessions. Below are two proposed revisions of the mission statement. Please be prepared to continue this discussion or proposed additional revisions at the July Leadership Council meeting.

- Centered in the Navajo County, Northland Pioneer College provides, supports, and promotes lifelong learning.
- Centered in the Navajo County, Northland Pioneer College makes lifelong learning accessible and affordable for our communities.

### NPC's shared vision value set

At NPC, we value **Integrity**. By **Integrity**, we mean consistently taking responsibility for our actions and communities' trust placed upon us to accomplish our mandates/charter/mission.

We demonstrate **Integrity** by:

- Maintaining transparency in project planning, implementation, and reporting.
- Upholding the courtesy and standards we extend to and expect from others.
- Being consistently truthful and equitable when applying policies/procedures/processes in our work and interactions with our communities.
- Pursuing high-quality activities and goals aimed toward the success of our students, and the growth and health of our college and our communities.
- Adding honoring/respecting the college's shared governance process.(could we work this bullet to #3?)

At NPC, we value **Inclusion**. By **Inclusion**, we mean involving and empowering all people in meeting everyday challenges and opportunities regardless of individual differences, which include but not limit to their abilities, disabilities, health care needs, gender, sexual orientation, race, age, religion, cultural beliefs, sexual orientation, disabilities, and personal living conditions related to health, economic, marital, and family status.

have the right to: Be engaged, respected and appreciated as valuable members of their communities.

We demonstrate **Inclusion** by:

- Welcoming all in being a part of the NPC learning community, participating in college affairs, and in contributing to the problem-solving or decision-making process that move the college forward in reaching our vision. New bullet that explains informed decisions based on engagement/participation as noted above (equitably enabling all members of our communities to engage with, participate in, and benefit from the NPC community)
- Showing respect for ourselves and others by active listening and being supportive, and by addressing and resolving conflicts (combine #1 and #3)
- Appreciating and utilizing our diverse perspectives to make better informed decisions and to enable each person having the opportunity to maximize their potential

At NPC, we value **Adaptability**. By **Adaptability**, we mean commitment to being agile, as well as to encouraging and supporting innovation and informed risk-taking in an effort to best serve our communities and their ever-changing needs.

We demonstrate **Adaptability** by:

- Keeping an open mind to learn or develop new ways to respond to changes, positive or negative.
- Adjusting our style of working and experimenting with new styles to meet the needs of emerging situations.

- Responding to changing environments using data and evidence with nimbleness and efficient implementation.

At NPC, we value **Compassion**. By **Compassion**, we mean understanding the feelings and circumstances of others and acting with consideration for them.

We demonstrate **Compassion** by:

- Seeing and treating ourselves and one another as human beings with needs, emotions, and struggles in life first.
- Lending a helping hand professionally and emotionally as well as celebrating accomplishments.
- Using empathy to understand everyone's story is different by ensuring there is a two-way conversation.

At NPC, we value **Access**. By **Access**, we mean ensuring that our communities receive the right information about what we offer at the right time and in the most appropriate way.

We demonstrate **Access** by:

- Striving to resolve financial, geographical, environmental, social, linguistic, physical, learning, sensory, emotional, cultural and other potential barriers.
- Offering educational opportunities, student services, information, and resources in multiple formats to optimize the ability of our communities to participate.
- **Extending our message to broaden our communities. (work on showing how we promote what we offer to all communities)**

At NPC, we value **Fun**. By **Fun**, we mean empowering people to think creatively, take risks, laugh, be energetic, and to create an environment where individuals are excited to participate.

We demonstrate **Fun** by:

- Being better than Mark!!
- Celebrating our innovations and creativity - failures and successes.
- Creating traditions and rituals that honor our communities and the individuals therein.
- Seeing people as people - when we laugh and talk with lightheartedness.

The team produced two versions of NPC's 2030 Future; the difference between the two lies in the placement of sentences.

**Version B:** NPC will transform lives by becoming the major driver for increasing intellectual and socio-economic well-being in this region through a trailblazing spirit of innovation and partnership. The Northland Pioneer College community will endeavor every day to live our vision through our shared values and diverse backgrounds, thus creating a culture of respect, inclusion, collaboration and shared governance that fosters fearless and creative problem solving with a laser-focus on student success. We will strive continually to provide high-quality, life-long, affordable education, driven by both technology and innovative instruction, to be accessible to all, wherever they are on the educational continuum, for the betterment of the broad community we serve. NPC will be dedicated to cultivating generations of learners and providing equitable education to students while responding to the needs of our community and providing applicable and adequate training for our workforce and partners.

**Version B 2:** Northland Pioneer College will transform lives by increasing intellectual and socio-economic well-being in this region. Living our vision daily through our shared values, we foster fearless and creative problem solving with a laser-focus on student success. Driven by innovative instruction and partnership, we will provide high-quality, life-long, affordable education accessible and equitable to all peoples, wherever they are on the educational continuum. Through responding to the needs of our community and providing applicable and adequate training for our workforce and partners, we aim for the betterment of the broad community we serve.

## Appendix 11

### Content of This Appendix

This appendix contains several documentations regarding how to conduct the mission-vision-values survey to both the internal and external stakeholder groups. Members from the Strategic Planning Oversight Committee corresponded via emails to strategize which external groups were invited to participate in the survey. The survey was distributed to the entire college on September 9, 2020 using several venues to collect input.

## Yip-Reyes, Judy Y.

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**From:** Raisor, Jeremy  
**Sent:** Wednesday, September 2, 2020 1:47 PM  
**To:** Yip-Reyes, Judy Y.; Vest, Mark H.  
**Subject:** RE: Integrated Strategic Planning - Feedback session process

Hi Judy,

Your document looks great. The survey questions are good and broad enough to capture any feedback someone may want to give.

I think CASO can gather feedback from their group by email. We were just asked to request something to be added to the governance groups' agendas for discussion, if they choose not to include it in their agendas, I guess that's up to them.

In answer to your other points, see my response in red below. Just my two cents.

Thanks,

Jeremy

---

**From:** Yip-Reyes, Judy Y. <Judy.Yip-Reyes@npc.edu>  
**Sent:** Wednesday, September 2, 2020 8:38 AM  
**To:** Raisor, Jeremy <Jeremy.Raisor@npc.edu>; Vest, Mark H. <mark.vest@npc.edu>  
**Subject:** RE: Integrated Strategic Planning - Feedback session process  
**Importance:** High

Mark and Jeremy,

I am checking the regular meeting schedules for each shared governance group. At this point, we will miss the September meeting for CASO. Kevin and Pat have not replied to my email about meeting schedules for Faculty Association and IC, respectively.

I have reached out to Betsy Ann to strategize sessions for external stakeholder groups and will probably meet with her next week. I got some info from Ryan on student groups and will reach out to people who help out with these groups.

We need to make decision on the following items in order to use September as the month to gather feedback:

1. Finalize the attached document (need your feedback)
2. Decide whether to use Qualtrics alone or with Padlet to collect feedback – I think we can use both options. Different formats will probably appeal to different people.
3. Decide whether to set up meetings with shared governance group or departments/teams or both. Currently, I just emailed shared governance groups for meeting schedules. I am not sure how often different departments/teams meet. My view is that up to the shared governance group/department/team to decide if the whole unit would like to send its feedback as a group. The meetings with each group are for answering any questions. I think our focus needs to be on the groups rather than individuals. If we have some other way to collect individual feedback (like Qualtrics and/or Padlet and/or a Q&A session with Mark), I think we've given them several opportunities to be involved.
4. Decide whether we can utilize Mark's weekly Q&A to work through the feedback process with different college groups (this is just communicating the process). This seems doable - shouldn't take much time.

5. Decide whether we can use one or two Mark's weekly Q&A session (partially) to collect feedback from individuals who cannot attend any of the shared governance group that represents them or who would like to provide individual feedback. **Depending on what else needs to be discussed, I think this could work. I think you'll really only hear from outspoken employees with a group this size though.**

Please let me know your thoughts on the above items. If it is more beneficial to schedule a 30-minute meeting to go over these, please let me know too.

Thanks,  
Judy

---

**From:** Yip-Reyes, Judy Y.  
**Sent:** Wednesday, August 26, 2020 3:56 PM  
**To:** Raisor, Jeremy <[Jeremy.Raisor@npc.edu](mailto:Jeremy.Raisor@npc.edu)>; Vest, Mark H. <[mark.vest@npc.edu](mailto:mark.vest@npc.edu)>  
**Subject:** RE: Integrated Strategic Planning - Feedback session process

Jeremy and Mark,

I have been tossing back and forth of ways to encourage the College participation in providing feedback.

One of the drawbacks about using Qualtrics survey to collect feedback is that people cannot see how others are responding. If we were setting up giant/wall-sized posters and invite people to comment the mission, values, and vision, they would have had post-it notes to post on each poster. They will also have a chance to view how others have responded.

I learned that I could use Padlet ([www.padlet.com](http://www.padlet.com)) to create a padlet wall and invite people to post comments, upload files, drag pictures in that wall. Here is a screen shot of someone's padlet. People can submit feedback anonymously and do not need to have their own account. What do you think about using this instead of Qualtrics?



Judy

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**From:** Yip-Reyes, Judy Y.  
**Sent:** Tuesday, August 25, 2020 11:38 AM  
**To:** Raisor, Jeremy <[Jeremy.Raisor@npc.edu](mailto:Jeremy.Raisor@npc.edu)>; Vest, Mark H. <[mark.vest@npc.edu](mailto:mark.vest@npc.edu)>  
**Subject:** Integrated Strategic Planning - Feedback session process  
**Importance:** High

Jeremy and Mark,

Below is a draft process for collecting feedback. I have updated the draft document to include part of the Qualtrics survey which I plan to use to collect feedback. Please review the attached document as soon as possible.

The survey has already been set up. If you want to take a look, here is the link:

[https://npc.co1.qualtrics.com/jfe/form/SV\\_7NVD7SIJM4hThul](https://npc.co1.qualtrics.com/jfe/form/SV_7NVD7SIJM4hThul)

I also drafted the following email to be sent to different groups (FA, CASO, IC, DEI, SSA, all student groups, any group I miss?) and division heads to coordinate meetings with each. I would like to have all these meetings conducted in September.

Hello,

As you already know, the Leadership Council would like to start collecting feedback from different parts of the college. The general process for the Leadership Council to collect feedback is as follows:

1. A document will be distributed to the college via NPC, with instructions on how to provide feedback either as an individual or via a group. All feedback, individual or group, will be collected through Qualtrics.
2. Judy/Jeremy to schedule meetings with different groups regarding the proposed mission, values, 2030 vision, and the integrated planning framework
3. Leaders of each group will encourage group members to review the document before the meeting and prepare any questions for Judy/Jeremy
4. Judy/Jeremy to attend meetings to answer any questions from the group and show the group how to send feedback through Qualtrics.
5. Judy/Jeremy to leave the meetings; the group will have its time to discuss and come up with group feedback. It would be best to have a scribe to record all the feedback before typing them in Qualtrics. Individuals can also send feedback through Qualtrics.

Please provide available dates/times in September for me or Jeremy to attend your meeting.

Mark, would you be willing to work with me and Betsy Ann to think about external stakeholders and organize feedback gathering events?

Thanks,  
Judy

Judy Yip-Reyes, Ph.D.  
Director of Institutional Effectiveness  
White Mountain Campus  
Northland Pioneer College  
1001 W. Deuce of Clubs  
Show Low, AZ 85901  
928-532-6148

[Judy.Yip-Reyes@npc.edu](mailto:Judy.Yip-Reyes@npc.edu)

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## Yip-Reyes, Judy Y.

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**From:** Raisor, Jeremy  
**Sent:** Tuesday, September 15, 2020 4:55 PM  
**To:** Yip-Reyes, Judy Y.; Vest, Mark H.  
**Cc:** Wilson, Betsy A.  
**Subject:** RE: Proposed Mission, Values, and Vision - Feedback Gathering from External Groups

This looks great Judy,

The only wording that I see that you might want to change is to the question where you ask if the mission and vision reflect how we are serving the community. You may get several respondents that say “No” because the vision is aspirational - we’re not really there yet. So we might need to say something like, “Do our proposed mission and 2030 vision reflect your view about how the college should be serving students and your community?”

Hope that makes sense.

Thanks,

Jeremy

---

**From:** Yip-Reyes, Judy Y. <Judy.Yip-Reyes@npc.edu>  
**Sent:** Tuesday, September 15, 2020 4:23 PM  
**To:** Vest, Mark H. <mark.vest@npc.edu>; Raisor, Jeremy <Jeremy.Raisor@npc.edu>  
**Cc:** Wilson, Betsy A. <betsy.wilson@npc.edu>  
**Subject:** Proposed Mission, Values, and Vision - Feedback Gathering from External Groups

Mark and Jeremy,

This afternoon, Betsy and I spent sometime to brainstorm how we are to gather feedback from many external groups (+ our general student populations).

Please take a look at the table that summarizes our discussion and let us know if certain groups need to be added to this table, or if certain groups need to be removed. After receiving your input, I will contact the “NPC contact” and give them a heads-up on this topic and begin the process.

External Group	NPC contact	Who will distribute the survey?	Special Notes
CTE Advisory Group	Jennifer Bishop	Jennifer Bishop via email	
High School Principals	Renell, Dr. Ma	Mark via email	Encourage Principals to forward the link to high school faculty and parents
Superintendents	Mark/Dr. Clark	Mark via email	
Town Councils	Paul has email list	Mark via email	Encourage people to forward to anyone who would like to contribute
Tribal Councils	Paul has email list; may also reach out to the Navajo Chapter House through Allison Landy?	Mark via email; DGB member Leslie can forward to other contacts	
Chambers of Commerce	Betsy	Betsy/Mark? via email	

Workforce Investment Boards	Peggy, Jennifer Bishop	Peggy/Jennifer Bishop via email	
General Community	Ann Hess	Posting survey link on Facebook	
General Student Body	Ann Hess	Texting students of the survey link	

We have drafted a very short survey to be sent to these groups; each will have its own survey template. The generic version can be viewed via this Qualtrics link:

[https://npc.co1.qualtrics.com/jfe/form/SV\\_eqFD6a8Le8qFS7j](https://npc.co1.qualtrics.com/jfe/form/SV_eqFD6a8Le8qFS7j). Please let us know if you have any questions/suggestions about any wording. We hope to have the surveys sent out no later than September 28. The survey will be closed on October 9.

**Northland Pioneer College - Inviting Community Input on Proposed Mission and Vision**

In fall 2020, Northland Pioneer College has developed its proposed mission and 10-year vision based on how we perceive our roles in terms of our constituents. We invite you to provide your input in this very short survey. Your response will be kept confidential and anonymous. This survey will close on October 9.

**Our proposed mission:**  
Centered in Navajo County, Northland Pioneer College makes lifelong learning accessible and affordable for our communities.

**Our 2030 vision:**  
By 2030, NPC will transform lives by driving increased intellectual and socio-economic well-being in this region through a trailblazing spirit of innovation and partnership. The Northland Pioneer College community will live our vision through our shared values and diverse backgrounds. We will create a culture of respect, inclusion, collaboration, and shared governance that fosters fearless and creative problem solving focused on student success. We will provide high-quality, life-long, affordable education, driven by both technology and innovative instruction, to be accessible to all, wherever they are on the educational continuum, for the betterment of the board community we serve. NPC will cultivate generations of learners and provide equitable education to students while responding to the needs of our community and providing relevant and timely training for our workforce and partners.

Our shared values: integrity, inclusion, adaptability, compassion, access, and fun.

**Do our proposed mission and 2030 vision reflect your view about how we are serving students and your community?**

Yes  
 No

**If your answer is no, please let us know what we are missing.**

Thanks,  
Judy

Judy Yip-Reyes, Ph.D.  
Director of Institutional Effectiveness  
White Mountain Campus  
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*NPC provides, supports, and promotes lifelong learning.*

## Yip-Reyes, Judy Y.

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**From:** Hempsey, John (Paul)  
**Sent:** Wednesday, September 9, 2020 1:17 PM  
**To:** ALL NPC  
**Subject:** Announcing the mission-values-vision feedback gathering process after tomorrow's President Q&A  
**Attachments:** NPC Fall 2020 Proposed Mission-Values-2030 Vision.pdf

**Importance:** High

**From: Yip-Reyes, Judy Y. ([Judy.Yip-Reyes@npc.edu](mailto:Judy.Yip-Reyes@npc.edu))**  
**Subject: Announcing the mission-values-vision feedback gathering process after tomorrow's President Q&A**

Good afternoon all,

As mentioned at today's Q&A, we are officially kicking off our process to invite college input on our proposed mission, values, and vision. Attached is a copy of the draft prepared by the Leadership Council. Please take time to read it through, develop any questions, and formulate your feedback.

Both individual and group feedback are welcomed, but I would encourage you to have group discussions with your shared governance groups and/or department. The shared governance groups and departments will work with Judy or Jeremy to schedule a time during the group's/department's regular September/October meetings to address any potential questions you may have with the proposed mission, vision, and values. If there are no questions, group and departments can organize their own discussion. There is no need for Judy or Jeremy to be present in these discussions.

There are two ways for you to share your feedback/suggestions: Qualtrics or Padlet. The Qualtrics feedback format is more elaborated and structured. The Padlet venue gives individuals and groups an opportunity to see others' feedback. Think of the Padlet as an attempt to mimic reading off one another's post-it notes when we are physically present in a conference hall. The overall goal is to allow this process to stimulate meaningful discussion about our proposed mission, values, and vision and how they may shape the future work of each shared governance group and each department. If you already provided your input in Qualtrics, you don't need to post them in Padlet (or vice versa).

If you do not have a chance to participate in any shared governance group meetings or department meetings, you can still provide your feedback using either Qualtrics or Padlet. We will collect feedback until mid-October.

Qualtrics survey: [https://npc.co1.qualtrics.com/jfe/form/SV\\_7NVD7SIJM4hThul](https://npc.co1.qualtrics.com/jfe/form/SV_7NVD7SIJM4hThul)

Padlet – If you prefer to remain anonymous, you don't need to put your name in your post. However, please identify yourself as "administration", "faculty", "staff", or "student" at the beginning of your post. If the suggestions are from a group, please provide the name of the group. This will help the Leadership Council to organize its review.

- Proposed Mission: <https://padlet.com/judyyipreyes/Mission>
- 2030 Future: <https://padlet.com/judyyipreyes/2030Future>
- Proposed Value: Integrity - <https://padlet.com/judyyipreyes/Integrity>
- Proposed Value: Inclusion - <https://padlet.com/judyyipreyes/Inclusion>
- Proposed Value: Adaptability - <https://padlet.com/judyyipreyes/Adaptability>

- Proposed Value: Compassion - <https://padlet.com/judyyipreyes/Compassion>
- Proposed Value: Access - <https://padlet.com/judyyipreyes/Access>
- Proposed Value: Fun - <https://padlet.com/judyyipreyes/Fun>

Thank you for your participation. Please email Judy if you have any questions.

Judy Yip-Reyes, Ph.D.

Director of Institutional Effectiveness

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## Appendix 12

### Content of This Appendix

This appendix contains documentation showing that the Leadership Council tasked a small group of faculty/staff to review the responses collected from the Mission-Value-Vision Survey conducted in Fall 2020 based on reviews of the initial version of the mission, values, and vision. The small group was to incorporate suggestions from the college survey and revise the mission, values, and vision if necessary.

## Yip-Reyes, Judy Y.

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**From:** Landy, Allison  
**Sent:** Friday, November 20, 2020 12:26 PM  
**To:** Lopez, Patricia; Bishop, Jennifer; Hill, Amber L.; Ulibarri, Nicole M.; Orr, Ryan David; Yip-Reyes, Judy Y.  
**Subject:** RE: Mission Vision Values Ad Hoc

Sounds like a good strategy, and I appreciate you taking the lead!

---

**From:** Lopez, Patricia <patricia.lopez@npc.edu>  
**Sent:** Friday, November 20, 2020 12:15 PM  
**To:** Bishop, Jennifer <jennifer.bishop@npc.edu>; Hill, Amber L. <Amber.Hill@npc.edu>; Ulibarri, Nicole M. <nicole.ulibarri@npc.edu>; Landy, Allison <Allison.Landy@npc.edu>; Orr, Ryan David <Ryan.Orr@npc.edu>; Yip-Reyes, Judy Y. <Judy.Yip-Reyes@npc.edu>  
**Subject:** Mission Vision Values Ad Hoc

Colleagues

Looks like we are the designated doobies for the task of sorting through the comments on MVV and making final recommendations to LC by next month's meeting on December 18th.

Judy: I might have been distracted if/when you told the group how to access the feedback. Would you please make available and share the feedback comments with this group?

Jennifer: would you mind setting up a Doodle poll for this group (including Dr. Yip-Reyes if she doesn't mind, as I would think we would want her guidance) to see when we might be able to meet in the first week of December?

All: I suggest we look over the feedback comments independently and then when we meet, come up with some sort of process for determining which changes to consider.

Does anyone have any strenuous objections to proceeding in this manner? Especially considering that no one made me the leader on this group and yet here I am, directing traffic? 🙄

Pat

E. Patricia Lopez  
Faculty in Biology  
Chair, Science Department  
White Mountain Campus  
Northland Pioneer College  
1001 W. Deuce of Clubs  
Show Low AZ 85901  
(928) 532-6789

Pronouns: She/Her

What is your primary role at NPC?	Mission feedback	Final Review Comment/Action
Administration	It seems to limit us to just Navajo Co (which is fine) but then says communities and we serve people outside of Navajo Co.	
Administration	I don't think leading with "centered in Navajo County" works. Maybe, Northland Pioneer College makes lifelong learning accessible and affordable for communities centered in Navajo County. ??	
Administration	Somewhat verbose, but it is accurate.	
Administration	Centered throughout Navajo County, Northland Pioneer College provides accessible and affordable lifelong learning to our communities.	
Administration	Only one phrase to suggest.....".....makes high-quality, lifelong learning accessible....."	
Administration	No changes recommended.	
Administration	OK.	
Business Office	<p>Comments/discussion:</p> <ul style="list-style-type: none"> <li>· Written by scholars for scholars, not students.</li> <li>· Mission can be more concise; drop the first phrase.</li> <li>· Speak plainly to what the college does.</li> <li>· Reads like Walmart "low price leader" and does not speak to quality.</li> <li>· Should speak to excellence and success.</li> <li>· Does not resonate when reading from the student perspective.</li> <li>· Should communicate that the college is PART of the community as part of our identity.</li> <li>· Lifelong learning is a buzzword and it is outdated.</li> </ul>	
Early College program!	<p>'-should include nod to "high-quality education" or similar phrase</p> <p>-should include service to individuals ("lifelong learning for individuals within our diverse communities")</p> <p>-replace "centered in Navajo County" with "serving northeastern Arizona"</p>	
Faculty	DO NOT LIKE THE "Centered in Navajo County" at all.	
Faculty	I am wondering where the "transforms lives" fits in. I love that principle of transforming lives. Learning is good and important, but it loses its value and importance if it doesn't transform lives in some positive way.	
Faculty	<p>I appreciate that "learning" is part of this statement, since it is central to what we do.</p> <p>"Accessible" is also a key word.</p> <p>"Affordable"--maybe. Obviously this is important. I'd rather emphasize the cost vs. quality ratio. I think we're high on quality for our cost.</p>	
Faculty	The opening phrase excludes the Apache County parts of the college and will alienate and create ill will among community members and political decision makers	

What is your primary role at NPC?	Mission feedback	Final Review Comment/Action
Faculty	Nice	
Faculty	I like it.	
Faculty	Good mission statement.	
Faculty	Isn't this a bit bland?	
Faculty	- What is the purpose of the mission? We want to provide accessible lifelong learning for community members to be able to do .... ?	
Faculty Association	<p>Overall, the association commented that "northeast" Arizona was more appropriate than "Navajo County." Additionally, it is redundant to say "for our communities" since we start with "centered in NE Arizona."</p> <p>The biggest concern, however, was that the mission was uninspiring and excluded an end goal.</p>	
Instructional Council	<p>The group would prefer a shortened mission statement: "Northland Pioneer College makes lifelong learning accessible and affordable for our communities."</p> <p>The group prefers to see the geographic reference to the college moved to the vision statement in order to keep the mission statement succinct.</p>	
No Name	<p>Suggest: Leaving off "Centered in Navajo Co." or rewording as "In Northeastern Arizona, Northland Pioneer College..." Aren't we being non-inclusive by leaving out Apache Co.? We realize that Navajo Co. Community College is DBA as NPC, however, we specifically say we value inclusion.</p>	
No Name	<p>"Centered in Navajo County" does provide our location but may come across as non-inclusive. Perhaps continuing with, " accessible and affordable for our communities throughout the ....."</p>	
No Name	<p>I agree with the FA recommendation to remove the Navajo County from the mission. Would support "Northland Pioneer College makes lifelong learning accessible and affordable.</p> <p>I also like another's suggestion to add the word, "achievable."</p>	

What is your primary role at NPC?	Mission feedback	Final Review Comment/Action
No Name	<p>The more I read this mission, the less I agree with it. The mission statement is weak. We are basically saying that our only goals are to offer lots of options and keep it cheap. It says nothing about the QUALITY (this is missing from our values too) of our instruction, the transformative power of education, the goals of giving communities empowerment, or anything that truly benefits others through the power of education. This mission will not help us actually reach our vision, and the idea of a plan is that if you do your mission enough, you'll reach the dream... this doesn't get us there.</p> <p>The mission itself is missing the end goal. Is lifelong learning our end goal for learning's sake? I don't think so. I don't really care for CCC's but it does get to more of the goals. AWC's mission is inspiring. That's what I'd like to see in our mission.</p> <p>AWC's mission: Says more in less - but is a powerful statement - Transforming lives through education and partnerships to create thriving communities</p> <p>CCC's mission: Coconino Community College is committed to providing accessible and affordable educational programs that prepare students for the future. Deeply engaged with the communities we serve, we promote student success through a welcoming and inclusive learning environment designed for innovative programming, career and workforce development, university transfer education, and continued life-long learning opportunities.</p>	
No Name	Responding to "lack of end goal" comments: "Centered in NE Arizona, Northland Pioneer College transforms	
NPC CM:	My Opinion - I feel the mission statement should be short and to the point that describes what Northland	
Staff	I do not like "Centered in Navajo County", leave it off.	
Staff	Just need to serve students the best we can addressing their current needs and adapting when things change.	
Staff	I'm not a fan of the word "accessible" What exactly does this mean? Some people with no internet will not feel it's accessible.	
Staff	I don't understand why our location is important to our mission statement. We may be centered in Navajo County, but we also work in Apache County.	
Staff	<p>I strongly encourage our college to omit the words "centered in Navajo County", and instead replace with something along the lines of "communities in northeastern Arizona".</p> <p>I also encourage us to describe what this affordable and access to education will do to our communities, will it empower them? Will it prepare them for success? I.e. We create affordable access to lifelong learning to empower the communities of northeastern Arizona.</p>	

What is your primary role at NPC?	Mission feedback	Final Review Comment/Action
Staff	How about "Centered in Navajo County to serve all related communities" or language to that effect?	
Staff	Seems exclusionary to not mention Apache County.	
Staff	The use of 'Navajo County' may to to exclusive. Consider Northern AZ or White Mountain Region, etc.	
Staff	no comment	
Staff	<p>I do not like the beginning of this statement. I like our present one, however, I can get use to this one in time.</p> <p>Do the public know what communities we service? I would think most do, but its not defined. Do they know we reach Northern AZ as in the Four Corners region?</p>	
Staff	NPC does not make lifelong learning accessible as long as people with disabilities are not actively included.	
Staff	Northland Pioneer College makes lifelong learning accessible and affordable for our communities.	
Staff	What about our centers in Apache County?	
Staff	I like this version to include accessibility and affordability here, but it still lacks the end goal - what we want	
staff	Centered in Navajo County does not seem inclusive? If Navajo County has to be in the mission: Outward from Navajo County - Expanding from Navajo County - Reaching out from Navajo County - Northeastern AZ -	
Staff	Suggest: Far reaching from Navajo County to Apache county, Northland Pioneer College makes lifelong learning accessible, affordable, and achievable for our communities.	
Staff	prefer northeastern Arizona and beyond to centered in Navajo County	
Student	Accessible yes, affordable... in some ways	
Student	The mission statement is simple, clear, and to the point.	

What is your primary role at NPC?	Mission feedback	Final Review Comment/Action
Student Government Association	<p>Northland Pioneer College makes lifelong learning accessible and affordable for our communities located in both Navajo and Apache Counties.</p> <p>Saying Navajo County leaves out Apache County centers.</p>	
VPAS Leadership Team	<p>Suggested Mission Statement:  “Located in Northeast Arizona, Northland Pioneer College makes learning accessible and affordable for students of all ages.”</p> <p>Comments/discussion:</p> <ul style="list-style-type: none"> <li>· Prefer this Mission statement over the prior one because it is left wide open for interpretation; what is accessibility and what is affordability. Also leaves it open for a person to decide what their community is.</li> <li>· Like that “Centered in Navajo County” is identified; our main goal is to serve Navajo County.</li> <li>· Does “Centered in Navajo County” refer to where we are located or to the students we serve? An increase in online classes can open up our doors to serving students outside of Navajo County.</li> <li>· Our service is primarily centered in Navajo County – student population is likely to spread out if there is a decision to promote online learning.</li> <li>· Having this phrased here allows us to know where we base the majority of our resources.</li> <li>· Like identifying where we are at geographically. Not a fan of the word “centered” so suggest “Located in Navajo County”.</li> <li>· As we move from hands on classes to start offering more online classes, there is a potential to grow our enrollment from out of county and out of state. The word “centered” now limits us to the type of students we may to pursue.</li> <li>· Apache county employees feel “Centered in Navajo County” is specifically leaving them out.</li> <li>· Suggest the phrase “Located in Northeast Arizona” to include Apache County.</li> <li>· Our Primary focus for the next several years will be based more geographically here than other places, so this is the reason why some employees want to stick with this geographical reference at this point.</li> <li>· Like the word “communities”; we are doing this to enhance our communities.</li> <li>· Suggestion to replace the word “communities” with “students”; these students could be online students or students that come up from the valley or other states to take our classes. Focus on students instead of communities.</li> <li>· When we say “students” we are not excluding someone geographically.</li> </ul>	

What is your primary role at NPC?	Vision Feedback	Final Review Comment/Action
Board Member	<p>Thank you for giving us an opportunity to review the proposed Mission Statement and the Vision. It's well done in reflecting what we thrive for at NPC, faculty, staff, administration, governing board, and all. I do have one correction though....you may already know about it.</p> <p>Under Vision 2030, I think it's meant to say "for the betterment of the broad community we serve.</p> <p>We will provide high-quality, life-long, affordable education, driven by both technology and innovative instruction, to be accessible to all, wherever they are on the educational continuum, for the betterment of the board community we serve.</p>	
Administration	<p>Are we limited to 2030? It sounds like an end date. our region, not this region Not to make it wordier. . .but I think the word Education should be in the last sentence of the first paragraph. It seems too long.</p>	
Administration	<p>Spell out first reference to Northland Pioneer College (NPC) and then after use NPC. What is "well-being"? Who is the NPC community? Faculty, staff, students? community members?? ... and innovative instruction, THAT IS accessible to all...</p>	
Administration	<ol style="list-style-type: none"> <li>1. What are we doing in the mean time?</li> <li>2. Provide one example of how NPC has been (or will be) a "trailblazer of innovation".</li> <li>3. Is NPC not currently respectful, inclusive &amp; collaborative? ...This sounds like "woke" buzzwords for the sake of using the language of the woke.</li> <li>4. We will CONTINUE to provide...</li> </ol>	
Administration	<p>By 2030, NPC will provide high-quality, life-long, affordable education, driven by both technology and innovative instruction, to be accessible to all, wherever they are on the educational continuum, for the betterment of the broad community we serve. NPC will cultivate generations of learners and provide equitable education to students while responding to the needs of our community and providing relevant and timely training for our workforce and partners.</p>	
Administration	<p>I love this!</p>	
Administration	<p>Scrap the first paragraph. Second recommendation: NPC will provide high-quality, life-long, affordable education, driven by both technology and innovative instruction. Committed to be accessible to all, wherever they are on the educational continuum, and for the betterment of the broad community we serve. NPC will cultivate generations of diverse learners and provide equitable education to students while responding to the needs of our community and providing relevant and timely training for our workforce and partners.</p>	
Administration	<p>Really wordy.</p>	
Business Office	<p>Comments/discussion:</p> <ul style="list-style-type: none"> <li>· Vision should be shorter; the last sentence is the best part.</li> <li>· Use bullets for the Vision to break it up, people are not going to read the paragraph (white space).</li> </ul>	

What is your primary role at NPC?	Vision Feedback	Final Review Comment/Action
Early College program!	<p>'-recommendation:            By 2030, NPC will transform lives by leading increased intellectual and socio-economic well-being in this region through a spirit of innovation and partnership.            We will create a culture of respect, inclusion, collaboration, and shared governance that fosters creative problem solving focused on student success.            We will provide high-quality, affordable, life-long education driven by both technology and innovative instruction, to be accessible to all, wherever they are on the educational continuum, for the betterment of the broad community we serve. NPC will cultivate generations of learners and provide equitable education to students while proactively responding to the needs of our community and providing relevant and timely training for our workforce and partners.</p>	
Faculty	Good	
Faculty	<p>"trailblazing spirit of innovation"=too many buzzwords.            "innovation" and "creative" = redundant (yes, not exactly, but the repetition is not needed.            probably hyphenate problem-solving            "Innovation" again in the second paragraph. Find a more specific word.            I don't think we can be accessible to all, can we? But I realize this is aspirational.</p>	
Faculty	The first two sentences are troublesome. I have never known what it means to "transform lives. "Trailblazing spirit" seems goofy. I don't know how we can "live our vision through our ... backgrounds"	
Faculty	socio-economic well-being - I like the sentence except for this - the sentence is very approachable and understandable. The first sentence is very long.	
Faculty	Sounds good.	
Faculty	Well written	
Faculty	This is a positively visionary statement of intention. Complete, comprehensive, and inspired.	
Faculty	How is this specific to NPC? It feels a little bit like reading a statement of current keywords in education...	
Faculty	<p>-"in this region" is vague"            - The section about the educational continuum seems unnecessary; if we're providing accessible education to all, then that includes everyone, regardless of education.</p>	

What is your primary role at NPC?	Vision Feedback	Final Review Comment/Action
Faculty Association	<p>Faculty had concerns with the use of the word, "trailblazing." This devalues our Indigenous communities. Our quality education comes first from instruction, not technology.</p> <p>The use of the term "training" is inappropriate in educational institution context.</p> <p>Overall, the vision is too wordy.</p> <p>lifelong does not need a hyphen</p> <p>Edited suggestion below:</p> <p>By 2030, NPC will transform lives by driving increased intellectual and socio-economic well-being in this region through a spirit of innovation and partnership. The Northland Pioneer College community will live our vision through our shared values and diverse backgrounds. We will create a culture of respect, inclusion, collaboration, and shared governance that fosters fearless and creative problem solving focused on student success.</p> <p>We will provide high-quality, lifelong, affordable education, driven by innovative instruction and technology, to be accessible to all, for the betterment of the broad communities we serve. NPC will cultivate generations of learners and provide equitable education to students while responding to the needs of our community and providing relevant and timely professional preparation for our workforce and partners.</p>	
Instructional Council	<p>The Council again would like to see this statement shortened to retain and modify the last sentence: "Centered in Navajo County, Northland Pioneer College will cultivate generations of learners and provide equitable education to students in northeastern Arizona and beyond. We will respond to the needs of our community and provide relevant and timely preparation for our workforce and partners."</p> <p>Geographic information is referenced three different ways to recognize our local taxpayers (Navajo County), our partners in Apache County (northeastern AZ) and the students we serve beyond those in our immediate geographic area.</p> <p>We feel that the essence of the vision is represented in the last sentence and that the remainder of the vision was repetitive and did not clarify.</p>	
No Name	<p>There are a few words/phrases that come across as more of a standard resume format that could be replaced with more straight forward language. I did not list as I see they have already been documented.</p>	
No Name	<p>Simply take out the word "trailblazing" due to many others' comments. just say, "through a spirit of innovation..." I believe the first paragraph needs to stay. It's an important preamble. Remove the word "training."</p>	

What is your primary role at NPC?	Vision Feedback	Final Review Comment/Action
No Name	By 2030, NPC will transform lives by driving increased intellectual and socio-economic well-being in this region across northeastern Arizona through a trailblazing spirit of innovation and partnership. The Northland Pioneer College college will live our vision through our shared values and diverse backgrounds. We will create a culture of (these are in the values) respect, inclusion, collaboration and shared governance that fosters fearless and creative problem solving focused on student success. We will provide high-quality, lifelong, affordable education, driven by both technology and innovative instruction, to be accessible to for all, wherever they are on the educational continuum, for the betterment of the broad community we serve. NPC will cultivate generations of learners and provide equitable education to students while responding to the needs of our community and providing relevant and timely workforce preparation training for our workforce and partners.	
Staff	I don't even want to read this, it's too long, too wordy. I can't even get through the first paragraph without getting bored. I never finished reading your vision, you can say all of this in 2 sentences.	
Staff	I'm just wondering, why we need to set a time goal (By 2030). I would add that we should not aspire to "respond" to the needs but instead "actively respond" because we really need to try and be more proactive with our community needs, and not just wait to react.	
Staff	Eliminate "trailblazing." Eliminate "wherever they are on the educational continuum." Redundant.	
Staff	Well written.	
Staff	Its over the top. You are trying to hit so many buzz-words that it sounds like an advertisement and loses any genuine feeling.	
Staff	I am looking at this statement through an elder's eyes. What does inclusion, continuum, shared governance mean? I assume the wording is what is most acceptable to all educational personnel, but it is a long statement. Almost like double talk.	
Staff	By 2030, Northland Pioneer College will transform lives by creating a culture of respect, inclusion, collaboration, and shared governance that will provide equitable education to students while responding to the needs of our community in northeastern Arizona and beyond.	
Staff	Revolutionary instead of trailblazing? Leading-edge? Spearheading?	
Staff	Who determines "high-quality" education?  Mission refers to communities - Proposed 2030 Future speaks to community. Are we referring to NPC community or local communities? Can this be standard through the document?	
Staff	Firs sentence: Take out trailblazing and insert "collaborative". Third Sentence: Consider removing the word fearless and add "a culture that generates problem solving focused on student success". Fourth Sentence: Consider removing betterment and adding "for the better good, of the board community we serve".	

What is your primary role at NPC?	Vision Feedback	Final Review Comment/Action
Staff:	suggest: Replace: "this region" with "Northern Arizona"? Replace: "trailblazing" with "leading"?	
Staff:	needs to be shorter - too long. Don't put the values in the vision	
Student	That's all good and well as long as trying to include everyone and make things "fair" for everyone does not hold back those students that are truly excellent	
Student	I think this is stated clearly and does not need any changes.	
Student Government Association	<p>By 2030, NPC will transform lives by driving increased intellectual and socio-economic well-being in this region through a trailblazing spirit of innovation and partnership. The Northland Pioneer College community will live our vision through our shared values and diverse backgrounds. We will create a culture of respect, inclusion, collaboration, and shared governance that fosters fearless and creative problem solving focused on student success.</p> <p>We will provide high-quality, life-long, affordable education, driven by both technology and innovative instruction, to be accessible to all. NPC will nurture generations of learners and provide equitable education to students while responding to the needs of our communities and providing relevant and timely preparation for our workforce and partners.</p>	

What is your primary role at NPC?	Vision Feedback	Final Review Comment/Action
VPAS Leadership Team	<p>Comments/discussion</p> <ul style="list-style-type: none"> <li>The Vision is well intended and eloquent, but lacks substance. It seems to lack the focus that comes from a hard look inward that identifies areas we are struggling with, and prioritizes improvement there.</li> <li>Currently proposed Vision statement looks to be the product of compromise within a large committee, everybody got their favorite line inserted.</li> </ul> <p>2030 Vision Questions</p> <p>Is this picture more about us or our students?</p> <ul style="list-style-type: none"> <li>Us. The statement is a reference to what we provide. Although I am not sure the question is fair, we only exist for the students.</li> </ul> <p>Which part(s) of this picture is/are most relevant to your area?</p> <ul style="list-style-type: none"> <li>The statement about providing relevant training.</li> </ul> <p>On a scale from 1 to 10, where are we in the various parts of this picture now? Do you think these pictures are too far reaching?</p> <ul style="list-style-type: none"> <li>A 6. I think it is so broad and utopian that it loses its significance.</li> </ul> <p>Are there any 'fluff' words that need to be removed to clarify this picture?</p> <ul style="list-style-type: none"> <li>Yes. I feel it is over-worded.</li> </ul> <p>To what extent does this picture provide a concentrated direction for your area to pursue?</p> <ul style="list-style-type: none"> <li>I don't think this really applies to my field</li> </ul> <p>To what extent is this picture easy to articulate to others?</p> <ul style="list-style-type: none"> <li>Pretty easy to sum up in five words, "we want to be better".</li> </ul> <p>How do you see this vision/picture lived in your area?</p> <ul style="list-style-type: none"> <li>My area is simply to support other areas so goals like this can remain focused on education.</li> </ul>	

What is your primary role at NPC?	Value - include all six?	Please list the value(s) you suggest adding to the value set. For each value, please provide a rationale, a suggested definition and three behaviors through which the college could demonstrate this value.	Final Review Comment/Action
Administration	No, I am proposing to add one or more value(s)	growth  Shouldn't one of our values deal directly with educational growth?	
Faculty Association	No, I am proposing to remove one or more value(s),No, I am proposing to add one or more value(s)	We agree with the Instructional Council recommendation to replace Compassion with Civility. Our values should focus on actions not feelings.  Civility is the demonstration of trust and respect during formal and informal interactions.  1. Seeing and treating ourselves and one another as human beings, each with our own strengths, talents, needs, perspectives and beliefs.  2. Using active listening and acknowledgement without judgment, ensuring there is a two-way conversation.  3. Trusting each other by acknowledging each person's unique strengths and talents.	
Faculty	Comment submitted via email	I really like the core values. I agree with the comment regarding training on the core values. I think we should be on the same page as to how those values are applied and implemented.	
Administration	No, I am proposing to remove one or more value(s)		
Administration	No, I am proposing to remove one or more value(s)		
Administration	No, I am proposing to remove one or more value(s)		
Early College program!	No, I am proposing to remove one or more value(s)		
Faculty	No, I am proposing to remove one or more value(s)		
Faculty	No, I am proposing to remove one or more value(s)		
Faculty	No, I am proposing to remove one or more value(s)		
Faculty	No, I am proposing to remove one or more value(s)		
Instructional Council	No, I am proposing to remove one or more value(s)		



What is your primary role at NPC?	Integrity	Please provide your rationale for removing this value.	Integrity: Suggestions on Definition.	Integrity: Suggestions on Demonstration.	Final Review Comment/Action
Administration	I propose removing this value from the value set.	a more generic "personal excellence" may be less troublesome			
Faculty	I have some suggestions on either the definition or the demonstration section.			I'd need to work on the language: but integrity in terms of our educational expectations and quality.	
Faculty Association	I have some suggestions on either the definition or the demonstration section.		By integrity, we mean consistently taking responsibility for our actions and PRESERVING our communities' trust placed on us. (delete the last sentence as it is redundant)	Bullet one - acceptable Bullet two - Conflict resolution belongs in this value and should read: Being consistently truthful and equitable in our work, CONFLICT RESOLUTION, and interactions with our communities; thereby upholding the courtesy and standards we extend to and expect from others. Bullet three - acceptable	
Staff	I have some suggestions on either the definition or the demonstration section.		Change "taking responsibility for our actions and communities' trust placed upon us" to "taking responsibility for our actions and our communities' trust"		
Business Office	Padlet Comment		Proposed Value: Integrity Agree it is an important value, and that all should be held to the standard consistently across the college.		
No Name	Padlet Comment		How are we "being consistently truthful and equitable in our work and interactions with our communities"? Our campuses and centers do not have equitable access to resources or classes.		
Staff	Padlet Comment		I agree and like how this proposed value is written and feel we are maintaining transparency as noted. I also believe we are being consistently truthful and equitable in our work with our outside communities, but I feel we need to improve on doing this within our internal college community.		
Staff	Padlet Comment		This is good		

What is your primary role at NPC?	Integrity	Please provide your rationale for removing this value.	Integrity: Suggestions on Definition.	Integrity: Suggestions on Demonstration.	Final Review Comment/Action
VPAS Leadership Team	Padlet Comment		<p>Proposed Value: Integrity</p> <ul style="list-style-type: none"> <li>- Resonates the most</li> <li>- If you are truly upholding this value, all other values will follow.</li> <li>- Can also be problematic in some situations.</li> <li>- Lofty statement to make; if you fall short of this, it could be hard to get your reputation back.</li> <li>- Defined as what you would do when you think your mom is watching you; always on your best behavior and doing the right thing.</li> <li>- What we should be doing when we are in charge of the tax payer's money and in charge of a student's education.</li> <li>- Integrity really is that foundation on which all the other values are built.</li> <li>- Our we showing our students that we are helping them with integrity.</li> </ul>		
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Early College program!	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				

What is your primary role at NPC?	Integrity	Please provide your rationale for removing this value.	Integrity: Suggestions on Definition.	Integrity: Suggestions on Demonstration.	Final Review Comment/Action
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Instructional Council	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				

What is your primary role at NPC?	Integrity	Please provide your rationale for removing this value.	Integrity: Suggestions on Definition.	Integrity: Suggestions on Demonstration.	Final Review Comment/Action
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Student	I don't have any comments on any section in this proposed value.				
Student	I don't have any comments on any section in this proposed value.				
Student Government Association	I don't have any comments on any section in this proposed value.				

What is your primary role at NPC?	Inclusion	Please provide your rationale for removing this proposed value.	Inclusion: Suggestions on Definition.	Inclusion: Suggestions on Demonstration.	Final Review Comment/Action
Administration	I propose removing this value from the value set.	measurable attributes that address specific areas identified for improvement would be better serve the organization.			
Faculty Association	I have some suggestions on either the definition or the demonstration section.		<p>After discussing the pros and cons to either not listing or listing the "groups" of individuals to include, the recommendation is to add language that identifies "historically underrepresented groups." This effectively recognizes the specific structural/systemic inequities we are trying to break down in this value. There is consensus that this value must in some way explicitly address issues of systemic racism and that being too broad does not effectively make this issue clear. Recommended edit is:</p> <p>By Inclusion, we mean empowering all people "regardless of individual differences, or historical underrepresentation" to have the right to be involved, engaged, respected, and appreciated as valuable members of our communities.</p>	<p>Bullet one: Collaborating with and committing to our community, and ourselves by ensuring the engagement of organizations and individuals that reflect and represent the diverse backgrounds, perspectives, and interests of our area as we move toward reaching our vision.</p> <p>Bullet two: Showing respect is a separate behavior from giving equitable access/opportunities, so remove that statement to a different bullet - and we proposed changing Compassion to Civility- so active listening is better addressed in that value.</p> <p>EDITED VERSION - Ensuring all individuals, regardless of race, color, religion, national origin, gender, or sexual orientation have opportunities to equitably engage with, participate in, and benefit from the NPC community in order for each person to have the opportunity to maximize their potential.</p> <p>Bullet three - If include "Civility" recommend moving the "showing respect" lead in to that value and starting this bullet with: Showing appreciation for each individual by valuing and utilizing our diverse perspectives to create understanding, acknowledge and embrace our difference and make informed decisions for the college and community.</p>	
Staff	I have some suggestions on either the definition or the demonstration section.			Inclusion is demonstrated by complying with federal civil rights law (ADA) which ensures equal access and freedom from discrimination for people with disabilities.	
Student Government Association	I have some suggestions on either the definition or the demonstration section.			Showing respect for ourselves and others by active listening, being supportive, addressing conflicts, and allowing all to equitably engage with, participate in, and benefit from the NPC community.	

What is your primary role at NPC?	Inclusion	Please provide your rationale for removing this proposed value.	Inclusion: Suggestions on Definition.	Inclusion: Suggestions on Demonstration.	Final Review Comment/Action
Business Office	Padlet Comment		<p>General comments/discussion on Values:</p> <ul style="list-style-type: none"> <li>· NPC values PEOPLE, ENGAGEMENT, FULFILLMENT, CREATIVITY, EXCELLENCE and QUALITY.</li> <li>· Integrate existing values: QUALITY, ACCOUNTABILITY and COLLABORATION and delete COMPASSION and FUN.</li> <li>· Engagement can be included in the inclusion value or switched out.</li> <li>· Group feels there is very little college-wide accountability, differing standards across departments/division; little collaboration.</li> <li>· Compassion and Fun make it sound like a social program.</li> <li>· Tie the Mission and Vision more closely.</li> <li>· As a whole, Business Office observes ACCOUNTABILITY and INCLUSION as two of its primary objectives, but does not perceive that this is true across the college, leading to INEQUITY and potential disengagement if uncorrected. These are great values and goals, just need to be equally implemented.</li> </ul>		
Business Office	Padlet Comment		<p>Proposed Value: Inclusion</p> <ul style="list-style-type: none"> <li>· Applies to ALL members of the NPC community.</li> <li>· As a whole, the Business office staff feel excluded from engagement and participation in meaningful conversations that impact business processes historically. This can change with INCLUSION resulting in cross-departmental collaboration.</li> </ul>		
Faculty	Padlet Comment		<p>"Showing respect for ourselves and others through active listening, being supportive, and conflicts, which allows for all to ...."</p>		
No Name	Padlet Comment		<p>The definition is fine. The first bullet should read:</p> <ul style="list-style-type: none"> <li>· Collaborating with and committing to our community, and ourselves by ensuring the engagement of organizations and individuals that reflect and represent the diverse backgrounds, perspectives, and interests of our area.</li> </ul>		

What is your primary role at NPC?	Inclusion	Please provide your rationale for removing this proposed value.	Inclusion: Suggestions on Definition.	Inclusion: Suggestions on Demonstration.	Final Review Comment/Action
No Name	Padlet Comment		The second bullet should read: Ensuring all individuals, regardless of race, color, religion, national origin, gender, or sexual orientation have opportunities to equitably engage with, participate in, and benefit from the NPC community in order for each person to have the opportunity to maximize their potential.		
No Name	Padlet Comment		The last bullet should read: Showing respect for ourselves and others by appreciating, valuing, and utilizing our diverse perspectives to create understanding, acknowledge and embrace our differences, and make better informed decisions for the college and community.		
No Name	Padlet Comment		The value of inclusion MUST acknowledge a clear effort to create equity - particularly among those groups that are often marginalized. We must address the implicit biases that many in the community (including the college) hold and we mustn't steer away from them because they are "tough" to talk about or "sticky" issues. If we don't model this as an institution of learning, we lose the opportunity to truly transform lives.		
No Name	Padlet Comment		Inclusion is a buzzword that has become a political ideology and a tool to shut down certain people. I don't want this to be listed as a value.		
No Name	Padlet Comment		"Inclusion" is not a buzzword. Inclusion has been a value in education since the 1960s. To not want to be inclusive in education is to be exclusive, and that would not serve our communities well, particularly since the entire purpose of community college is to be open and accessible to all. Inclusion is a way to ensure all have a voice, not to shut down or shut out others. It is deeply concerning to this reader that anyone at our college would actually be against this as a value.		

What is your primary role at NPC?	Inclusion	Please provide your rationale for removing this proposed value.	Inclusion: Suggestions on Definition.	Inclusion: Suggestions on Demonstration.	Final Review Comment/Action
Staff	Padlet Comment		I wouldn't know how to improve on this. The college is actively living this proposed value of inclusion and this value is critical to our growth as a college and as a human race.		
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Early College program!	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				

What is your primary role at NPC?	Inclusion	Please provide your rationale for removing this proposed value.	Inclusion: Suggestions on Definition.	Inclusion: Suggestions on Demonstration.	Final Review Comment/Action
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Instructional Council	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
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What is your primary role at NPC?	Inclusion	Please provide your rationale for removing this proposed value.	Inclusion: Suggestions on Definition.	Inclusion: Suggestions on Demonstration.	Final Review Comment/Action
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Student	I don't have any comments on any section in this proposed value.				
Student	I don't have any comments on any section in this proposed value.				

What is your primary role at NPC?	Adaptability	Please provide your rationale for removing this proposed value.	Adaptability: Suggestions on Definition.	Adaptability: Suggestions on Demonstration.	Final Review Comment/Action
Administration	I propose removing this value from the value set.	measurable attributes that address specific areas identified for improvement would be better serve the organization.			
Early College program!	I have some suggestions on either the definition or the demonstration section.		<p>Recommendation to include the word "diverse" before communities.</p> <p>By Adaptability, we mean commitment to being agile, as well as to encouraging and supporting innovation and informed risk-taking in an effort to best serve our diverse communities and their ever-changing needs.</p>		
Faculty	I have some suggestions on either the definition or the demonstration section.		Take out the word "innovation"		
Faculty Association	I have some suggestions on either the definition or the demonstration section.		<p>Make more concise by stating: By Adaptability, we mean commitment to being agile, as well as to encouraging and supporting innovation and informed risk-taking to best serve our communities and their ever-changing needs.</p>	<p>No suggestions for bullets one or two</p> <p>Bullet three should read: Responding to changing environments using &lt; reliable and valid&gt; data and evidence.</p>	
Instructional Council	I have some suggestions on either the definition or the demonstration section.		<p>We suggest the following modification to the definition: "By Adaptability, we mean commitment to being agile, as well as to encouraging and supporting innovation and informed risk-taking in a collaborative effort to best serve our communities and their ever-changing needs."</p> <p>The Council thought it important to insert the word "collaborative" to ensure that we give careful consideration to what should be conserved when we propose change associated with this value.</p>	<p>The Council suggests a modification to the second bullet, again to include the idea of working collaboratively and to combine the idea of the third bullet into the second bullet:</p> <ul style="list-style-type: none"> <li>- Keeping an open mind to learn or develop new ways to respond to changes, positive or negative.</li> <li>- Collaborating to adjust our style of working and to experiment with new styles to meet the needs of emerging situations using data and evidence.</li> </ul>	

What is your primary role at NPC?	Adaptability	Please provide your rationale for removing this proposed value.	Adaptability: Suggestions on Definition.	Adaptability: Suggestions on Demonstration.	Final Review Comment/Action
Student Government Association	I have some suggestions on either the definition or the demonstration section.		Definition: By Adaptability, we mean commitment to being agile, as well as encouraging and supporting innovation and informed risk-taking in an effort to best serve our communities and their ever-changing needs.		
Business Office	Padlet Comment		<p>Proposed Value: Adaptability</p> <ul style="list-style-type: none"> <li>· It shouldn't take a global pandemic to cause NPC to be adaptable.</li> <li>· We are too slow to change.</li> <li>· We need to make agility possible by changing processes/procedures to be less restrictive and more adaptive.</li> <li>· The institution exemplified ADAPTABILITY when it came to getting our students laptops and internet access and changing course modalities. NPC could benefit greatly by becoming more AGILE in business process changes, develop agility with greater speed to maintain relevancy and improve much needed internal changes.</li> </ul>		
No Name	Padlet Comment		Move "nimbleness" from bullet three to definition with "agile" and say, "...to being agile and nimble..." then change bullet three to read: Responding to changing environments using reliable and valid data and evidence.		
No Name	Padlet Comment		I think "adaptability" needs to be tied to our values. Otherwise, we end up chasing the latest fads. There are a lot of threats to the traditional values of higher education from groups that have a lot of money and influence.		

What is your primary role at NPC?	Adaptability	Please provide your rationale for removing this proposed value.	Adaptability: Suggestions on Definition.	Adaptability: Suggestions on Demonstration.	Final Review Comment/Action
Staff	Padlet Comment		COVID-19 has opened our eyes to unexpected change within our learning environment and NPC's response was so true to the way this value was written. As the needs of our students and communities change, we will need to continue to adapt to our ever changing world.		
Staff	Padlet Comment		Add collaboration in definition		
VPAS Leadership Team	Padlet Comment		<p>Proposed Value: Adaptability</p> <ul style="list-style-type: none"> <li>· Resonates the most</li> <li>· Important.</li> <li>· Can be measured.</li> <li>· There are metrics that show how well you do react to change, adapt and move forward.</li> <li>· There are many areas the college needs to make improvements on.</li> <li>· The culture around the college needs to be more adaptable and more flexible to change.</li> <li>· We need to look at our resources and determine where we can make improvements for our students.</li> <li>· The college adapted quickly to working remotely.</li> </ul>		
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				

What is your primary role at NPC?	Adaptability	Please provide your rationale for removing this proposed value.	Adaptability: Suggestions on Definition.	Adaptability: Suggestions on Demonstration.	Final Review Comment/Action
Administration	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
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Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
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Staff	I don't have any comments on any section in this proposed value.				

What is your primary role at NPC?	Adaptability	Please provide your rationale for removing this proposed value.	Adaptability: Suggestions on Definition.	Adaptability: Suggestions on Demonstration.	Final Review Comment/Action
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Student	I don't have any comments on any section in this proposed value.				
Student	I don't have any comments on any section in this proposed value.				

What is your primary role at NPC?	Compassion	Please provide your rationale for removing this proposed value.	Compassion: Suggestions on Definition.	Compassion: Suggestions on Demonstration.	Final Review Comment/Action
Administration	I propose removing this value from the value set.	Is this a measurable metric? I fail to see how this statement is more than words if not measurable.			
Administration	I propose removing this value from the value set.	measurable attributes that address specific areas identified for improvement would be better serve the organization.			
Faculty Association	I propose removing this value from the value set.	FA is in agreement with IC's recommendation around this value and substituting it with Civility for the same rationale. We should not be working on emotional values. It does not forward the mission or vision of the college and does not relate to ensuring affordable, accessible, achievable lifelong learning.			
Instructional Council	I propose removing this value from the value set.	Compassion is too emotional, the Council suggests replacing it with the value of Civility, which would capture such behaviors as listening, respectful discourse, and honoring others opinions. This would also allow the values of Inclusion and Access to be more succinct and accurate.			
Staff	I propose removing this value from the value set.	Why isn't some of the values just a given for a school of higher education? What exactly is compassion for a school, my definition is different than you defined?			
Staff	I propose removing this value from the value set.	It just seems a little much knowing that this should already be a value that is knowingly instilled in everyday society no matter where you are.			
Staff	I propose removing this value from the value set.	Compassion is not a value that supports the vision, in my opinion.			
Staff	I propose removing this value from the value set.	It seems like we already covered some of this in inclusion and this gets a little too emotional to be a college value.			
Student Government Association	I propose removing this value from the value set.	It's too subjective; you can't force people to be compassionate (although we wish we could!).			

What is your primary role at NPC?	Compassion	Please provide your rationale for removing this proposed value.	Compassion: Suggestions on Definition.	Compassion: Suggestions on Demonstration.	Final Review Comment/Action
Early College program!	I have some suggestions on either the definition or the demonstration section.		No change.	<ul style="list-style-type: none"> <li>- Seeing and treating ourselves and one another as human beings with needs, emotions, and life struggles.</li> <li>- (no change) Lending a helping hand professionally and emotionally as well as celebrating accomplishments.</li> <li>- (no change) Using empathy to understand everyone's story is different by ensuring there is a two-way conversation.</li> </ul>	
Faculty	I have some suggestions on either the definition or the demonstration section.			<p>My concern here is about "Lending a helping hand professionally and emotionally as well as celebrating accomplishments."</p> <p>Students often offer up an emotional dump of problems to their instructors. It can't possibly be either my responsibility or obligation to diagnose or treat the emotional or psychological problems of my students. I'm not qualified in any way, and frankly - it's not in my job description. I worry that including this sort of demonstration of compassion further implies to students that they should be coming to me with these sorts of concerns.</p>	
Business Office	Padlet Comment		<p>Proposed Value: Compassion</p> <ul style="list-style-type: none"> <li>· Nice in theory, but too much can lead to internal control issues.</li> <li>· We are not a religion or social program; that is not our mandate nor can we afford it.</li> </ul>		

What is your primary role at NPC?	Compassion	Please provide your rationale for removing this proposed value.	Compassion: Suggestions on Definition.	Compassion: Suggestions on Demonstration.	Final Review Comment/Action
Faculty	Padlet Comment		I wonder how much this value is actually practiced at NPC. And how do we show that this is valued at NPC? I think it's important to point out that this relates to our students too (probably first and foremost), not just employees.		
No Name	Padlet Comment		This value is not a part of what drives the college towards its mission or vision. It would work well as an HR value for the HR departments mission/vision, but not as a college's mission. While compassion is important and good to have, it doesn't belong here.		
No Name	Padlet Comment		Wrong! Compassion belongs everywhere.		
No Name	Padlet Comment		I'd prefer the term empathy to replace compassion. Hospice shows compassion and they are trained for that social skill.		
No Name	Padlet Comment		In reply to "Wrong"... Compassion as an action does belong everywhere, but not as part of a Values statement in terms of a strategic plan. We must focus on the purpose of this document. Yes, of course we need to all have compassion and be compassionate, but that's not what drives the strategic direction of a higher education institution towards its mission or vision of lifelong learning. We are not a social service agency, nor are we Hospice of the Valley nor are we a mental health organization. Compassion is not part of what makes or creates a strong institute of higher education.		

What is your primary role at NPC?	Compassion	Please provide your rationale for removing this proposed value.	Compassion: Suggestions on Definition.	Compassion: Suggestions on Demonstration.	Final Review Comment/Action
No Name	Padlet Comment		Compassion comes from within a person as directed towards another. It can be a personal value that someone lives by but not a value that an institution can claim as a value statement. Compassion can not be measured institutionally, but individually.		
Staff	Padlet Comment		This proposed value is difficult for me because as much as I greatly value compassion, I don't readily see this value expressed or practiced within our college community. If we want to uphold this value, and I believe it is critical that we do, we might want to look into training for our faculty, staff, and administration.		
Staff	Padlet Comment		I am concerned with "lending a hand emotionally" will this be an expectation? When a student comes to the front office will I be expected to hear all of their problems when I am not qualified to assist them in that manner. Compassion is an emotional personality trait - how do you prove that someone has met that value?		
VPAS Leadership T	Padlet Comment		<p>Proposed Value: Compassion</p> <ul style="list-style-type: none"> <li>· Resonates the least</li> <li>· How do you measure compassion?</li> <li>· How do you define compassion?</li> <li>· Compassion is very personal to each individual.</li> <li>· Compassion is good, but can work against us.</li> </ul>		

What is your primary role at NPC?	Compassion	Please provide your rationale for removing this proposed value.	Compassion: Suggestions on Definition.	Compassion: Suggestions on Demonstration.	Final Review Comment/Action
Staff	I have some suggestions on either the definition or the demonstration section.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				

What is your primary role at NPC?	Compassion	Please provide your rationale for removing this proposed value.	Compassion: Suggestions on Definition.	Compassion: Suggestions on Demonstration.	Final Review Comment/Action
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Student	I don't have any comments on any section in this proposed value.				
Student	I don't have any comments on any section in this proposed value.				

What is your primary role at NPC?	Access	Please provide your rationale for removing this proposed value.	Access: Suggestions on Definition.	Access: Suggestions on Demonstration.	Final Review Comment/Action
Staff	I propose removing this value from the value set.	I would choose to differ on access. I don't have child care at all time, which makes me have NO access at times. This statement can be interpreted in different ways.			
Staff	Comments submitted via Slack	I am not sure how or why accessibility became something listed as a value at NPC. If the goal is greater accessibility for people with disabilities, that is generally in the context of access to something, not access from something. I couldn't put my finger on why the last bullet point seemed so off to me. But I think the bullet point speaks of something other than accessibility.			
Administration	I have some suggestions on either the definition or the demonstration section.			<p>Demonstration: We demonstrate Access by:</p> <ul style="list-style-type: none"> <li>Ensuring that all students have access to multiple means of financial assistance, and resource referrals to address other barriers.</li> <li>Offering educational opportunities, student services, information, and resources in multiple formats to optimize the ability of our communities to participate.</li> </ul> <p>- third demonstration doesn't apply here.</p>	

What is your primary role at NPC?	Access	Please provide your rationale for removing this proposed value.	Access: Suggestions on Definition.	Access: Suggestions on Demonstration.	Final Review Comment/Action
Early College program!	I have some suggestions on either the definition or the demonstration section.		No change.	<ul style="list-style-type: none"> <li>- (no change) Ensuring that all students have access to multiple means of financial assistance.</li> <li>- (no change) Offering educational opportunities, student services, information, and resources in multiple formats to optimize the ability of our communities to participate.</li> <li>- Extending our message across our communities about all our programs, events, and other opportunities, to broaden awareness about what NPC has to offer.</li> </ul>	
Faculty Association	I have some suggestions on either the definition or the demonstration section.		<p>Replace the word "financial" with "socio-economic."</p> <p>Insert the word "racial" (if you are going to do a list, this needs to be on the list).</p> <p>Remove the words, "sensory" (this is part of your physical access) and "emotional" (this is met with social and "other"). So it reads:</p> <p>By Access, we mean striving to resolve socio-economic, racial, geographical, environmental, social, linguistic, physical, learning, cultural, and other potential barriers.</p>	<p>Bullet One - we are strongly supportive of the Instructional Council recommendation on this bullet's rewrite...</p> <p>Bullet Two - insert "across our communities" to address the geographical issues of access identified in the definition</p> <p>Edited to say -</p> <p>Offering educational opportunities, student services, information, and resources in multiple formats and across our communities to optimize the ability of community members to engage with and understand information.</p> <p>Bullet three - remove bullet three - "extending our message" implies communication, which is not an access related behavior.</p> <p>The faculty agreed strongly that a bullet on UDL was imperative in addressing access. Replace with:</p> <p>Using principles of universal design to ensure that campus spaces, events, and</p>	

What is your primary role at NPC?	Access	Please provide your rationale for removing this proposed value.	Access: Suggestions on Definition.	Access: Suggestions on Demonstration.	Final Review Comment/Action
Instructional Council	I have some suggestions on either the definition or the demonstration section.		The Council suggests shortening the definition: By Access, we mean striving to minimize barriers to lifelong learning.	<p>The Council suggests removing the first bullet because of our lack of control over the financial aspect and replacing it with the following:</p> <ul style="list-style-type: none"> <li>- Striving to keep costs low and connect students with available resources and financial support</li> <li>- Offering educational opportunities, student services, information, and resources in multiple formats to optimize the ability of our communities to participate.</li> </ul> <p>The Council recommends deleting the last bullet which seems to have more to do with communication (=marketing) than access. We recommend the following new bullet include language about Accessibility and Inclusion: using principles of universal design to ensure that campus spaces, events, and activities can be reached by all who wish to access them</p>	
Staff	I have some suggestions on either the definition or the demonstration section.		Inclusion and Access are very similar. For the sake of simplicity, I would suggest merging the two.		
Staff	I have some suggestions on either the definition or the demonstration section.			Access is demonstrated by understanding and embracing equal access, non-discrimination laws and striving towards compliance.	

What is your primary role at NPC?	Access	Please provide your rationale for removing this proposed value.	Access: Suggestions on Definition.	Access: Suggestions on Demonstration.	Final Review Comment/Action
Staff	I have some suggestions on either the definition or the demonstration section.		Definition: By Access, we mean striving to minimize or remove any potential barriers to lifelong learning.	<ul style="list-style-type: none"> <li>'- Striving to ensure that all students have access to multiple means of financial and educational assistance.</li> <li>- Offering educational opportunities, student services, information, and resources in multiple formats to optimize the ability of our communities to participate.</li> <li>- Extending our message across our communities about all our programs, events, and other opportunities, to broaden knowledge about what NPC has to offer.</li> </ul>	
Student Government Association	I have some suggestions on either the definition or the demonstration section.			<p>We demonstrate Access by:</p> <p>Ensuring that all students have access to multiple means of financial assistance. Offering educational opportunities, student services, information, and resources in multiple formats to optimize the ability of our communities to participate.</p>	
Business Office	Padlet Comment		<p>Proposed Value: Access</p> <ul style="list-style-type: none"> <li>· Great Value.</li> <li>· Need to continue pursuing modalities and partnerships to stay competitive and relevant.</li> <li>· We have performed this well in making sure students have necessary resources.</li> <li>· This is CORE to NPC's very existence.</li> <li>· Move this first bullet down, not the most important component.</li> <li>· This Value demonstrates compassion.</li> </ul>		

What is your primary role at NPC?	Access	Please provide your rationale for removing this proposed value.	Access: Suggestions on Definition.	Access: Suggestions on Demonstration.	Final Review Comment/Action
Faculty	Padlet Comment		"to broaden knowledge about opportunities NPC has to offer." In other proposed values (inclusion in particular), the language as kept very minimal; here, there is a list of potential barriers. It seems like consistency would be key. If we enumerate issues on one value, we should enumerate them on all values.		
No Name	Padlet Comment		These are just words, so I don't know how much of this ultimately matters. My concern is that so much focus on "access" my displace emphasis on "excellence," "quality," and "standards"		
No Name	Padlet Comment		<p>Bullet one should change so as to focus on bridging students to needed resources - whatever those may be (since the value is defined to include geography, and learning issues, we must connect to all needed resources, not just financial ones.</p> <p>Offering [high-quality] educational opportunities, student services, information, and resources in multiple formats and across our communities to optimize the ability of our community members to engage with and understand information.</p> <p>Using principles of universal design to ensure that campus spaces, events, and activities can be reached by all who wish to access them.</p>		
Staff	Padlet Comment		Our mission is to provide life long learning, and to accomplish this, all of our students must be able to have access to this learning. This is of utmost importance to our area here in Northern Arizona within all of our rural communities. I like and agree with how this proposed value is written.		

What is your primary role at NPC?	Access	Please provide your rationale for removing this proposed value.	Access: Suggestions on Definition.	Access: Suggestions on Demonstration.	Final Review Comment/Action
VPAS Leadership Team	Padlet Comment		<p>Proposed Value: Access</p> <ul style="list-style-type: none"> <li>· Resonates the most.</li> <li>· We live in an online world and we are a geographic college.</li> <li>· Our biggest drawback is that we are physically present.</li> <li>· Students with internet access don't need us; able to attend any online college.</li> <li>· We are needed because we still provide resources for students to have access.</li> <li>· We are out here in a rural environment providing education and resources to individuals, delivering internet and other resources to their doorstep, or as close as we can.</li> <li>· Our role is demonstrating that we are here, both physically and virtually.</li> <li>· We are moving and have proven to ourselves that we can adequately work in an online environment.</li> <li>· Our students have been more adaptable to this long before we were adaptable.</li> <li>· We as a college need to continue to pursue access to sustain activities in this new environment.</li> <li>· Why do students come to us? Because we are here; we provide access to learning.</li> </ul>		
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
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What is your primary role at NPC?	Access	Please provide your rationale for removing this proposed value.	Access: Suggestions on Definition.	Access: Suggestions on Demonstration.	Final Review Comment/Action
Faculty	I don't have any comments on any section in this proposed value.				
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Faculty	I don't have any comments on any section in this proposed value.				
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Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
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Staff	I don't have any comments on any section in this proposed value.				

What is your primary role at NPC?	Access	Please provide your rationale for removing this proposed value.	Access: Suggestions on Definition.	Access: Suggestions on Demonstration.	Final Review Comment/Action
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Student	I don't have any comments on any section in this proposed value.				
Student	I don't have any comments on any section in this proposed value.				

What is your primary role at NPC?	Fun	Please provide your rationale for removing this proposed value.	Fun: Suggestions on Definition.	Fun: Suggestions on Demonstration.	Final Review Comment/Action
Administration	I propose removing this value from the value set.	Is this a measurable metric? I fail to see how this statement is more than words if not measurable.			
Administration	I propose removing this value from the value set.	measurable attributes that address specific areas identified for improvement would be better serve the organization.			
Administration	I propose removing this value from the value set.	It's stupid.			
Early College program!	I propose removing this value from the value set.	Either replace "Fun" with "Positivity" or another value focused word that better encompasses the description. OR Include description from Fun in the description for Compassion.			
Faculty	I propose removing this value from the value set.	Learning is work. College level learning is hard work. It's often boring, and monotonous, and not as exciting as many of the other things we can be doing. Telling students that we focus on fun - is misleading and should not be a focus here. It's nice when coursework and discussions and activities can be fun - but it should absolutely not be an expectation. We're setting students up for failure when we lead them to believe that this learning should be fun or that learning that is not fun is somehow subpar. It tells students that when the work stops being fun, they maybe don't need to dig in and instead can point to some failure on the part of the instructor. This is a mistake. Writing a 10 page research paper is not always going to be fun or exciting - but it's hard work that needs to get done.			

What is your primary role at NPC?	Fun	Please provide your rationale for removing this proposed value.	Fun: Suggestions on Definition.	Fun: Suggestions on Demonstration.	Final Review Comment/Action
Faculty	I propose removing this value from the value set.	While fun can be a part of the NPC experience, and should be encouraged at times, I think it minimizes what NPC offers and sets up new students for an expectation for "fun" and disappointment or anger if everything isn't fun all the time. It also sets up an expectation that life in general should be fun and that injustice occurs if a student is not having fun. Fun is a subjective experience, and by including this value, NPC sets itself up for superficial complaints and time-consuming and expensive law suits.			
Faculty Association	I propose removing this value from the value set.	Fun focuses on feelings and emotions, and has no place in a set of values. Having fun, while a nice idea, does not drive the college to meeting its vision by 2030. The values should underpin behaviors that will ensure our mission and vision are implemented and achieved. We may or may not have fun doing that, and it will not stop us or help us from meeting our goals.			
Instructional Council	I propose removing this value from the value set.	The Council has strong and unequivocal feelings about the inappropriateness of this as a value. Fun is another emotionally charged word we don't think belongs here. It's also subjective to the individual.			
Staff	I propose removing this value from the value set.	I do not think it is a necessary value. Fun can be relative to a person's state of mind.			
Staff	I propose removing this value from the value set.	As a higher education I want FUN to be a by product of learning, not a value set. We are not a theme park.			
Staff	I propose removing this value from the value set.	This is such an odd word to use, I prefer using the word CREATIVITY or INNOVATIVE over fun.			

What is your primary role at NPC?	Fun	Please provide your rationale for removing this proposed value.	Fun: Suggestions on Definition.	Fun: Suggestions on Demonstration.	Final Review Comment/Action
Staff	I propose removing this value from the value set.	In a college setting yes it is fun to learn new information but fun just doesn't seem appropriate in this case.			
Staff	I propose removing this value from the value set.	<p>Fun is not the right word. Engaging maybe?</p> <p>It is possible that Fun should be replaced with Rewarding. There is a lot of wording to describe our teaching, but not really any reasoning on WHY. The goal shouldn't be to merely have students for the sake of students, but to have them leave better than they arrived. The concept that after completing their time at NPC, they have something of great value.</p>			
Staff	I propose removing this value from the value set.	This value may enhance people's experience with NPC, but has no business being included as something to strive towards. What one person defines as fun, may be punishment to the next.			
Student Government Association	I propose removing this value from the value set.	Fun is subjective; you cannot force people to have fun, nor can you define another person's idea of fun.			
Administration	I have some suggestions on either the definition or the demonstration section.		Fun is the wrong word. I think creativity and innovation are better. Once I read the definition I understood but "fun" is too vague and does not convey what you mean.		

What is your primary role at NPC?	Fun	Please provide your rationale for removing this proposed value.	Fun: Suggestions on Definition.	Fun: Suggestions on Demonstration.	Final Review Comment/Action
Faculty	I have some suggestions on either the definition or the demonstration section.		I'm strongly tempted to ask to remove this. Although I like including the idea of failure as demonstrating fun (and I value failure), I think we need to find a different term here. Education can be fun. Uplifting. Transforming. But is also NEEDS to be Hard. Scary. Uncomfortable. What we need to work on is becomes more comfortable with the discomfort. With acknowledging our shortcomings, but being able to celebrate them and then improve. What about the word "Invigorating?" It has positive connotations, but also implies the effort necessary.		
Staff	I have some suggestions on either the definition or the demonstration section.		When your mission statement has to include fun, it immediately makes me think this is a stuffy environment that is trying to look cool. NPC deserves better than that.		
Staff	I have some suggestions on either the definition or the demonstration section.		Though I love this word, it seems others "hear" it in a different way and don't like it and are therefore trying to eliminate it altogether. I think it is an important value to keep. Is there another word we could use with the same definition?		
Staff	I have some suggestions on either the definition or the demonstration section.		I think more work needs to go into this to make it clear that it is not a requirement that someone be funny or even that they be fun, but that the environment is allowed to be fun at appropriate times.		

What is your primary role at NPC?	Fun	Please provide your rationale for removing this proposed value.	Fun: Suggestions on Definition.	Fun: Suggestions on Demonstration.	Final Review Comment/Action
Business Office	Padlet Comment		<p>Proposed Value: Fun</p> <ul style="list-style-type: none"> <li>· Not a Value, but a mindset; need to change the Value or delete it.</li> <li>· As a consensus, Business Office does not observe equal accountability and fun in its operations across the college. Accountability is applied selectively, but is an equitable goal. The business processes conducted in the Business Office are not FUN. Our coworkers and other peers cause a jovial atmosphere that creates ENGAGEMENT and comradery, and the work environment is enjoyable.</li> </ul>		
No Name	Padlet Comment		<p>Focusing on the innovation or creativity part of this Proposed Value may be a more appropriate title. Fun is not a value that the taxpayers would appreciate their funds going toward at NPC. It may be something that NPC puts on an internal document or something an employee group works on to boost morale. However, focusing on fun as part of Mission, Vision, and Values may put an unprofessional light on the entire college.</p>		

What is your primary role at NPC?	Fun	Please provide your rationale for removing this proposed value.	Fun: Suggestions on Definition.	Fun: Suggestions on Demonstration.	Final Review Comment/Action
No Name	Padlet Comment		I think Fun is a great value. It makes it more sincere and real rather than "innovation" and "creativity," which elicits the response , "yeah ,yeah, aren't all organizations innovative and creative." Having fun leads to creativity, fresh perspectives, and a light-heartedness that makes interaction with others more pleasant.		
No Name	Padlet Comment		Although fun is a good thing, it again doesn't belong as part of a values set for the college. We aren't google. How does "fun" help us achieve our vision or our mission? It doesn't. Again, while we could want to make this a fun place to be (work and learn), it doesn't lead to the mission or vision. This would make a great value for a department level value or organization (like SGA or CASO) value, but not for the college as a whole. How will the "laugh and talk with lightheartedness" help someone transform their life through lifelong learning? It's cute, and it was "fun" to discuss, but it is not an appropriate mission/vision/value for the institution.		
No Name	Padlet Comment		Fun is very appropriate. Let's keep this value.		

What is your primary role at NPC?	Fun	Please provide your rationale for removing this proposed value.	Fun: Suggestions on Definition.	Fun: Suggestions on Demonstration.	Final Review Comment/Action
No Name	Padlet Comment		Fun is not a value. Out of place, gives wrong impression of what we are trying to accomplish here at NPC. Not every job here at NPC is fun and there is no way of making it fun.		
Staff	Padlet Comment		I like this value because it makes us human. We are not machines, we are actual people. People who are allowed to laugh, be energetic, and think in creative means in a safe learning environment are able to produce higher quality service for others (internal and external customers).		
Staff	Padlet Comment		If a value is fun and a student comes to me and says they are not having fun in class, what do I tell them? Can we look at passion? Alternatives?		

What is your primary role at NPC?	Fun	Please provide your rationale for removing this proposed value.	Fun: Suggestions on Definition.	Fun: Suggestions on Demonstration.	Final Review Comment/Action
VPAS Leadership	Padlet Comment		<p>Proposed Value: Fun</p> <ul style="list-style-type: none"> <li>· Resonates the least.</li> <li>· Seems out of place; don't see how this fits in.</li> <li>· Don't know that fun needs to be a value.</li> <li>· Think it needs to be an attitude you have when you conduct your business.</li> <li>· You want to add fun for specific activities, such as Kids College.</li> <li>· Not every employee's job is fun.</li> <li>· We should have fun, but this is not something we should be putting out there on our website as a value when we are in charge of the tax payer's money.</li> <li>· Fun is organic, but we don't want to place it on our checklist to have fun.</li> </ul>		
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Administration	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				

What is your primary role at NPC?	Fun	Please provide your rationale for removing this proposed value.	Fun: Suggestions on Definition.	Fun: Suggestions on Demonstration.	Final Review Comment/Action
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Faculty	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Staff	I don't have any comments on any section in this proposed value.				
Student	I don't have any comments on any section in this proposed value.				
Student	I don't have any comments on any section in this proposed value.				

What is your primary role at NPC?	Please provide any suggestions on the integrated strategic planning framework.	Final Review Comment/Action
Administration	Ensure all activities, proposals, etc. begin with a clearly defined goal in response to an issue that has been identified and that all actions proposed to achieve goals are measurable in terms of effectiveness, progress and success.	
Administration	measurable attributes that address specific areas identified for improvement would be better serve the organization.	
Early College program!	'-recommendation to include timeline of process (LC discussions occur each month, budget discussions occur in the Spring, etc) and accountability to integrated strategic planning framework (what happens when a project gets held up at the division/department/ level?)	
Faculty	Planning needs to come from the bottom up. People who do the daily work of interacting with students are in the best positions to identify and work to remedy problems. There must be an environment of trust, where people can work to improve the college without worrying that their suggestions will hurt their status or that their work will be undermined.	
Faculty	No suggestions, very clear	
Faculty	I would include in the values, instead of "fun," something like "enrichment" or "discovery." Students come to NPC to learn, to grow, not to party (hopefully).	
Faculty Association	A timeline that accounts for enough time for all shared governance entities to substantively participate in the process is imperative.	
Staff	Too many words, too hard to understand, too boring to read. Keep things simple, you lose me from the start and the seriousness is lost.	
Staff	It looks fine.	
Staff	I applaud the effort to get input from numerous sources.	
Student Government Association	Thank you for the hard work that went into this, and thank you for the opportunity for the SGA to respond as a shared governance group.	

## Appendix 13

### Content of This Appendix

This appendix contains documentation showing that the mission-vision-value small group tasked by the Leadership Council presented the proposed mission, vision, values to the Leadership Council in December 2020. The recommended proposal also included rationales for the revisions made to the originally drafted mission, vision, and values.

# Leadership Council

## Minutes

Friday, December 18, 2020 at 9am

ZOOM

### Attendees:

**Council Members:** Jeanne Swarthout; Peggy Belknap; Ann Hess; Donna Krieser; Kevin Jones; Gail Campbell; Judy Yip-Reyes; Amber Hill; Nicole Ulibarri; Curtis Stevens; Jeremy Raisor; Josh Rogers; Pat Lopez; Jennifer Bishop; Wei Ma; Jessica Kitchens; Maderia Ellison; Rickey Jackson; Jessica Clark.

**Others Present:** Ruth Zimmerman; Tamara Osborne; Michael Broyles; Daphne Brimhall; Denise Rominger; Gary Santillanes; Allison Landy; Robert Johnson; Jonathan Schrader; Betsy Wilson; Scott Estes; Janice Childers; Elizabeth Oliphant; Mike Colwell.

1. **Call to Order:** Interim President Swarthout called the meeting to order.
2. **Roll Call and Quorum Check:** Interim President Swarthout declared a quorum present.
3. **Review of Tasks from November Meeting:**  
Interim President Swarthout reviewed the tasks from the November 20 meeting.
4. **Approval of Minutes from November 20, 2020 meeting:**  
*Peggy Belknap made a motion to approve the minutes from November 20, 2020 as written. Kevin Jones seconded. The motion carried unanimously.*
5. **Reports:**
  - A. **DEI**  
Allison Landy reported that DEI had been very busy with the highlights including:
    - Inviting Cuity Aguilar to present at Convocation
    - Every Voice newsletter for December is available
    - DEI is standing by to assist with the Presidential Search and recommended reviewing the Inclusive Excellence Framework presented to Leadership Council at a prior meeting

All are welcome to join the group and the regularly scheduled meetings.
6. **Old Business:**
  - A. **Professional Development Procedure**  
No Update.
  - B. **Tele-Therapy Recommendation**  
Josh Rogers provided a revised recommendation for Tele-Therapy for our students noting the concerns raised at the last meeting, funding, insurance use, and HIPPA compliance, had been addressed.  
  
Judy Yip-Reyes asked what information Josh needed to issue a tablet for a student to use. Josh responded that Sandy Manor would let him know a student needs a tablet with no other information.  
  
Allison Landy asked if the Therapist would be local. Josh responded that the Therapist could be based anywhere but must be legally allowed to operate in Arizona.

# Leadership Council

## Minutes

Friday, December 18, 2020 at 9am

ZOOM

Donna Krieser asked if it would be necessary to wipe the tablets every time they were returned. Josh responded no data should be captured on the tablet but if it turns out there is he will work with the student to clear it before it gets returned.

Josh to a question from Amber Hill on how the service will be advertised.

Pat Lopez asked if the app would allow students to connect with peers if they need that support. Josh reported that META did not do this but had a lot of self-help information for students to access.

*Pat Lopez made a motion to approve the recommendation as presented. Donna Krieser seconded. **The motion carried by majority vote. Amber Hill opposed.***

### C. Payday:

Amber Hill provided an update on the rollout of Payday noting the registration email should be sent to employees next week. The hiring side of Payday and employee leave balances have a delayed rollout and will not be immediately available.

Allison Landy asked if requested adjustments to supervisory pieces, such as employees being able to update their time if they forget to punch in, had been made from faculty concerns. Also would the ability to enter time by department code be available. Amber Hill reported that initially employees will not be able to correct their own account but research was still being conducted to see if it could be available in the future. The supervisor will not have to do the correction daily, it can be completed once per pay period.

Peggy Belknap asked for a list of employees that may have difficulty clocking in and out due to the nature of their job so HR and Payroll can be aware.

Donna Krieser also highlighted concerns from CASO noting that the perception is that NPC does not trust employees. Gary Santillanes also raised concerns. Amber noted that the issues discussed will continue to be worked on as the implementation unfolds but changes could not be made at this stage before the January 4<sup>th</sup> go live.

Amber also responded that there were two different options that could be utilized for employees who work on different account codes and it might be based on individual employees on which method is used.

### D. Integrated Strategic Planning

Not discussed.

## 7. New Business:

### A. Mission, Vision, and Values

Allison Landy walked the council through the ad hoc group's method and final product on the Mission, Vision, and Value statements and shared the document for discussion.

Some "minor" wordsmithing proceeded.

# Leadership Council

## Minutes

Friday, December 18, 2020 at 9am

ZOOM

*Donna Krieser made a motion to accept the Mission, Vision, and Value statements as revised during the meeting and recommend them to the Board. Jeremy Raisor seconded. **The motion carried unanimously. Voting members of Leadership Council who served on the ad hoc group abstained.***

**B. Leadership Council Meeting Schedule for Spring**

Paul Hempsey will email the group to set the Spring schedule.

**C. Leadership of the Council**

Interim President Swarthout noted that she did not feel that the President should chair Leadership Council and would like the council members to discuss, at the January meeting, what the structure should look like and ratify it at the February meeting.

**D. Organizational Structure of Leadership Council**

Covered under 7C.

**E. All College input on Strategic Planning**

Interim President Swarthout suggested she get the Mission, Vision, and Values statements to the college before Convocation, noting that they are not Board approved, so discussion can begin on Strategic Planning.

**8. Adjourn:**

Interim President Swarthout declared the meeting over.

### Tasks

- Email Leadership Council to set a schedule for Spring – **Paul Hempsey**
- Add Organizational Structure and Leadership discussion to the January meeting agenda – **Paul Hempsey**

Discussion Item	Recommended Revision	Rationale	Comments
Mission Statement	Northland Pioneer College provides educational excellence that is affordable and accessible for the enrichment of communities across northeastern Arizona.	<ol style="list-style-type: none"> <li>1. replaced NE Az Communities to address concerns re: Navajo County</li> <li>2. Added "educational excellence" to address inclusion of "quality" concerns.</li> <li>3. Added the phrase "for the enrichment of" to address the need for an "end goal"</li> </ol>	Top – issues 1. End goal not present; 2. Concerns of lack of educational quality vs affordability; and 3. Concerns of exclusion beyond Navajo County
Vision	NPC continually responds to the needs of our communities by cultivating generations of learners. By 2030, NPC will transform lives by advancing student success and socio-economic well-being through a spirit of innovation, partnership, and creative problem-solving.	<ol style="list-style-type: none"> <li>1. Cut components of the vision that were redundant.</li> <li>2. Cut components of the vision that were included in a similar way either in the vision or the mission.</li> <li>3. Focused on “vision” aspects – aspirational language – results if we are successful rather than the “what we do” or “how we do it.”</li> </ol>	Top issues: Too wordy “trailblazing” Disingenuous with corporate buzz words Future tense? Words of concern: “trailblazing” “training”
Integrity	<p>By <b>Integrity</b>, we mean consistently taking responsibility for our actions and preserving the trust communities place in us.</p> <p>We demonstrate <b>Integrity</b> by:</p> <ul style="list-style-type: none"> <li>▪ Setting achievable and measurable goals.</li> <li>▪ Maintaining transparency in project planning, implementation, and reporting while honoring the college’s shared governance process.</li> <li>▪ Being consistently truthful and fair in our internal and external interactions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Reworded definition to add clarity around trustworthiness and eliminated redundant language.</li> <li>2. Changed equitable to fair to distinguish from issues of equity, which didn’t seem to fit with the statement.</li> <li>3. To address the various concerns around redundancy, removed many of the “in our communities” as this is implied in the values and explicitly stated as part of the mission and vision.</li> <li>4. The third bullet was not aligned to “taking responsibility” or “preserving</li> </ol>	Top issues: Comments focused on the meaning of integrity including concepts of trustworthiness, reliability, honesty, and dependability. Most felt there was redundancy and could be reduced to fewer words. Question of “accountability.”

		<p>trust.” Focused on the definition for the bullets. Again, we worked to reduce verbiage eliminate redundancies. This also meets the comments regarding focusing on the definition of integrity or what commenters saw as important to the value.</p> <p>5. After discussion regarding whether accountability needed to be named, the consensus was that “being transparent” “being truthful” and “taking responsibility for our actions” all mean or lead to being accountable.</p>	
<p>Inclusion</p>	<p>By <b>Inclusion</b>, we mean empowering all people – regardless of individual differences and/or historical under-representation – to have the right to be involved, engaged, respected, and appreciated as valuable members of our communities.</p> <p>We demonstrate <b>Inclusion</b> by:</p> <ul style="list-style-type: none"> <li>▪ Ensuring all individuals, regardless of race, color, religion, national origin, gender, or sexual orientation have opportunities to equitably engage with, participate in, and benefit from the NPC community.</li> <li>▪ Recruiting individuals and partnering with organizations that reflect and represent the diverse backgrounds, perspectives, and interests of our area.</li> <li>▪ Using diverse perspectives to make better-informed decisions.</li> </ul>	<ol style="list-style-type: none"> <li>1. By adding “historical under-representation” to the definition, we were able to compromise between the list/no-list discussions without losing the importance of reducing marginalization.</li> <li>2. Having the protected classes listed in the bullet then also allowed the definition to be less lengthy.</li> <li>3. Made verb changes to be more measurable and actionable, which was an overarching concern mentioned across the statements.</li> </ol>	<p>Top issues:  Debate over whether to include “list of protected classes” or not, particular concerns raised about race and marginalized communities/groups</p> <p>Concerns that the concept of equity not fully or adequately addressed.</p>

<p>Civility</p>	<p>By <b>Civility</b>, we mean maintaining one’s own beliefs and perspectives without demeaning the beliefs and perspectives of others<sup>1</sup>.</p> <p>We demonstrate <b>Civility</b> by:</p> <ul style="list-style-type: none"> <li>▪ Using active listening and acknowledging without judgment while interacting with others, even when there are deep-rooted and fierce disagreements.</li> <li>▪ Seeking common ground as the starting point for dialogue about differences.</li> <li>▪ Modeling, teaching, and promoting the practices of civility and expecting others to do the same.</li> </ul>	<ol style="list-style-type: none"> <li>1. Strong support existed across two shared governance bodies to include civility.</li> <li>2. Group agreed that civility was both measurable and actionable vs. Compassion.</li> <li>3. Group also commented that this was a purpose of what we as an institution of higher education should be teaching as part of how we behave, interact and support discourse.</li> <li>4. Bullets and definition were adopted from the Institute for Civility. So, we were sure to incorporate the ideas that others have determined this value to mean</li> </ol>	<p>Top Issues:</p> <p>There was strong consensus among comments that compassion was neither measurable nor appropriate as a shared value.</p> <p>There was recommendation by IC with support from FA to replace Compassion with Civility.</p>
<p>Adaptability</p>	<p>By <b>Adaptability</b>, we mean commitment to being agile in responding to the ever-changing needs of our diverse communities through collaboration, innovation, and informed risk-taking.</p> <p>We demonstrate <b>Adaptability</b> by:</p> <ul style="list-style-type: none"> <li>▪ Keeping an open mind to learn or develop new ways to respond to changes.</li> <li>▪ Experimenting with different styles of working and adjusting as needed.</li> <li>▪ Using valid and reliable data to make decisions with confidence and efficiency.</li> </ul>	<ol style="list-style-type: none"> <li>1. Removed redundancies (nimble and agile = same thing).</li> <li>2. Added collaboration to the definition to ensure that is addressed.</li> <li>3. Also added the recommendation from Early College to include “diverse” in definition.</li> <li>4. We felt that being “agile” meant adapting quickly (based on definition) so did not need to belabor those words.</li> </ol>	<p>Top Issues:</p> <p>There was strong agreement on the importance of this value, but people saw this as an area where we either needed to improve overall or improve our “timeliness” of change. We are “slow” to adapt.</p> <p>Group comments were all different, but issues that rose to the top were concerns over including “diverse” and “collaboration.”</p>

<sup>1</sup> Language for Civility definition and descriptions adapted and adopted from The Institute for Civility in Government. <https://www.instituteforcivility.org/who-we-are/what-is-civility/>

<p>Access</p>	<p>By <b>Access</b>, we mean striving to minimize barriers to lifelong learning.</p> <p>We demonstrate <b>Access</b> by:</p> <ul style="list-style-type: none"> <li>▪ Striving to keep costs low and connect students with available resources and financial support.</li> <li>▪ Offering education, student services, information, and resources in multiple formats to optimize equitable opportunities across our communities.</li> <li>▪ Implementing the principles of universal design to promote access to campus spaces, events, and activities.</li> </ul>	<ol style="list-style-type: none"> <li>1. Two key governance groups supported the recommended change to bullet one. Striving to keep costs low meant a variety of costs – not just tuition.</li> <li>2. Both faculty and staff groups supported the shortened definition. It was felt that we had already spoken of all the ways we have barriers with various groups.</li> <li>3. The addition of the third bullet gets to the heart of access and how we ensure access. This includes universal design (spaces) and universal design for learning (education).</li> </ol>	<p>Top Issues:</p> <p>Third bullet was not relevant to access. Either include lists of groups in definition or not...</p> <p>Concern that college cannot be responsible for making financial supports available, but rather can be a connector to resources.</p>
<p>Fun</p>	<p>Eliminated</p>	<ol style="list-style-type: none"> <li>1. Consensus across college groups to eliminate.</li> </ol>	<p>There was strong consensus among faculty, staff, and student groups that fun is not measurable and should not be included.</p>

## Appendix 14

### Content of This Appendix

This appendix contains the District Governing Board January 19, 2021 meeting minutes which states the adoption of the revised college mission, vision, and values. During this meeting, Dr. Swarthout also updated the Board the college's next step in its strategic planning process -- the development of strategic goals.

# Navajo County Community College District Governing Board Meeting Minutes

January 19, 2021 – 9:00 a.m.

ZOOM

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**Governing Board Member Present:** Mr. Frank Lucero; Mr. Everett Robinson; Ms. Kristine Laughter; Mr. Derrick Leslie (Joined at 9:10 a.m.); Mr. Elias Jouen (joined at 9:05 a.m. and left at 9:28 a.m.).

**Governing Board Member Present by Phone:**

**Governing Board Member Absent:**

**Staff Present:** Interim President Jeanne Swarhout; Vice President for Learning and Student Services (VPLSS) Jessica Clark; Vice President for Administrative Services (VPAS) Maderia Ellison; Chief Information Officer (CIO) Scott Estes; Interim Chief Human Resources Officer (CHRO) Peggy Belknap; Director of Institutional Effectiveness Judy Yip-Reyes; Recording Secretary to the Board Paul Hempsey.

**Others Present:** Myrtle Dayzie-Grey; Elinor Henderson; Amy Henderson; Xander Henderson; Suzanne Henderson; Tracy Holt-Mancuso; Debra McGinty; Denise Rominger; Michael Broyles; Barbara Burstein; Lia Keenan; Bobbi Sample; Rich Chanick; Susan Jensen; Donna Miller; David Glennon; M. Kuntzerlman; Gary Santillanes; Josh Rogers; Betsy Wilson; Lori Carmona; Cassie Dows; Nicole Ulibarri; Gail Campbell; Robbin Henderson; Allison Landy; Robert Johnson; Jeremy Raisor; Pamela Dominguez; Mark Henderson; Isadora Kunitz; Terrie Shevat; William Hobson; Ann Hess; Margo Teague; Colleen Readell; Tamara Osborne; Patti Van Tuyl; Tabitha Stickel; Dal Henderson; Daphne Brimhall; Mark Vest; Diane Joe; Kevin Jones; Donna Soseman; Rebecca Hunt; Ruth Zimmerman; Jennifer Bishop; Elizabeth Oliphant; Pat Lopez; David Huish; Matt Weber; Tanya Henderson.

**Others Present by Phone:**

## **Agenda Item 1: Call to Order and Pledge of Allegiance**

Chair Lucero called the meeting to order at 9:02 a.m. and asked Mr. Robinson to lead the Pledge of Allegiance.

## **Agenda Item 2: Adoption of Agenda**

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



**Agenda Item 3: Request to Approve Administrator Emeritus – Tracy Holt-Mancuso**  
*Mr. Robinson made a motion to approve the award of Administrator Emeritus status to Tracy Holt-Mancuso. Ms. Laughter seconded. **The motion carried upon a roll-call vote with Ms. Laughter, Mr. Robinson, and Chair Lucero voting in favor. There were no votes against.***

Mr. Jouen joined the meeting at 9:05 a.m.  
Mr. Leslie joined the meeting at 9:10 a.m.

**Agenda Item 4: Emeritus and Meritorious Awards**

- a. **Dr. Eric Henderson**
- b. **Eli Blake**
- c. **Myrtle Dayzie-Grey**
- d. **Bobbi Sample**
- e. **Tracy Holt-Mancuso**
- f. **Dr. Debra McGinty**
- g. **Mark Vest**

Interim CHRO Belknap, assisted by Dean Rickey Jackson, virtually presented the awards and promised to ship the items to each former employee or, in the case of posthumous awards, to family members.

Mr. Jouen left the meeting at 9:28 a.m. due to technical difficulties.

**Agenda Item 5: Election of Board Officers and Appoint AACCT Representative(s)**  
*Mr. Robinson moved to reappoint Mr. Lucero as Chair for 2021. Mr. Leslie seconded. **The motion carried upon a roll-call vote with Ms. Laughter, Mr. Robinson, Mr. Leslie, and Chair Lucero voting in favor. There were no votes against.***

Chair Lucero recommended Board Member Robinson for the position of Board Secretary.

*Mr. Leslie made a motion to appoint Board Member Robinson as Board Secretary, Ms. Laughter seconded. **The motion carried upon a roll-call vote with Ms. Laughter, Mr. Leslie, and Chair Lucero voting in favor. There were no votes against. Mr. Robinson abstained.***

Chair Lucero provided some history of the Arizona Association of Community College Trustees (AACCT) meetings and offered to remain as AACCT representative for the Board, but agreed with the idea to have an alternate identified. Ms. Laughter offered to be the alternate if Chair Lucero was unable to attend any meetings.

*Mr. Leslie made a motion to appoint Chair Lucero as the Board representative to AACCT and have Board Member Laughter as an alternate. Mr. Robinson seconded. **The motion carried upon a roll-call vote with Ms. Laughter, Mr. Robinson, Mr. Leslie, and Chair Lucero voting in favor. There were no votes against.***



## **Agenda Item 6: Call for Public Comment**

None.

## **Agenda Item 7: Reports**

### ***4.A. Financial Position***

VPAS Ellison addressed the Board and reviewed the Financial Position Report noting the report covered the period of July through November 2021.

### ***4.B. NPC Friends and Family***

Director Wilson addressed the Board and provided an update on recent Friends and Family activities highlighting the receipt of a \$75,000.00 donation from friends of former Board Member Prescott Winslow.

### ***4.C. Faculty Association***

Kevin Jones, President of Faculty Association, provided an update on recent activities and introduced Dr. Elizabeth Oliphant, Faculty in English, who provided a presentation on “Invisible Faculty Labor” noting some of the many tasks that they complete for the college that may not be widely known.

### ***4.D. Classified & Administrative Staff Organization (CASO)***

No Report.

### ***4.E. NPC Student Government Association (SGA)***

No Report.

### ***4.F. Human Resources***

Written Report.

Chair Lucero asked for an update on the CHRO search and Interim CHRO Belknap happily reported the hire of Robert Ficken to fill the role and pointed to the information in the Human Resources report on Mr. Ficken.

### ***4.G. President’s Report***

Interim President Swarouth addressed the Board and informed them of the Northland Pioneer College (NPC) members selected for the All Arizona Academic team and noted they would be honored on March 4<sup>th</sup> with a virtual ceremony.

Interim President Swarouth also reported that Bill Tracking for the new legislative session was beginning and would be forwarded to Board Members though not many bills had dropped yet. Also, Eastern Arizona College will be completing a Healthcare survey which will possibly be seen in the southern end of NPC’s service area.



## **Agenda Item 5: Consent Agenda**

- A. **December 15, 2020 Regular Meeting Minutes**
- B. **January 8, 2021 Special Meeting Minutes**
- C. **Policies 1710 through 1730**
- D. **Dual Enrollment IGA between Navajo County Community College District and Chinle USD.**
- E. **Curriculum Modifications**
  - i. Program Modifications – AAS, CAS, and CP Construction Technology (CON)
  - ii. Program Modifications – AAEC, AAS, and CP Early Childhood (ECD)
  - iii. Program Modifications – AAS, and CAS Medical Office Administration and CP Medical Office Administration Fundamentals
  - iv. Program Deletions – AAS, CAS, and CP Accounting Specialization
  - v. Program Deletions – AAS, CAS, and CP Modern Office Technologies

*Mr. Robinson moved to approve the Consent Agenda as presented. Mr. Leslie seconded the motion. The motion carried upon a roll-call vote with Ms. Laughter, Mr. Leslie, Mr. Robinson, and Chair Lucero voting in favor. There were no votes against.*

## **Agenda Item 9: Old Business**

### **9.A. Presidential Search – Finalist Interview Schedule**

Interim President Swarthout reminded the Board of the timeframe for the Presidential Search and noted the week of March 22<sup>nd</sup> through March 26<sup>th</sup> had been chosen for finalists to meet with the Board. Interim President Swarthout also noted that due to the pandemic the interviews may need to be held virtually but the plan would be to set in-person interviews as it would be easier to collapse the schedule than build it up for in-person events.

Board Member Robinson noted he would be unavailable on Thursday, March 25<sup>th</sup> and would therefore prefer interviews to be held Monday through Wednesday if possible. Interim President Swarthout suggested she and Recording Secretary Hempsey prepare a finalist itinerary for the week looking at Monday through Wednesday for Board interviews.

## **Agenda Item 10: New Business**

### **10.A. Request to Accept the Comprehensive Annual Financial Report and Single Audit Report for the Fiscal Year Ended June 30, 2020**

VPAS Ellison provided a summary from both reports, noting the unmodified opinions for both, and introduced Donna Miller, Financial Audit Director, and David Glennon, Audit Manager, from the Office of the Auditor General who provided an overview of the audit process and some of the findings identified. Mr. Glennon noted that the college had issued a corrective action plan and was making efforts to address the findings.

Mr. Leslie acknowledged the findings were partially corrected and asked CIO Estes what steps were being taken to completely remove them. CIO Estes noted the efforts underway to address both issues with the hope that they could be completed by July of this year. Board Member Robinson confirmed that efforts were being documented by staff.



*Mr. Leslie made a motion to accept the Comprehensive Annual Financial Report and Single Audit Report for the Fiscal Year Ended June 30, 2020 as presented. Mr. Robinson seconded. The motion carried upon a roll-call vote with Ms. Laughter, Mr. Leslie, Mr. Robinson, and Chair Lucero voting in favor. There were no votes against.*

#### **10.B. Request to Approve the Mission, Values, and Vision Statements**

Director of Institutional Effectiveness Yip-Reyes addressed the Board and presented the new Mission, Vision, and Values statements noting the efforts made to arrive at the new statements.

*Mr. Robinson made a motion to approve the Mission, Values, and Vision Statements as presented. Mr. Leslie seconded. The motion carried upon a roll-call vote with Ms. Laughter, Mr. Leslie, Mr. Robinson, and Chair Lucero voting in favor. There were no votes against.*

Board Member Robinson commended staff for their hard work.

#### **10.C. Strategic Planning Goals**

Interim President Swarthout followed the approval of the Mission, Vision, and Values statements by urging the Board to come up with two or three strategic goals for the college to work toward. The Board members asked for a retreat to discuss options and Interim President Swarthout offered to identify a date that will work for all Board Members.

Mr. Leslie left the meeting at 10:58 a.m.

#### **10.D. Update on WMC Facilities Expansion**

VPAS Ellison provided an update on efforts to expand facilities at the White Mountain Campus (WMC) and the timeline for construction to begin. David Huish, Director of Facilities and Vehicles, expanded on the productive meetings the college had been having with the City of Show Low to meet some of their expectations.

Mr. Robinson noted the City of Show Low had issued a contract for their own construction project which was now overbudget and asked if the college may run in to the same issue. Director Huish noted that the college had budgeted a reasonable amount based on the construction project. VPAS Ellison noted that any increase to square footage of the building would cause costs to increase.

#### **10.E. Update on Transwestern Litigation**

VPAS Ellison provided an update on the litigation which resulted in the College owing back Property Taxes to Transwestern Pipeline Company and noted that efforts were underway at the legislature to hold harmless any impacted entities.

Chair Lucero asked if there was an estimate on when there would be closure on the issue. VPAS Ellison noted there was no timeline at this point.

#### **Agenda Item 11: Board Self-Assessment**

Not completed.



**Agenda Item 12: DGB Agenda Items and Informational Needs for Future Meetings**  
Mr. Robinson asked for an agenda item on the utilization of CARES funding.

**Agenda Item 13: Board Report/Summary of Current Event**  
None.

**Agenda Item 14: Announcement of Next Regular Meeting:** Regular District Governing Board meeting on Tuesday, February 16, 2021 at 9 a.m.

**Agenda Item 15: Adjournment**

*The meeting was adjourned at 11:02 a.m. upon a motion by Mr. Robinson and a second by Ms. Laughter. The motion carried upon a roll-call vote with Ms. Laughter, Mr. Robinson, and Chair Lucero, voting in favor. There were no votes against.*

Respectfully submitted,



Paul Hempsey  
Recording Secretary to the Board



## Appendix 15

### Content of This Appendix

This appendix contains multiple segments of evidence demonstrating the process of how the college came up with the Strategic Goal Areas.

In February, IE director on behalf of the Strategic Planning Oversight Committee assisted the Leadership Council in its next step on the integrated strategic planning process. The Leadership Council created a 'strategic planning group' ("Strategic Planning Task Force") to oversee the following tasks:

1. Collect college input on college priorities to be aligned with the approved mission and vision
2. Propose 3-5 Strategic Goal Areas
3. Work on developing key performance indicators (later changed to key results indicators)

The Strategic Planning Task Force met several times in February and March to discuss information needed to move forward with strategic goal development. The information included aggregate results from the college's strategic goals survey.

In March, IE Director on behalf of the Strategic Planning Task Force provided an update to the Leadership Council the progress associated with Strategic Goal Area development.

On April 30, 2021 the Strategic Planning Task Force presented to the Leadership Council the proposed Strategic Goal Areas. The presentation included how the Task Force collected input from the college and the subsequent work that needed to be done. At the April meeting, the Task Force also requested permission to continue working through the summer to develop key results indicators for each strategic goal area.

## Integrated Strategic Planning - Some Goals for Today's Brainstorming

- ▶ Set up a small group to develop proposed strategic goals with performance indicators
- ▶ Provides some strategic themes/directions as a shared governance group for the small group
- ▶ Reflect on our approach to planning

## Mission

Northland Pioneer College provides educational excellence that is affordable and accessible for the enrichment of communities across northeastern Arizona.

## Vision

NPC continually responds to the needs of our communities by cultivating generations of learners. By 2030, NPC will transform lives by advancing student success and socio-economic well-being through a spirit of innovation, partnership, and creative problem-solving.

## Values

Integrity ♦ Inclusion ♦ Civility ♦ Adaptability ♦ Access

# Strategic Planning Group Tasks

- ▶ Need no more than 7 people in this group
- ▶ Gather input from the college to develop proposed strategic goals and performance indicators
  - ▶ Strategic Goals survey responses
  - ▶ Strategic themes/areas identified by Leadership Council
  - ▶ Strategic themes/areas identified by DGB
- ▶ If needed, conduct some field' research to refine (or reframe) strategic questions before goal setting
- ▶ Suggest proposed performance indicators with baseline data and suggested benchmark

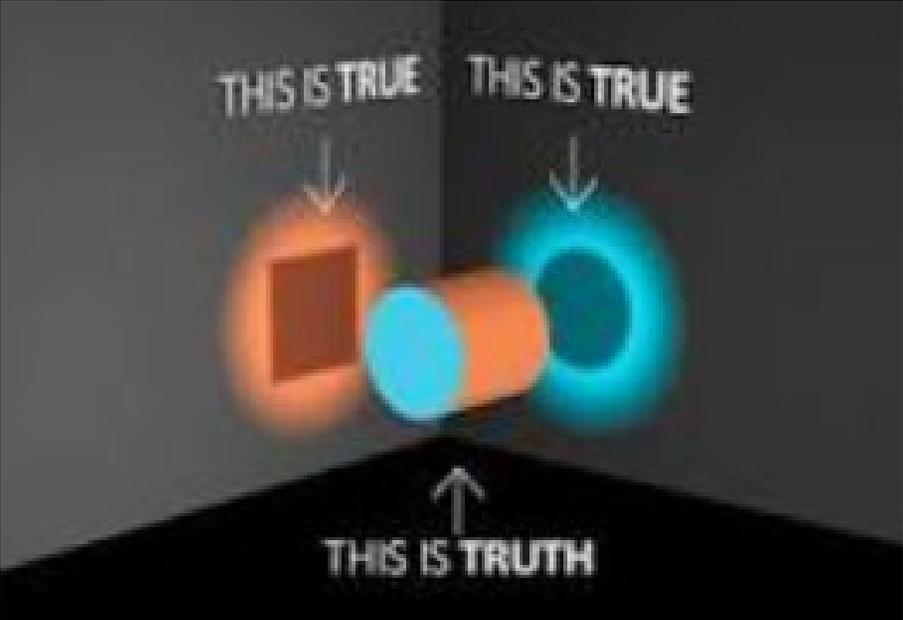
Name 3 of your colleagues to be on the small group

- ▶ To send your answers, go to [www.menti.com](http://www.menti.com) and enter code 35 02 48 1

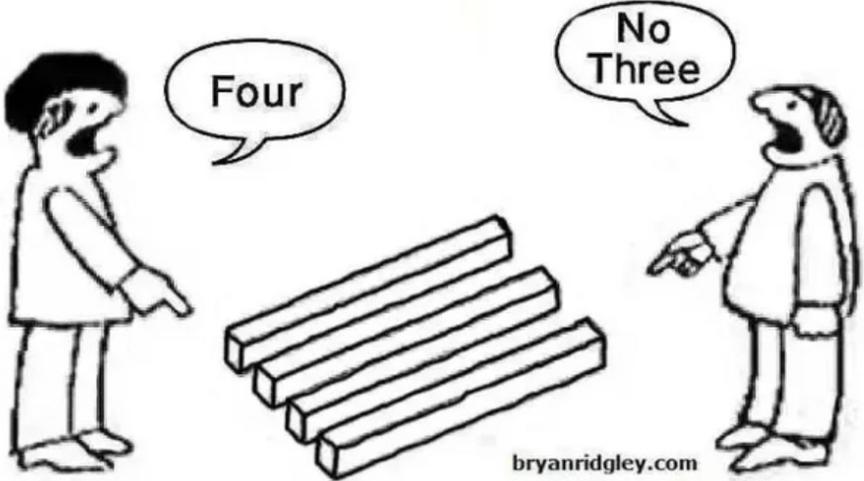
# What can we do to help our student Alex to be successful?

- ▶ To send your answers, go to [www.menti.com](http://www.menti.com) and enter code 37 11 04
- ▶ What do we learn?

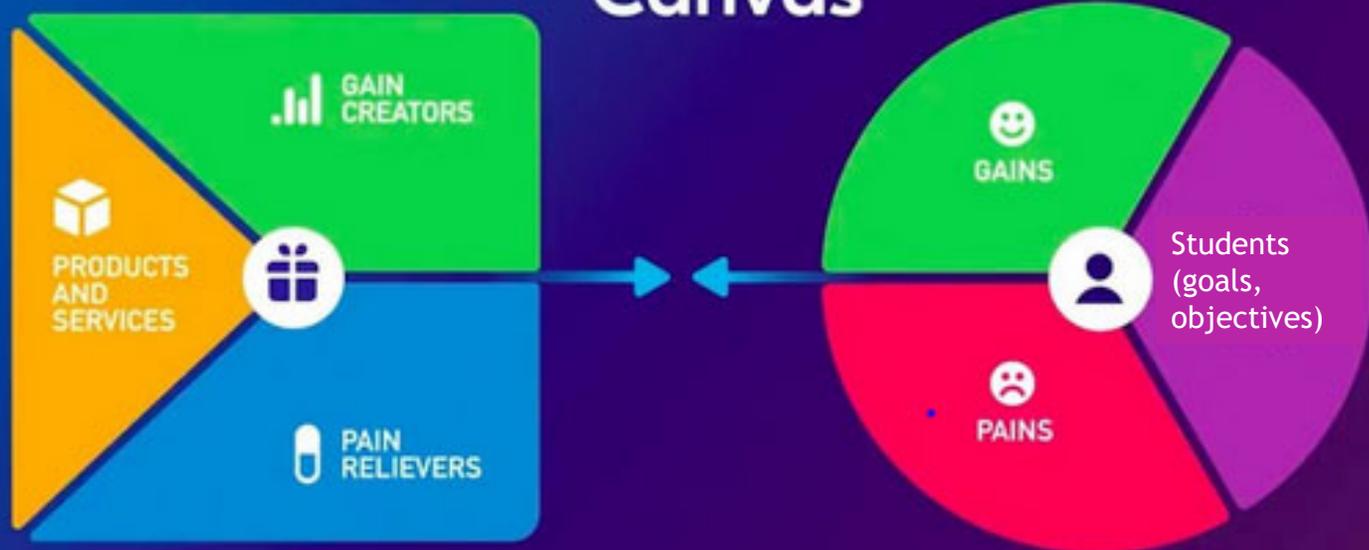
Establishing a common ground to look at our situations is important.



Reality can be so complex that equally valid observations from differing perspectives can appear to be contradictory.



# Value Proposition Canvas



Value proposition canvas is a tool that allows you to **design, test and visualize the value of your product** for customers in a structured way

# What do you think are the 3 greatest NPC strengths in achieving its vision?

- ▶ To send your answers, go to [www.menti.com](http://www.menti.com) and enter code 25 74 19 3
- ▶ What do we learn?

What are the 3 biggest challenges NPC that would affect how we achieve our vision?

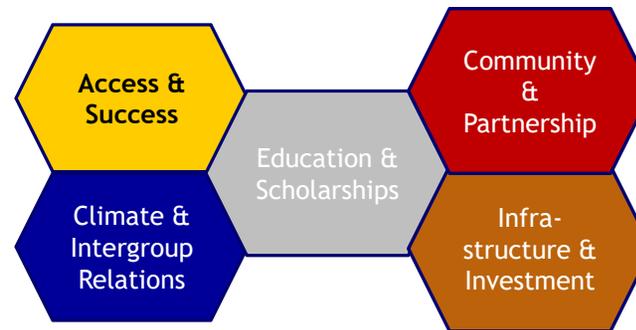
- ▶ To send your answers, go to [www.menti.com](http://www.menti.com) and enter code 25 74 19 3
- ▶ What do we learn?

## What are the 4 top areas NPC has to advance on to reach its vision?

- ▶ To send your answers, go to [www.menti.com](http://www.menti.com) and enter code 17 75 66 2
- ▶ What do we learn?

# What broad categories do we need to help us reach our vision?

Educational Excellence	Student Success
Community Partnership	Resource Use



Group Discussion (10 minutes to brainstorm)

Feel free to come up with questions.

What broad areas do we need to help us reach our vision? (Group Report Out)



## Group Discussion - What specific directions/components within each area do we need to make progress in the next 5 years?

- ▶ Share your answers with the group
- ▶ As a group, work through to see if your answers can be related to (or grouped under) the categories identified
- ▶ Brainstorm a list of 3-5 specific directions/components within each category that NPC has to make progress in the next 5 years
- ▶ With the specific directions/components in mind, what questions do you have with these directions/components?
  
- ▶ <https://padlet.com/judyyipreyes1/Bookmarks>

# Leadership Council

## Minutes

Friday, February 19, 2021 at 9am

ZOOM

### Attendees:

**Council Members:** Jeanne Swarthout; Mike Solomonson (Proxy for Jessica Clark); Allison Landy (Proxy for Kevin Jones); Bob Ficken; Nicole Ulibarri; Gail Campbell; Ann Hess; Rickey Jackson; Scott Estes; Josh Rogers; Jessica Kitchens; Curtis Stevens; Donna Krieser; Jeremy Raisor; Wei Ma; Amber Hill; Pat Lopez; Maderia Ellison; Ruth Zimmerman.

**Others Present:** Paul Hempsey (Recorder); Ryan Jones; Lori Carmona; Rhonda Paladino; Tamara Osborne; Betsy Wilson; Shannon Motter; Denise Rominger; Melody Niesen; Gary Santillanes; Shandiin Deputee; Daphne Brimhall; Diane Joe.

1. **Call to Order:** Interim President Swarthout called the meeting to order.
2. **Roll Call and Quorum Check:** Paul Hempsey conducted a visual roll call and declared a quorum present.
3. **Review of Tasks from January Meeting:**  
Interim President Swarthout reviewed the tasks from the January meeting noting all had been completed.
4. **Approval of Minutes from January 15, 2021 meeting:**  
*Pat Lopez made a motion to approve the minutes from January 15, 2021 as written. Donna Krieser seconded. **The motion carried unanimously. Allison Landy and Peggy Belknap abstained.***
5. **Reports:**
  - A. **Diversity, Equity, and Inclusion**  
Shandiin Deputee provided a report on recent activities from the group and invited any writers to submit articles for inclusion in the Every Voice newsletter.
6. **Remove from the Table:**  
**College Planning Procedure**  
Not discussed.
7. **Old Business:**
  - A. **Professional Development Procedure**  
No Update.
  - B. **Organizational Structure of Leadership Council**  
Not discussed.
  - C. **Integrated Strategic Planning**  
Dr. Judy Yip-Reyes led the discussion on Integrated Strategic Planning beginning with the request to set up a smaller group of individuals to serve on the "Strategic Planning Group".  
  
Nominations were accepted and once individuals accepted or declined the seven-member group was named as Jeremy Raisor, Allison Landy, Josh Rogers, Amber Hill, Gail Campbell, Betsy Wilson, and Wei Ma.

# Leadership Council

## Minutes

Friday, February 19, 2021 at 9am

## ZOOM

Utilizing menti.com Judy asked everyone present to provide responses to the following questions.

The top three ways we can help the fictional student Alex be successful, noting the question was intentionally broad in nature.

What are the 3 greatest NPC strengths in achieving its vision.

What are the 3 biggest challenges NPC that would affect how we achieve our vision.

What are the four top areas NPC has to advance on to reach its vision.

Responses are included in the attached Pdf below.



LC021921 Menti  
results.pdf

The committee and guests had the opportunity to discuss the questions and answers provided, before breaking up into smaller groups to provide their thoughts on broad categories NPC needs to tackle to reach its vision. Results were provided to Judy at the end of the breakout session.

### a. College Planning Procedure

Not Discussed.

### D. Strategic Goals

Interim President Swarthout noted that she had gleaned enough information from the Integrated Strategic Planning discussion to assist the Board to begin their own discussion on Strategic Goals.

## 8. New Business:

### A. Student Success Alliance – Registration Experiment

Melody Niesen and Ryan Jones presented a brief update on recent activities the sub-groups of the Student Success Alliance (SSA) have participated in (report attached below) before providing data on a Registration Experiment that 11 employees of the college took part in (report also attached below), noting that only one employee actually managed to register for any classes.



Student Success  
Alliance Sub-group



Registration  
Experiment Snapshot

Some registration issues are already being addressed by individual departments but information needs to be shared collegewide to ensure that, by fixing one localized issue, we

# Leadership Council

## Minutes

Friday, February 19, 2021 at 9am

### ZOOM

do not create different issues. However, there are larger and more complex issues that need to be resolved. SSA will continue their work and hopefully provide recommendations on how to move the college forward to help students. It could even be a part of Strategic Planning goals.

Ryan invited anyone that wanted to attend SSA meetings to join for any or all parts and an AIINPC email would go out with the invite and meeting details.

#### B. **March Meeting Decision**

The meeting will stay on the week of Spring Break, Friday, March 19 and those that can make it should attend.

#### 9. **Adjourn:**

Interim President Swarthout declared the meeting over.

#### **Tasks**

- Interim President and Director of IE to take LC results to the DGB
- Interim President to appoint small group to begin work on goals as soon as DGB results are available

Deliverable – a document to lay out strategic areas, goals with KPI and target. Essentially, the goals are really ‘strategy’ to achieve vision.

Agree on a framework to start our work. Add discussion results from other groups, strategic goals survey results, and DGB input to augment.

Tentative Timeline (Target date to complete – April 9)

Date	Tasks	Group
2/25/2021	Short Orientation – Discuss Approach, Responsibility, and Timeline	Big Group (Strategic Planning Task Force)
2/26/2021 – 3/5/2021	Using the shared space to (1) organize and prioritize issues under each category (2) identify data needs (3) propose KPIs	All members (asynchronously)
3/8/2021 – 3/12/2021	2-hour meeting (1) finalize strategic issues (2) progress on data needs (3) finalize KPIs (4) discuss drafting responsibilities	Big Group
3/22/2021 – 4/2/2021	Continue data collection/analyses Draft various sections in the shared space	Small groups
4/5/2021 – 4/9/2021	2-hour meeting (1) wrap up responsibilities (2) review entire draft and address missing components	Big Group

Set up a Google space to collaborate.

- Category
- Issue (prioritize with data)
- Data
- Goal Language
- KPI
- Target
- Current Initiatives

Some suggestions on how to sieve through the information and identify core issues in each category

- Is this a core issue?
  - What other issues are overlapped with this issue?
  - Is there an issue that must be dealt with before this issue can be resolved?
  - Do we have data concerning about this issue?
- Why is it important to address this issue now?

- What happens if we ignore this issue?
- Is the issue central to our vision?
- Can the issue be resolved in a particular operational area or is it of larger institutional concern?

Suggestions on drafting a particular category in the document to share with the college of

1. the importance in addressing the core issues within a category – use data to support
2. any current initiatives that require institutional commitment and investment to move forward substantially
3. the need to have additional/new investments to achieve the vision
4. what aspects/segments of the #2 and #3 we need to achieve within the next five years to move us closer to the 2030 vision.

Note: getting any new technology hardware/software is not a result-oriented goal. It is an operational goal. They are more about an initiative to achieve a goal.

Category	Jeremy	Allison	Josh	Gail	Wei	Amber	BetsyAnn
Access & Success							
Education & Scholarships							
Climate & Intergroup Relations							
Community & Partnership							
Infrastructure & Investment							

Option 1: Each member picks 3 areas to collaborate, with no more than 3 members per category.

Option 2: All member contributes thoughts in initial stage, 2 members pair up to draft category to be shared at the later stage.

# Strategic Planning Task Force – Short Orientation (Feb 25, 2021, 3 – 3:30 p.m.)

1

## Goals

- ▶ Set up a space to collaboratively work on various documents
- ▶ Briefly review LC brainstormed materials from Feb 19, 2021 meeting
- ▶ Review tentative approach and timeline

# Tying the Broad Categories with Our Mission & Vision

## Mission

Northland Pioneer College provides educational excellence that is affordable and accessible for the enrichment of communities across northeastern Arizona.

## Vision

NPC continually responds to the needs of our communities by cultivating generations of learners. By 2030, NPC will transform lives by advancing student success and socio-economic well-being through a spirit of innovation, partnership, and creative problem-solving.

## Values

Integrity   Inclusion   Civility  
Adaptability   Access

**Access & Success**

Climate & Intergroup Relations

Education & Scholarships

Community & Partnership

Infrastructure & Investment

What are the strategic issues in these categories that the whole college needs to tackle in the next 5 years?

Leadership Council input from its brainstorming session (2/19/21)

District Governing Board input from its retreat (2/26/21)

College-wide input via Qualtrics' Strategic Goals Survey (3/5/21)

# Suggestions on the structure of the document

- ▶ Introduction
- ▶ Framework
- ▶ Category
  - ▶ Issue (prioritize with data)
  - ▶ Data
  - ▶ Goal Language
  - ▶ KPI
  - ▶ Target
  - ▶ Current Initiatives

## What we need to produce for the Leadership Council?

A document to lay out strategic areas, goals with KPI and target. The goals are really 'strategy' to achieve vision.

### Tentative Timeline (Target date to complete – April 9)

Date	Tasks	Group
2/25/2021	Short Orientation – Discuss Approach, Responsibility, and Timeline	Big Group (Strategic Planning Task Force)
2/26/2021 – 3/5/2021	Using the shared space to (1) organize and prioritize issues under each category (2) identify data needs (3) propose KPIs	All members (asynchronously)
3/8/2021 – 3/12/2021	2-hour meeting (1) finalize strategic issues (2) progress on data needs (3) finalize KPIs (4) discuss drafting responsibilities	Big Group
3/22/2021 – 4/2/2021	Continue data collection/analyses Draft various sections in the shared space	Small groups (see assignment in slide 4)
4/5/2021 – 4/9/2021	2-hour meeting (1) wrap up responsibilities (2) review entire draft and address missing components	Big Group

## Group Assignment for Drafting the Document

5

Category	Jeremy Raisor	Dr. Allison Landy	Josh Rogers	Gail Campbell	Dr. Wei Ma	Amber Hill	BetsyAnn Wilson
Access & Success							
Education & Scholarships							
Climate & Intergroup Relations							
Community & Partnership							
Infrastructure & Investment							

Some suggestions on how to sieve through the information and identify core issues in each category

- Is this a core issue?
  - What other issues are overlapped with this issue?
  - Is there an issue that must be dealt with before this issue can be resolved?
  - Do we have data concerning about this issue?
- Why is it important to address this issue now?
  - What happens if we ignore this issue?
- Is the issue central to our vision?
- Can the issue be resolved in a particular operational area or is it a larger institutional concern?

Suggestions on drafting a particular category in the document to share with the college of ...

1. ... the importance in addressing the core issues within a category  
– use data to support
2. ... any current initiatives that require institutional commitment and investment to move forward substantially
3. ... the anticipated need to have additional/new investments to achieve the vision
4. ... what aspects/segments of the #2 and #3 we need to achieve within the next five years to move us closer to the 2030 vision.

Note: getting any new technology hardware/software is not a result-oriented goal. It is an operational goal. They are more about an initiative to achieve a goal.

I am submitting the input as ... - Selected Choice	What is your proposed strategic goal?	Describe how this goal relates to the new mission or vision.	What issues/opportunities does this goal address?
A faculty	Students Return to take courses at NPC	If students are returning to take more courses they are exhibiting Life Long Learning	Being of good service and positively impacting lives not just of students, but others they may encounter in their life path.
A faculty	Students Refer others to take courses at NPC	Referrals grow what NPC strives to do - fill the need of knowledge and skills acquisition	This addresses the goal to create Life Long learning
A faculty	Strive to retain employees	Continuity of employees ensures proficiency in positions which in turn creates a stable atmosphere where studies have shown aides in retention of and supports successful learning.	Having a strong employee base will equip the college to grow from a mere 2 year institution to a 4 year one and beyond. It will address not only the issue of quality educational resource at an economical price, it will also keep employed very talented, dedicated workers who feel valued. Likewise it will show students that if employees are valued then in turn so are students.
A faculty	improved dynamic teaching	attract students	increased enrollment
A faculty	Increase student enrollment across the college.		
A faculty	enrollment management		
A faculty	computers for all students who need them	accessibility	student success
A faculty	Increase the number of who take enroll in classes after beginning an application to NPC	This is an access issue	Currently, many students are falling out of the pipeline before they even complete the application process. There are a number of factors which cause this, not the least of which is an impenetrable application process.
A faculty	continued research	enhance understanding of biology	expose. students to up to date concepts and increase. my own knowledge

I am submitting the input as ... - Selected Choice	What is your proposed strategic goal?	Describe how this goal relates to the new mission or vision.	What issues/opportunities does this goal address?
A faculty	Increase the number of business partnerships in our communities.		
A faculty	internal communications		
A faculty	increase class offerings	attract traditional and non-traditional students	increase enrollment
A faculty	Create new programs that meet community needs and lead to occupational attainment		
A faculty	student pathway from interest to transfer or employment		

I am submitting the input as ... - Selected Choice	What is your proposed strategic goal?	Describe how this goal relates to the new mission or vision.	What issues/opportunities does this goal address?
Staff	NPC needs to foster respect among ALL employees	We have a group of passionate people dedicated to helping students achieve their education goals, however, they are not dedicated at working together.	If we are achieving what we are despite the divisions prevalent among departments, the possibilities of what we could accomplish if we come together as one unified team/family would be out of this world!
Staff	Increase regular enrollment by 20% over the next 5 years		Enrollment decline
Staff	NPC needs to keep forward thinking on how to stay relevant in this ever changing world.	In a time where technology advancements were forced upon the college due to a pandemic, we need to find ways to stay ahead of the game without being forced.	We may be a rural community, but that does not mean that our residents don't have options, but it does mean that we have limited number of residents. We need to be proactive in our ensuring the future of our college.
Staff	Increase enrollment of FT and PT non-credential seeking students by 20% over next 5 years.		Enrollment declines
Staff	NPC has to find a way to communicate more effectively	If we can't communicate properly amongst ourselves that will come across to our communities. We need to keep our sites updated (directories, websites, forms, instructions, ease of information).	
Staff	Increase retention rate among males by 10% over next 5 years		Enrollment declines
CASO representative	Enrollment Management	align support staff with services	accessibility
CASO representative	Improve interdepartmental relations & support	create unity/bridge the gap	can't provide educational excellence if we are in disarray
CASO representative	Call/Email Center	better utilization of staff resources	accessibility
IC representative	Develop comprehensive enrollment management plans		
IC representative	Expand educational program opportunities (including the pursuit of baccalaureate degrees)	improves community viability	

IC representative	Develop a comprehensive communication plan focused on the use of technology		
A staff	Replace ERP	providing excellent service	Efficiency in all college-wide processing
A staff	Redo MyNPC	Affect all aspects of student experience.	This has been a major issue for years. Move employee info to Sharepoint and off MyNPC which will be only for students.
A staff	Streamline the enrollment process	It is at our core	Access
A staff	partner with local and state agencies to increase broadband access to navajo county	increases accessibility, business and workforce opportunities for our students	lack of decent internet limits business partners that can come here, which limits job opportunities for our students, corporate training contracts, and access to online education
A staff	Connect enrollment goals to marketing activities to an approved marketing plan.	Increase enrollment	Limits marketing expenditures to a stated marketing plan that assigns measurable goals/results.
A staff	Right size organization - programs, modalities, staffing	providing excellent and affordable service	Efficiency and adaptability
A staff	Fix student enrollment process from first contact to class enrollment.	We are bleeding students and enrollment is down.	Will take many areas of the college working together.
A staff	Streamline the path to "completion"	Student success is supported by positive steps and coaching.	Respect for students' time and resources.
A staff	increase local advocacy on education and the value of NPC within our local communities	socio-economic and innovation	we need to do a wide spread campaign amongst our local businesses and leadership to reinforce the value of education, and NPC. Local businesses do not value secondary education which directly impacts our enrollment
A staff	Get rid of low enrollment programs to allow funds for working ones.	Money is tight so we need to focus our resources.	Will be hard but must do.
A staff	Migrate to a more intuitive ERP	Resources more productively used.	Efficiency and re-allocation of resources to students' success.
NPCFF	To use technology to optimize the ability of our students to connect to NPC instruction and services anytime, anyplace.	Our mission is to be affordable and accessible, and access is one of our values.	I believe there are opportunities for NPC to partner with Internet Service Providers, tribal and other governmental entities, to expand Internet access to those places across our service area where it does not exist. We can provide all the hotspots in the world, but there are simply areas without good Wi-Fi signal. I believe these areas represent untapped potential for enrollment.

NPCFF	To develop a model for sustainability that includes using our resources wisely and working diligently to change the expenditure limit formula at the state level.	Our mission is to reach all our communities, and to be accessible and affordable.	Given that our distributed model is both our greatest strength and, in terms of the expenditure limit and its implications for maintenance and operations budget, our greatest Achilles Heel, we must have a plan to continue to reach all our constituents.
NPCFF	To be viewed as a key partner in all our communities, so that our constituents look to us as THE resource for lifelong learning.	Our vision is to cultivate generations of learners.	The pandemic has taught us a great deal about ways to stay connected. We have an opportunity to draw upon these lessons to connect with our communities and serve as a resource in multiple ways.

# Leadership Council

## Minutes

Friday, March 19, 2021 at 9am

ZOOM

### Attendees:

**Council Members:** Jeanne Swarthout; Scott Flake (Proxy for Amber Hill); Scott Estes (Proxy for Curtis Stevens); Gail Campbell; Bib Ficken; Jeremy Raisor; Mike Solomonson; Pat Lopez; Wei Ma; Judy Yip-Reyes.

**Others Present:** Paul Hempsey (Recorder); Betsy Wilson.

1. **Call to Order:** Interim President Swarthout called the meeting to order.

2. **Roll Call and Quorum Check:** A quorum was not present.

3. **Review of Tasks from February Meeting:**

No discussion.

4. **Approval of Minutes from February 19, 2021 meeting:**

No discussion.

5. **Old Business:**

A. **Professional Development Procedure**

No Update.

B. **Strategic Goals**

Dr. Judy Yip-Reyes provided an update on where the college was on Integrated Strategic planning noting the internal communication survey was closed and the task group had the results. Three broad goals had been identified and key performance indicators were under development. The broad goals are;

- Improve Student Outcomes
- Increase Enrollment
- Improve college sustainability

The hope is to have the information reviewed and a plan available for Board review and approval at their May meeting.

Dr. Swarthout provided a legislative update for attendees.

6. **New Business:**

A. **Academic Calendars**

Pat Lopez reported that Instructional Council had tabled the discussion on Academic Calendars till next week and was not prepared to vote on this item today. Dr. Swarthout suggested the calendars come back to the April meeting.

This led to a discussion on both the structure of Leadership Council, Shared Governance as a whole, and the responsibilities of each current Shared Governance group. The roles, responsibilities, and processes as currently defined in Shared Governance are open to individual interpretation.

# Leadership Council

## Minutes

Friday, March 19, 2021 at 9am

### ZOOM

Dr. Swarthout suggested making this the main topic for discussion at the April meeting to get a solid framework in place for procedure before a new President comes in. Pat Lopez suggested inviting the leaders from SSA and DEI groups.

#### 7. Adjourn:

Interim President Swarthout declared the meeting over.

#### Tasks

- Add Communication Survey Results to April Meeting – Paul
- Add Academic Calendars to April Meeting - Paul
- Structure of Leadership Council, Membership, Communication, Place in Shared Governance as the main topic at the April Meeting – Everyone think about it, Dr. Swarthout and Dr. Yip-Reyes to provide skeleton proposal, Paul add to agenda

<p><b>Mission</b> Northland Pioneer College provides educational excellence that is affordable and accessible for the enrichment of communities across northeastern Arizona.</p>	<p><b>Values</b> Integrity Inclusion Adaptability Civility Access</p>	<p><b>Vision</b> NPC continually responds to the needs of our communities by cultivating generations of learners. By 2030, NPC will transform lives by advancing student success and socio-economic well-being through a spirit of innovation, partnership, and creative problem-solving.</p>
<p><b>Goal:</b></p> <p style="text-align: center;"><b>By 2025, NPC will increase enrollment across college certificate and degree programs by X% from the baseline data year (TBD).</b></p> <p><b>Rationale: Declining enrollment impacts our ability to meet the mission and vision of the college and support the community effectively. Enrollment concerns were noted across stakeholder surveys as a significant issue to address.</b></p>		<p><b>Key Performance Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Increased FTSE counts</li> <li>2. Increased Unduplicated Headcounts (College totals, and disaggregated by key demographic groups - race, ethnicity, gender, Early College, First-Generation, socio-economic status)</li> </ol>

<p><b>Mission</b> Northland Pioneer College provides educational excellence that is affordable and accessible for the enrichment of communities across northeastern Arizona.</p>	<p><b>Values</b> Integrity Inclusion Adaptability Civility Access</p>	<p><b>Vision</b> NPC continually responds to the needs of our communities by cultivating generations of learners. By 2030, NPC will transform lives by advancing student success and socio-economic well-being through a spirit of innovation, partnership, and creative problem-solving.</p>
<p><b>Goal:</b></p> <p style="color: red; text-align: center;"><b>By 2025, NPC will improve student outcomes for learning, completion, transfer and satisfaction relative to baseline data (TBD).</b></p> <p><b>Rationale: Student outcomes were raised as a concern by the DGB and tie into student success as an area to increase. Student outcomes relate directly to state strategic plans for higher education and completion.</b></p>		<p><b>Key Performance Indicators</b></p> <ol style="list-style-type: none"> <li>1. Increased Certificate/Degree completion rates.</li> <li>2. Improved transfer rates.</li> <li>3. Demonstrated student self-efficacy (e.g. student survey data).</li> <li>4. Determined mastery rates of Institutional Learning Outcomes.</li> </ol>

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<p><b>Goal:</b></p> <p style="color: red; text-align: center;"><b>By 2025, NPC will improve college sustainability through the effective and innovative use of financial, physical, human, environmental, and cultural resources relative to baseline data (TBD).</b></p> <p><b>Rationale: The following factors all lead to the need to build public will and stabilize funding to continue meeting our mission and vision: declining enrollment, outdated expenditure limit, additional legislative trends, regional workforce plan (Northeastern AZ Workforce Board Strategic Plan), public perception of value of higher education.</b></p>		<p><b>Key Performance Indicators</b></p> <ol style="list-style-type: none"> <li>1. Stabilized state funding (e.g., a permanence of the one-time allocation; expenditure limit legislation)</li> <li>2. Diversified revenue streams with increased leveraging of resources (e.g., additional grant funding and expanded public/private/tribal partnerships with local, state, and national schools, organizations and businesses).</li> <li>3. Increased implementation of sustainable occupational certificate/degree options that best serve the needs of the industries, local communities, and businesses?</li> <li>4. Improved perception of NPC as a great place for academic excellence, occupational development and employment.</li> </ol>

# Draft Strategic Goals

Leadership Council 4/30/2021

# Strategic Goals Outline

- Overview of where this work falls into the overall process
- LC, DGB, and college feedback on goals
- Putting together a Mind Map
  - Access and Student Success
  - Education and Scholarship
  - Community and Partnership
  - Group and Interpersonal Climate
  - Infrastructure
- Goal recommendations and next steps

HLC Interim Report Element	Where are we at now?
1. Identify <u>process owner</u> for College-level (strategic) planning	Completed (April 2020)
2. Review and rewrite college's <u>vision</u> statement	Completed with DGB approval (Jan 2021)
3. Identify <u>key institutional long-term goals</u> that are clearly linked to the vision statement; explain how the goals have been vetted and approved	<ul style="list-style-type: none"> <li>Collected input from Leadership Council (Feb 19); DGB (Feb 26); collegewide strategic goals survey (closed on Mar 5); Internal communication survey (closed on Mar 12).</li> <li>Leadership Council designated Strategic Planning Task Force to work on proposed goals (Feb 19), with the Task Force to present proposed goals to Leadership Council (Apr 30 LC meeting).</li> <li><b>Tentative date to present to DGB (May 18 meeting).</b></li> </ul>
4. Create <u>key performance indicators</u> to benchmark current state; create target goals within a specified time frame; described how the data will be collected and who is responsible for collecting it	<p><b>Current proposed plan - intensive work in Summer 2021:</b></p> <ol style="list-style-type: none"> <li><b>refining/revising key performance indicators</b></li> <li><b>obtaining baseline data</b></li> <li><b>setting targets</b></li> </ol> <p><b>A draft to present to Leadership Council at August LC meeting</b></p>
5. Determine a transparent <u>process on communicating progress</u> to the greater college community	College-planning procedure (TBD).
6. Explain how other continuous improvement plans (e.g., program reviews and academic assessments) are being utilized in the strategic planning process	College-planning procedure (TBD).
7. Explain how the integrated planning will be sustained into the future	College-planning procedure (TBD).



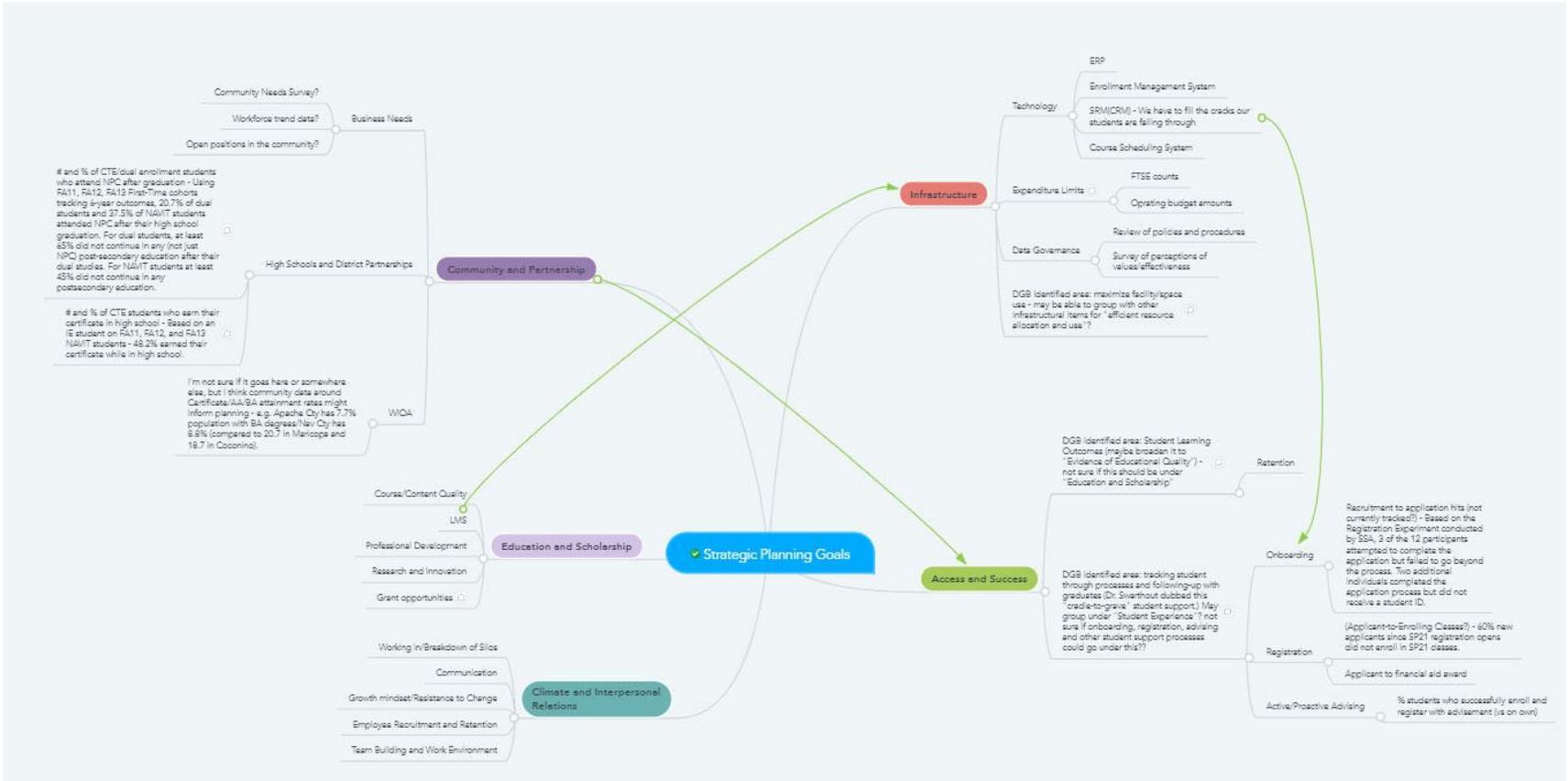
## **Input from District Governing Board (Feb 26, 2021)**

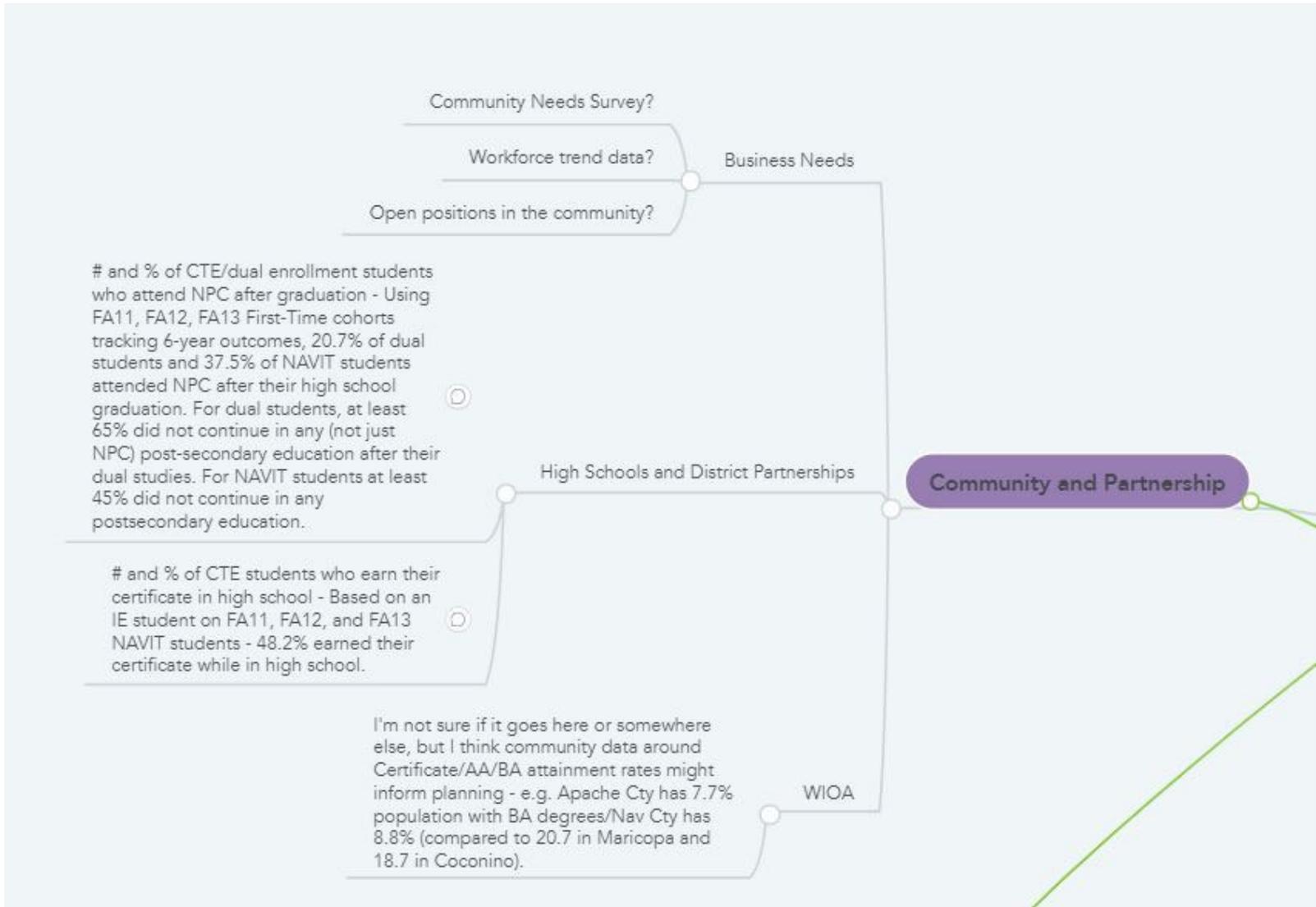
- Growth in student population/enrollment
- Financial solvency (expenditure limit)
- Maximizing facilities usage
- Support to students
- Student learning outcomes

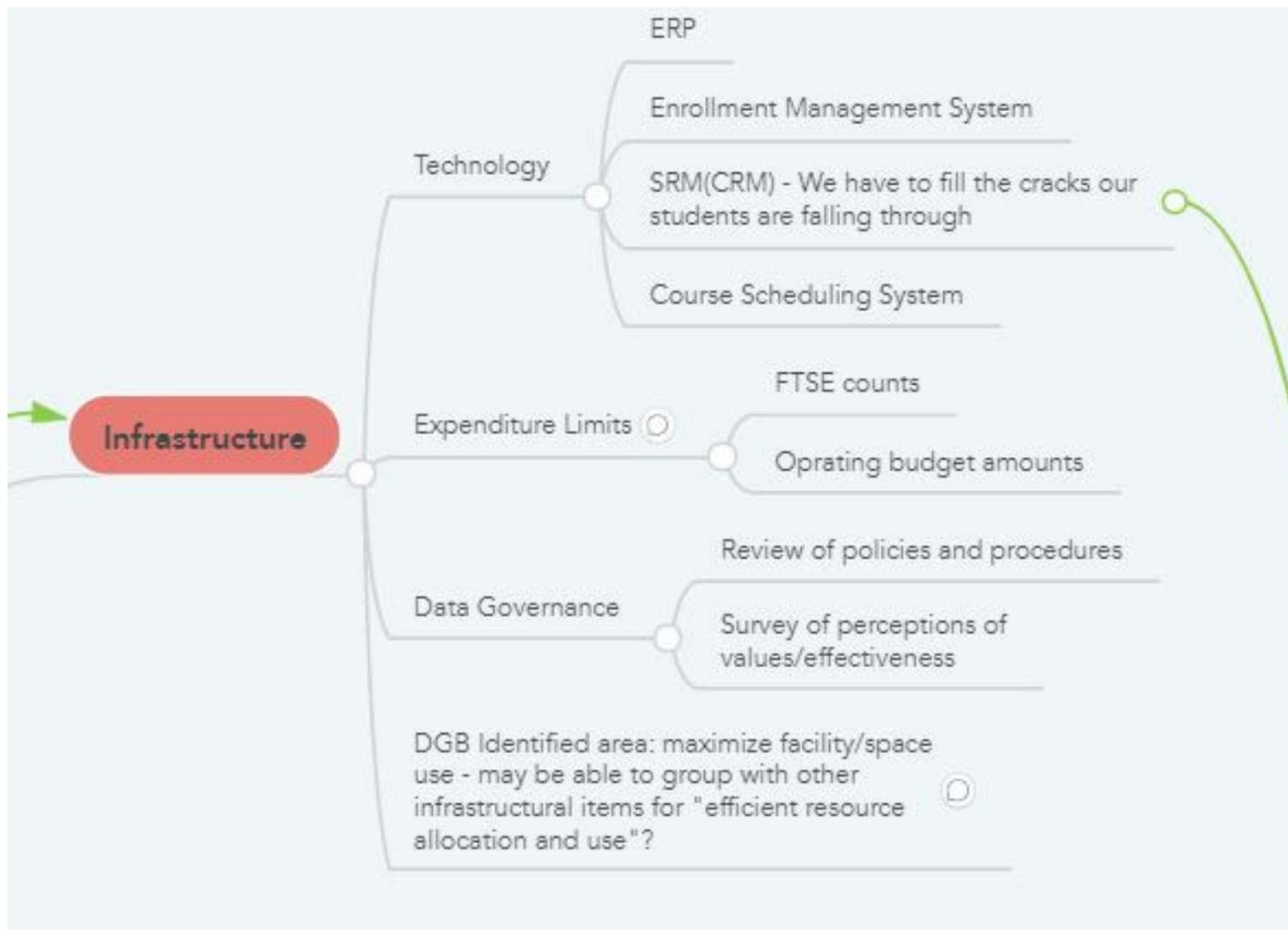
## **Input from college-wide strategic goal survey (closed on Mar 5, 2021)**

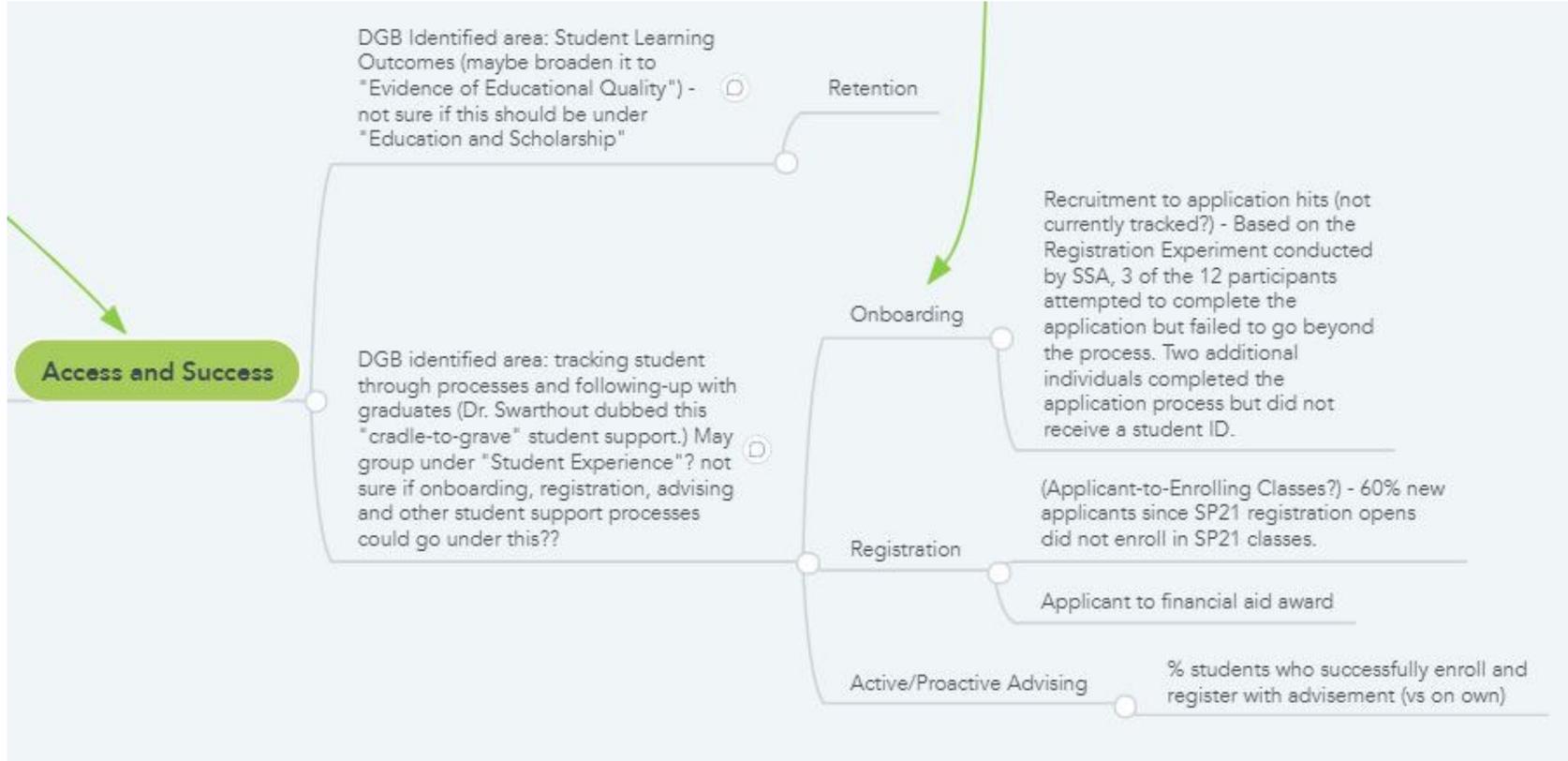
- Program offerings; Teaching; student pathway from interest to transfer/employment
- Enrollment, retention, comprehensive enrollment management strategies
- Student access to technology
- Community partnerships; local advocacy on education and value of NPC to communities
- Employee Retention; interdepartmental relations and support; internal communication; culture; Sustainability (wise use of resources)
- Technological upgrade (replace ERP, redo MyNPC, local/state partnership to increase broadband)

**Note: Many responses from the college-wide strategic goal survey are suggested initiatives/strategies, not truly goals. Nonetheless, the responses provided important areas of emphases from the college.**











## 2021 – 2025 Strategy

### Strategic Goal Template Planning framework

- Mission, Vision, Values
  - Strategy
    - Strategic Goals
    - Master Plans
      - Strategic Initiatives

<b>Mission</b> Northland Pioneer College provides educational excellence that is affordable and accessible for the enrichment of communities across northeastern Arizona.		<b>Values</b> Integrity Inclusion Adaptability Civility Access		<b>Vision</b> NPC continually responds to the needs of our communities by cultivating generations of learners. By 2030, NPC will transform lives by advancing student success and socio-economic well-being through a spirit of innovation, partnership, and creative problem-solving.	
Goal <b>Increase enrollment</b>				Key Performance Indicators	
<b>Access and Student Success</b>		<b>Education and Scholarship</b>	<b>Community and Partnership</b>	<b>Group and Interpersonal Climate</b>	<b>Infrastructure</b>
Recommendations from College Input (not finalized strategic actions)					
+Fixing Onboarding		+Redesign curriculum	+create infrastructure of student connections (students, mentor, and resources)	+Comprehensive Communication Plan	+Change Expenditure Limits +ERP <u>+Crs scheduling</u>
Education/Academic Master Plan					
Technology Master Plan		Facility Master Plan		Resource Master Plan	

# Approve Goal Areas & Request to Proceed

Broad Goal Areas -

1. Increase Enrollment
2. Improve Student Outcomes
3. Improve College Sustainability

(see the accompanying Strategic Goals PDF for more detail)

We recommend that the Strategic Goal Task Force be allowed to continue to meet during the summer to identify/develop baseline data and targets, as well as revise KPI's as needed. Any additional suggestions or direction from LC can be included in this finalization process.

## Appendix 16

### Content of This Appendix

This appendix contains the minutes from the June 2021 District Governing Board meeting where the Board approved the three Strategic Goal Areas recommended by the College. The three Strategic Goals Areas are “Increased Enrollment”, “Improved Student Success”, and “Improved College Sustainability.”

# Navajo County Community College District Governing Board Meeting Minutes

June 15, 2021 – 9:00 a.m.

ZOOM

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**Governing Board Member Present:** Mr. Frank Lucero; Mr. Everett Robinson; Mr. Elias Jouen.

**Governing Board Member Present by Phone:**

**Governing Board Member Absent:** Ms. Kristine Laughter; Mr. Derrick Leslie.

**Staff Present:** Interim President Jeanne Swarhout; Interim Vice President for Learning and Student Services (VPLSS) Mike Solomonson; Chief Information Officer (CIO) Scott Estes; Director of Institutional Effectiveness Judy Yip-Reyes; Recording Secretary to the Board Paul Hempsey.

**Others Present:** David Huish; Terrie Shevat; Amelinda Webb; Chato Hazelbaker; Betsy Wilson; Richard Strickland; Donna Krieser; Jeremy Raisor; Tamara Osborne; Ruth Zimmerman; Peggy Belknap; Lia Keenan; Robert Johnson; Rickey Jackson; Gail Campbell; Curtis Stevens; Ann Hess; Wei Ma; Ann Hilliard; Frank Orona; Rebecca Hunt; Nicole Ulibarri; Gary Santillanes; Allison Landy; Jennifer Brown; Lauren Maestas.

**Others Present by Phone:**

## **Agenda Item 1: Call to Order and Pledge of Allegiance**

Chair Lucero called the meeting to order at 9:00 a.m. and led the Pledge of Allegiance.

## **Agenda Item 2: Adoption of Agenda**

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

## **Agenda Item 3: Call for Public Comment**

None.

## **Agenda Item 4: Discussion Items**

### ***4.A. Standing Presentations:***

#### ***4.A.1. Financial Position***

Written Report

#### ***4.A.2. NPC Student Government Association (SGA)***

Written Report.



#### **4.A.3. Faculty Association**

Dr. Amelinda Webb addressed the Board and informed the Board of activities the faculty would be completing during the summer.

#### **4.A.4. Classified & Administrative Staff Organization (CASO)**

Donna Krieser provided a presentation from CASO highlighting the Advising department and the work they have conducted during the pandemic.

#### **4.A.5. NPC Friends and Family**

Director Wilson addressed the Board and provided a report of recent Friends and Family activities noting that there would be no Disc Golf Tournament this year but are still hopeful that Pedal the Petrified may go ahead. Director Wilson also announced the recipients of 6 additional nursing scholarships.

#### **4.A.6. Human Resources**

Written Report.

Mr. Robinson asked if the Academic Advisor positions listed as vacant in the CASO presentation would be posted soon. Peggy Belknap noted that the Human Resources office had not received a Personnel Requisition for the positions.

#### **4.A.7. President's Report**

Interim President Swarthout addressed the Board and reported the state budget was still not approved but a "skinny" budget may be on the table.

#### **4.B. Scholarship Report**

Jeremy Raisor, Director of Enrollment Services, addressed the Board and presented on the utilization of college scholarship money, with an historical look of previous semesters.

#### **4.C. Update of Facilities**

David Huish, Director of Facilities & Vehicles, addressed the Board and provided an update on the ongoing changes to college facilities.

Mr. Robinson thanked Director Huish for the presentation but registered disappointment on the timeline for the General Education building, noting it was necessary to begin work on a consolidated Nursing and Allied Health building which is greatly needed. Director Huish noted that work on a General Education building design would begin as soon as construction of the Skills Center building would start. Richard Strickland, Construction Manager, noted that having two construction projects on the same campus at the same time posed a safety risk to students.

Chair Lucero asked why a modular building was being considered for the Winslow Childcare facility when the consensus was to move away from modular buildings. Director Huish noted that the timeframe he had been provided, of having the building operational by December 31<sup>st</sup>, required a modular solution. Dr. Swarthout noted the original plan was to fund the building from



Higher Education Emergency Relief Fund (HEERF) but newly defined rules around the funding means it is no longer an option.

Chair Lucero asked how long the building was going to last. Director Huish noted the company had told him the structure would be re-certified as new and should last 35 years. Chair Lucero opined that he would like to see that in writing from the company.

Mr. Jouen noted that the college did not seem to view the Child Care facility as a temporary building, but a long-term home. Director Huish noted that decisions on future buildings would remain with the board.

#### ***4.D. Critical Race Theory***

VPLSS Solomonson addressed the Board and responded to the request from Board Member Robinson about Critical Race Theory in college curriculum.

#### **Agenda Item 5: Consent Agenda**

- A. **May 18, 2021 Budget Hearing Minutes**
- B. **May 18, 2021 Special Board Meeting Minutes**
- C. **May 18, 2021 Regular Meeting Minutes**
- D. **Intergovernmental Agreement** between Navajo County Community College District and Northern Arizona Vocational Institute of Technology (NAVIT)
- E. **Intergovernmental Agreement Amendment** between Navajo County Community College District and Apache County

*Mr. Jouen moved to approve the Consent Agenda as presented. Mr. Robinson seconded the motion. The motion carried upon a roll-call vote with Mr. Robinson, Mr. Jouen, and Chair Lucero voting in favor. There were no votes against.*

#### **Agenda Item 6: For Discussion and Possible Action**

##### ***6A. Old Business***

*None.*

##### ***6B. New Business***

###### ***6.B.1. Request to Purchase Infant Model Patient Simulator***

Ann Hilliard, Perkins Grant Coordinator, addressed the Board and presented the request to purchase an Infant Model Patient Simulator, from Laerdal Medical Corporation, at a cost of \$51,072.42 using 2021 Perkins funds.

Chair Lucero asked where the cost from Laerdal fell in the range of bids received. The bids were displayed from the packet showing it fell in the middle of the range.

*Mr. Jouen made a motion to approve the purchase of the Infant Model Patient Simulator, from Laerdal Medical Corporation, at a cost of \$51,072.42 using 2021 Perkins funds. Mr. Robinson seconded. The motion carried upon a roll-call vote with Mr. Robinson, Mr. Jouen, and Chair Lucero voting in favor. There were no votes against.*



**6.B.2. Request to Approve Purchase of SMART Board Displays with Mounts**

CIO Estes addressed the Board and presented the request to purchase SMART Board Displays, along with mounts and 2-year warranty from CCS under the Mohave Contract #20F-CCS-1003 for a total amount of \$69,068.29. CIO Estes noted that the three items he would present today were all connected to the same project.

*Mr. Robinson made a motion to approve the purchase of purchase (qty 9) SMART Board Displays, along with mounts and 2-year warranty from CCS under the Mohave Contract #20F-CCS-1003 for a total amount of \$69,068.29, utilizing CARES funds. Mr. Jouen seconded.*

Chair Lucero asked for clarification in which locations would receive the SMART Boards which CIO Estes provided.

***The motion carried upon a roll-call vote with Mr. Robinson, Mr. Jouen, and Chair Lucero voting in favor. There were no votes against.***

**6.B.3. Request to Approve Purchase of Cisco Telepresence Endpoints for Science Classrooms**

CIO Estes addressed the Board and presented the request to purchase 8 Cisco Telepresence endpoints, with SmartNet support/maintenance for each, from CDWG. The total amount of the request would be \$203,200.62. The purchase will be made utilizing CARES funds that have been allocated to the college.

Mr. Robinson asked why Kayenta was not included in the locations. CIO Estes noted that space was limited at the Kayenta Center and the existing space and technology would need to be utilized.

*Mr. Robinson made a motion to approve the purchase of 8 Cisco Telepresence endpoints, with SmartNet support/maintenance for each, from CDWG under AZ STATE PROCUREMENT CONTRACT E&I CNR01439 Catalog for a total amount of \$203,200.62, utilizing CARES funds.. Mr. Jouen seconded. The motion carried upon a roll-call vote with Mr. Robinson, Mr. Jouen, and Chair Lucero voting in favor. There were no votes against.*

**6.B.4. Request to Approve Purchase of Samsung 55" displays, Computers and Laptops for Science Classrooms**

CIO Estes addressed the Board and presented the request to purchase 16 Samsung 55" LED displays and swivel mounts, along with various other brackets, cables, Mini Computers for our Cisco Telepresence rooms, and 20 laptops with charging cart from CDWG under AZ State Procurement Contract E&I CNR01439 Catalog. The total amount of the request is \$61,238.67 and would utilize CARES funds that have been allocated to the college.

*Mr. Robinson made a motion to approve the purchase 16 Samsung 55" LED displays and swivel mounts, along with various other brackets, cables, Mini Computers for Cisco Telepresence rooms, and 20 laptops with charging cart from CDWG under AZ State Procurement Contract E&I CNR01439 Catalog for an amount of \$61,238.67, utilizing CARES funds. Mr. Jouen*



*seconded. The motion carried upon a roll-call vote with Mr. Robinson, Mr. Jouen, and Chair Lucero voting in favor. There were no votes against.*

#### **6.B.5. July Meeting Request**

Interim President Swarthout asked the Board to consider an additional meeting in July to approve a contract for the construction of the Skills Center at the White Mountain Campus.

*Mr. Jouen made a motion to hold an additional meeting during July, with the date to be determined. Mr. Robinson seconded. The motion carried upon a roll-call vote with Mr. Robinson, Mr. Jouen, and Chair Lucero voting in favor. There were no votes against.*

#### **6.B.6. Approve Proposed College Strategic Goals**

Jeremy Raisor presented the Broad Strategic Goals the college was recommending for Board approval.

*Mr. Jouen made a motion to approve the Strategic Goals for Northland Pioneer College as presented. Mr. Robinson seconded. The motion carried upon a roll-call vote with Mr. Robinson, Mr. Jouen, and Chair Lucero voting in favor. There were no votes against.*

#### **6.B.7. Approval to Purchase Modular Building for Childcare Facility at Winslow Campus**

Director Huish presented the request to reallocate funds from the Capital Budget approved for fiscal year 2022 for the purchase and installation of a Modular Building to house a Child Care facility at the Winslow campus.

VPLSS Solomonson presented the identified need for Child Care in Winslow as well as the benefits to college programs.

*Mr. Jouen made a motion to approve the purchase and installation of a modular building for Child Care purposes at the Winslow Campus in an amount not to exceed \$800,000.00. Mr. Robinson seconded.*

Mr. Robinson clarified that the college would be reallocating funds from the 2022 Capital Budget.

*Mr. Jouen amended his motion to include the reallocation of funds from the Capital Budget. Mr. Robinson confirmed his second for the motion.*

Chair Lucero asked for clarification on the total amount to be expended. Director Huish noted that he did not have a firm amount due to outstanding specifications but believed it would come under \$800,000.00.

*The motion carried upon a roll-call vote with Mr. Robinson, and Mr. Jouen, voting in favor. Chair Lucero abstained. There were no votes against.*



**6.B.8. Request to Approve Ad Astra Course Scheduling Software Purchase**

Dean Ma, Dean of Instructional Innovation, reviewed the request to purchase course scheduling software from Ad Astra for a total cost of \$203,539.80 for a 5-year term. The purchase would utilize CARES funds

*Mr. Robinson made a motion to approve the purchase of Ad Astra for a total cost of \$203,539.80 for a 5-year term, under AZ State Procurement Contract P18/9973L and utilizing CARES funds Mr. Jouen seconded.*

Mr. Jouen asked if the amount proposed includes training and support. Dean Ma responded that both were included.

*The motion carried upon a roll-call vote with Mr. Robinson, Mr. Jouen, and Chair Lucero voting in favor. There were no votes against.*

**Agenda Item 7: DGB Agenda Items and Informational Needs for Future Meetings**

None.

**Agenda Item 8: Board Report/Summary of Current Event**

Mr. Robinson noted a retirement gathering for Dean Belknap on June 30<sup>th</sup> at the Holbrook campus and encouraged anyone to attend and thank her for her decades of service to the college.

Mr. Jouen promoted the Winslow Astronomy Club which would resume its monthly star parties sometime in August.

**Agenda Item 9: Announcement of Next Regular Meeting**

Special District Governing Board meeting in July with date to be determined.

**Agenda Item 10: Adjournment**

*The meeting was adjourned at 10:35 a.m. upon a motion by Mr. Jouen and a second by Mr. Robinson. The motion carried upon a roll-call vote with Mr. Robinson, Mr. Jouen, and Chair Lucero voting in favor. There were no votes against.*

Respectfully submitted,



Paul Hempsey  
Recording Secretary to the Board



## Appendix 17

### Content of This Appendix

This appendix contains a copy of the presentation slides by President Hazelbaker at the Fall 2021 Convocation. On pages 26-31, Dr. Hazelbaker shared how his presidential goals aligned with the college's three Strategic Goal Areas as approved by the District Governing Board.

# Convocation 2021

To participate in the interactive presentation:

-Open another browser window and go to [pollev.com/chatohazelba685](https://pollev.com/chatohazelba685)

Or

Text CHATOHAZELBA685 to 22333 once to join



## Schedule

8:30 a.m. – 9:15 a.m:	President's Welcome	President Hazelbaker
9:15-9:30 a.m.	Recognition of Navajo Code Talker Day	Vice President Ellison
9:30 a.m. – 10:15 a.m.: HR	HR <ul style="list-style-type: none"><li>• Introduction of New Employees</li><li>• Year's of Service</li></ul>	Amber Hill and Nicole Ulibarri
10:05-10:15	Covid-19 Fall Operations Plan Update	President Hazelbaker
10:15 a.m. – 10:30 a.m.	Break	
10:30 a.m. – 11:00 a.m.	Guided Pathways	Student Success Alliance
11:00 a.m. – 11:20 a.m.	Construction Updates	David Huish
11:20 a.m. – 11:30 a.m.	Friends and Family Scholarships	Betsyann Wilson
11:30 a.m. – 12 p.m.	Presidential Goals for 2022	President Hazelbaker

## Personal values that guide my vocation

- Individuals can learn
- Individuals do not have an evil intent
- Treat every relationship like it is a long term relationship
- People were made to live in community (organizations)
- Organizations exist improve the lives of people in them

**What one word describes how you are feeling as we start a new academic year?**



## My flaws

- I'm impatient
- I'm occasionally overly eager
- I'm less of a detail person





# My three favorite academic quotes

(and my favorite movie quote)

- “Every system is perfectly designed to get the results it gets.”  
(W. Edwards Deming)
- “Productive workplaces, I think, require continuous work both on ourselves and on our structures.” (Weisbord 2004, p. 323)
- “How is that working for you?”  
(Jamieson, 2010)



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# Across all community college nationally, how many students who start in the fall as new students come back for a second year? (Sometimes called retention)



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# Across all community college nationally, how many students who start in the fall as new students come back for a second year? (Sometimes called retention)



78%  
62%  
52%  
41%

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# Nationally, what percentage of community college students complete a degree within 6 years of starting it?

More than 60%

Between 40-60%

Less than 40%

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Text **CHATHAZELBA685** to **22333** once to join

# Where does a student have a best chance of completing a degree (any level) within six years?

Four year public (Think Northern Arizona or Arizona State)

Four year non profit private (Think Notre Dame)

Four year for profit private (Think University of Phoenix or Capella)

Two year public (Community College)

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Two year public (Community College)

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## Community Colleges nationally

- National Clearing house data shows Community College enrollment dropped 9.5% or 476,000 students in the 2019-2020
- Competition from online, for-profit, and other providers continues to increase
- Funding is somewhat more stable than it has been in recent years, with innovative ideas gaining support (P-14 model)
- Programs and services have to be based in community needs

# Community College students

- They aren't all prepared for college. The essential question is how do we make the college ready for them?
- If they don't make it here .....
- If they make it here, the entire community benefits

# What I have learned about NPC

- We have great people.
- There is a specific sense of place
- The communities we serve need us (and we need them)
- As a community, we need some intentional effort to heal from COVID-19, leadership transitions, and other factors
- The college is in an incredibly strong position financially but people fear “for how long”

# What I have learned about NPC

- We are probably not serving everyone we should be serving
- Folks in the community may not know who we are or what we do – but they are curious and they are rooting for us

When poll is active, respond at [pollev.com/chatohazelba685](https://pollev.com/chatohazelba685)

Text **CHATHAZELBA685** to **22333** once to join

## You got NPC mostly right.

Strongly agree

Agree

Disagree

Strongly disagree

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Disagree

Strongly disagree

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# You might have missed

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# Vice President Ellison

- Recognition of Navajo Code Talker Day

# Presidential Goals and Key Result Areas

- Grounded in the three Strategic Goal Areas
  - Increase Enrollment
  - Improve Student Outcomes
  - Improve College Sustainability

# Presidential Priorities

- Increase enrollment
- Increase student success
- Improve the college climate
- Expand external relationships

*Each area has a “Key Results Area” that is part of the strategic plan and will be measured with both KRA’s and Key Performance Indicators*





# Increase enrollment



# Increase Student Success

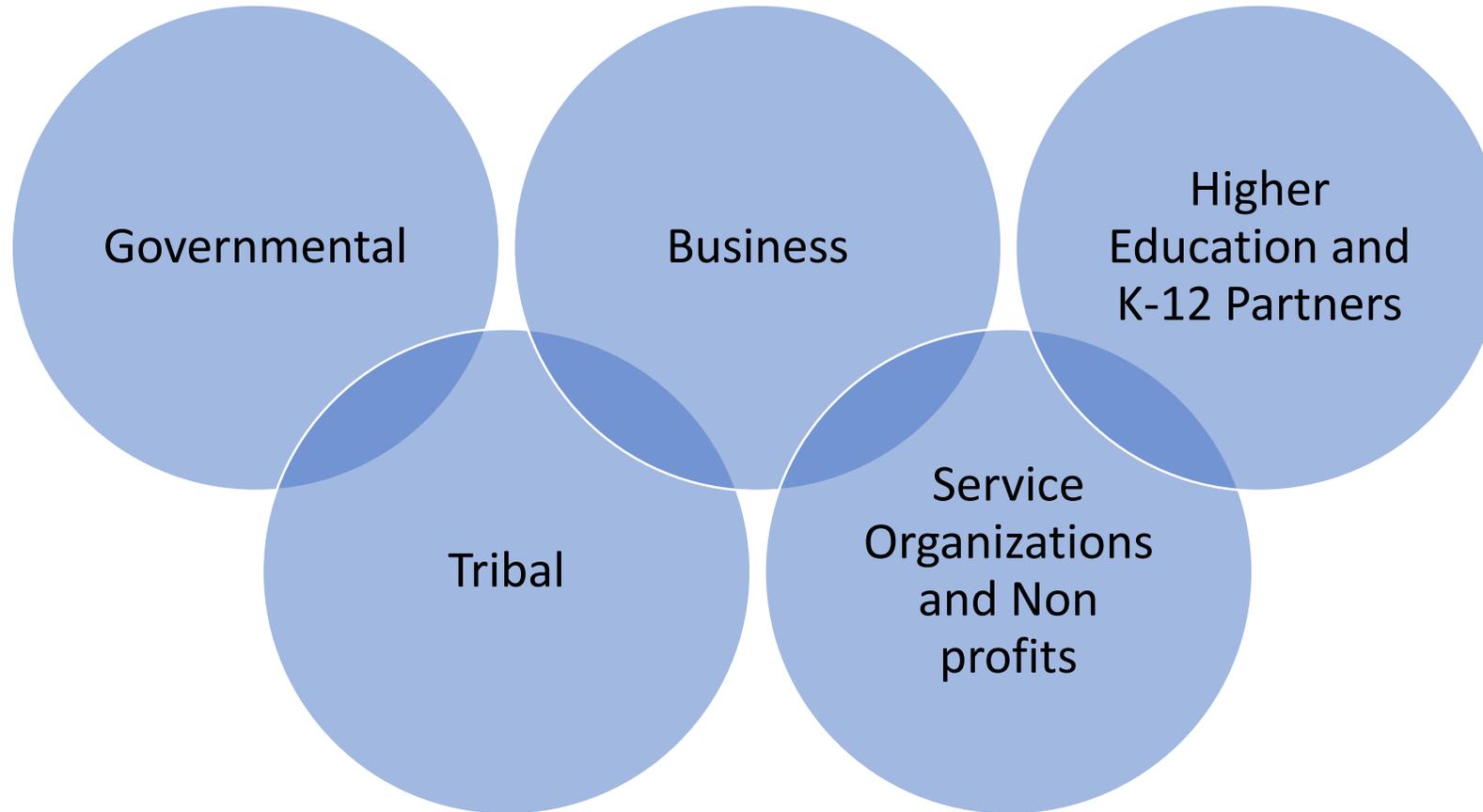
- Guided Pathways is the way to get there
  - Program design and mapping
  - Relational, goal centered advising
  - Aligning facilities and services for student success
  - Uncovering the data and making informed decisions

# Improve the college climate





# External Relations





Northland Pioneer College

EXPANDING MINDS • TRANSFORMING LIVES<sup>SM</sup>

Year of re-planting



Transform *your* **life!**

# How do you feel about the year ahead as we end Convocation?

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## Appendix 18

### Content of This Appendix

This appendix contains documentation showing the District Governing Board approved the Facilities Master Plan in August 2020.

# Navajo County Community College District Governing Board Meeting Minutes

August 18, 2020 – 10:00 a.m.

ZOOM

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**Governing Board Member Present:** Mr. Frank Lucero; Mr. Derrick Leslie; Mr. Everett Robinson; Mr. Elias Jouen (joined after the first vote); Mr. Daniel Peaches.

**Governing Board Member Present by Phone:**

**Governing Board Member Absent:**

**Staff Present:** President Mark Vest; Vice President for Learning and Student Services (VPLSS) Jessica Clark; Chief Information Officer (CIO) Scott Estes; Interim Chief Human Resources Officer (CHRO) Peggy Belknap; Recording Secretary to the Board Paul Hempsey.

**Others Present:** David Huish; Jennifer Dobell; Jennifer Brown; Amber Hill; Judy Yip-Reyes; Renell Heister; Jon Wisner; Rickey Jackson; Jeremy Raisor; Tamara Osborne; Allison Landy; Susan Jensen; Terrie Shevat; Kevin Jones; Ann Hess; Lauren Maestas; Chantal Kescoli; Colleen Readle; Richard Strickland; Jane Manthei; Betsy Wilson; Lia Keenan; Josh Rogers; Marletha Baloo; Myrtle Dayzie-Grey; Karen Zimmerman; Lori Cormona.

**Others Present by Phone:**

## **Agenda Item 1: Call to Order and Pledge of Allegiance**

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

## **Agenda Item 2: Adoption of Agenda**

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

## **Agenda Item 3: Call for Public Comment**

None.

## **Agenda Item 4: Reports**

### **4.A. Financial Position**

Amber Hill, Director of Financial Services, addressed the Board and reviewed the Financial Position Report noting the fiscal year ended on June 30<sup>th</sup>.

### **4.B. Assessment of Student Knowledge Annual Report**

Dr. Allison Landy, Chair of the Assessment of Student Knowledge committee, addressed the Board and provided an annual report.



#### ***4.C. Office of Institutional Effectiveness Quarterly Update***

Dr. Judy Yip-Reyes, Director of Institutional Effectiveness, provided a quarterly report of activities highlighting the results from a student survey conducted on the college's response to the current pandemic.

#### ***4.D. NPC Student Government Association (SGA)***

No Report.

#### ***4.E. Faculty Association***

No Report.

#### ***4.F. Classified & Administrative Staff Organization (CASO)***

Written Report.

#### ***4.G. Strategic Planning and Accreditation Steering Committee (SPASC)***

Kevin Jones, Co-chair of SPASC, addressed the Board and reported that SPASC will be disbanding, after handing off ongoing activities to other areas to ensure the work continues on Board approved initiatives.

#### ***4.H. NPC Friends and Family***

Director Wilson addressed the Board and provided an update on recent Friends and Family activities highlighting the virtual Pedal the Petrified and the ongoing efforts to assist students attending the college this year.

Mr. Jouen joined the meeting at 10:25 a.m.

#### ***4.I. Human Resources***

Written Report.

Chair Lucero asked if the college would be taking action on procedures that he feels need immediate work. President Vest responded that his immediate concern was staffing for the Fall semester but had already discussed procedures with Interim Chief Human Resources Officer Belknap and hoped to continue the work already begun on procedures while the position is filled permanently.

Mr. Peaches requested paper copies of the agenda and minutes from the meeting. Recording Secretary to the Board Hempsey stated he would take care of the request.

#### **Agenda Item 5: Consent Agenda**

- A. **June 16, 2020 Regular Meeting Minutes**
- B. **August 5, 2020 Special Meeting Minutes**
- C. **Dual Enrollment IGAs between Navajo County Community College District and Blue Ridge USD; Holbrook USD; Show Low USD; St. Johns USD; Whiteriver USD.**
- D. **TALON to Consortium IGA between Navajo County Community College District and Blue Ridge USD; Ganado USD; Edkey Inc. Sequoia Village School.**
- E. **TALON to Consortium IGA Amendments between Navajo County Community College**

Navajo County Community College District Governing Board Meeting – 08/18/2020 – Page 2 of 6



# **Northland Pioneer College**

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District and Blue Ridge USD; Holbrook USD; Sanders USD; Edkey Inc. Sequoia Village School; Show Low USD; St. Johns USD; Winslow USD.

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

#### **Agenda Item 6: Old Business**

None.

#### **Agenda Item 7: New Business**

##### **7.A. NACOG Partnership**

Jennifer Brown, Director of Head Start for the Northern Arizona Council of Governments (NACOG) provided a report on current activities, details on current and potential partnership opportunities with the college, and why they are important to NACOG.

President Vest noted that the updated Master Facilities Plan did include space at college locations for potential childcare facilities.

Mr. Jouen asked how a partnership in Winslow would look like, as NACOG was already partnering with Winslow Unified School District (WUSD). Ms. Brown noted that WUSD had offered to provide more space within their facility but discussion would not take place till she received an answer from the college. However, she would envision a three-way partnership between the college, NACOG, and WUSD with a facility on college land if the Board approved.

Mr. Robinson asked if the delay involved in building a facility on the Little Colorado Campus would cause issues that could be resolved with a partnership with WUSD. Ms. Brown stated it would not.

Mr. Robinson asked for clarification on next steps. President Vest responded that the next step would be talking more specifically with NACOG about available land on college locations which could be leased to NACOG for construction of childcare facilities.

Chair Lucero asked for clarification on which locations were being discussed and which was the current priority. Ms. Brown responded that Winslow was the priority followed by Show Low and Snowflake. Chair Lucero asked why Holbrook was left out. Ms. Brown responded that they had a wonderful partnership with Holbrook Unified School District which provided plenty of space for Head Start programs.

Mr. Leslie left the meeting at 10:58 a.m.

President Vest noted that the Board would be able to give direction during Agenda Item 7.F., the recommendation to accept the updated Master Facilities Plan.



**7.B. 2020 USDA Rural Utilities Distance Learning and Telecommunications Grant**

CIO Estes addressed the Board and provided information on a grant opportunity the college was pursuing, reviewing how the funds would be used if the grant proposal is accepted.

Chair Lucero asked if the college can meet the parameters of the grant if offered. CIO Estes responded that the college was able to meet the requirements as listed.

Mr. Jouen asked what the funding match would be for the college. CIO Estes responded that it was a fifteen percent match, which could be an in-kind match, and the college would exceed that in salary costs for staff.

**7.C. Program Review Summary: High School Programs**

Renell Heister, Project Director for Title III TALON Grant, and Karen Zimmerman, Early College Advisor, provided a summary of High School programs, noting it would now transition to the Early College program.

President Vest asked VPLSS Clark to remind the Board of the structural changes already made to provide the framework for completing the plans for the Early College Program.

**7.D. Program Review Summary: Administration of Justice**

Jon Wisner, Director of Public Safety Education, addressed the Board and provided a summary of the Administration of Justice Program through the Northeastern Arizona Law Enforcement Academy.

**7.E. NATC Board Change Request**

VPLSS Clark addressed the Board and reviewed the request to amend the college membership on the Northeastern Arizona Training Center (NATC) Board.

*Mr. Robinson made a motion to appoint Brian Gardner to the NATC Board, replacing Peggy Belknap, as presented. Mr. Jouen seconded. The motion carried upon a roll-call vote with Mr. Peaches, Mr. Jouen, Mr. Robinson, and Chair Lucero voting in favor. There were no votes against.*

**7.F. Recommendation to Accept Updated Master Facilities Plan**

David Huish, Director of Facilities and Vehicles, addressed the Board and reviewed the updated Master Facilities Plan.

Chair Lucero asked if paper copies of the plan would be made available to Board members. Director Huish noted that once the plan was approved by the Board paper copies would be created and made available.

Chair Lucero asked if the second priority, after construction at the Show Low location, was still changes at the Winslow campus, as a need was identified. Director Huish noted that the changes at the Winslow campus were in the document and money was already being budgeted for them.



Chair Lucero asked about the positioning of childcare facilities at the three locations mentioned earlier in the meeting. Director Huish and President Vest walked through the plans for each campus location highlighting the potential areas childcare facilities could be placed.

Chair Lucero asked what approval of the Updated Master Facilities Plan was tying the college to. Director Huish responded that approval was tying the college to the current vision to address the facility needs of the college at this time. President Vest noted that the plan does not commit the college to construction of the facilities, which would come to the Board as action items based on the plan.

Chair Lucero asked if the college would be able to control what NACOG buildings were put on college locations. President Vest responded that they would be able to write that in to any agreement with NACOG.

Mr. Jouen asked if changes had to be made would they come to the Board for approval. Director Huish noted that any construction or renovation of college facilities would have to come before the Board for approval.

*Mr. Robinson made a motion to adopt the Updated Master Facilities Plan as presented. Mr. Jouen seconded. The motion carried upon a roll-call vote with Mr. Peaches, Mr. Jouen, Mr. Robinson, and Chair Lucero voting in favor. There were no votes against.*

#### **7.G. Policy 1102: Equal Opportunity, Harassment, and Nondiscrimination**

VPLSS Clark reviewed the changes made to Policy 1102 since the Board approved it in June.

Mr. Robinson asked if future changes would require the Board to go through the same process each time. VPLSS Clark noted they would have to approve the changes but, if they were not substantial, they could be dealt with in the Consent Agenda.

*Mr. Robinson made a motion to adopt Policy 1102: Equal Opportunity, Harassment, and Nondiscrimination as presented. Mr. Peaches seconded. The motion carried upon a roll-call vote with Mr. Peaches, Mr. Jouen, Mr. Robinson, and Chair Lucero voting in favor. There were no votes against.*

#### **Agenda Item 8: Standing Business**

##### **8.A. President's Report**

President Vest reported that the college Convocation took place yesterday in a virtual format and noted some of the items discussed. President Vest also highlighted the publication of an article in the Community College Journal which prominently featured NPC.

##### **8.B. Agenda Items/Informational Needs for future meetings**

Chair Lucero asked for information on membership and membership dues payments for NATC over the previous two years.



**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, September 15, 2020.

**Agenda Item 11: Executive Session: Pursuant to ARS 38-431.03(A)(1) – the District Governing Board may vote to enter Executive Session for discussion on the President’s performance and contract**

*At 12:24 p.m. Mr. Peaches made a motion for the Board to go into Executive Session. Mr. Robinson seconded the motion. **The motion carried upon a roll-call vote with Mr. Jouen, Mr. Robinson, Chair Lucero, and Mr. Peaches voting in favor. There were no votes against.***

*At 1:05 p.m. The Board moved back into regular session and adjourned from executive session upon a motion by Mr. Jouen, seconded by Mr. Peaches. **The motion carried upon a roll-call vote with Mr. Jouen, Mr. Robinson, Chair Lucero, and Mr. Peaches voting in favor. There were no votes against.***

**Agenda Item 12: Possible Action on the President’s Contract**

No action.

**Agenda Item 13: Adjournment**

*The meeting was adjourned at 1:08 p.m. upon a motion by Mr. Robinson and a second by Mr. Peaches. **The motion carried upon a roll-call vote with Mr. Peaches, Mr. Jouen, Mr. Robinson, and Chair Lucero voting in favor. There were no votes against.***

Respectfully submitted,



Paul Hempsey  
Recording Secretary to the Board



## Recommendation to Accept Updated Master Facilities Plan

### **Recommendation:**

Staff recommends acceptance of the updated Master Facilities Plan. The plan will serve as a strategic plan to support NPC facilities as the college pursues its vision of the future.

### **Summary:**

In October 2019 SPS+ Architects (SPS+) was awarded a contract to update the 2012 Facilities Master Plan for NPC. The updated locations include Show Low, Holbrook, Winslow, Snowflake, Whiteriver and Polacca.

SPS+ utilized the following principles and process in updating the information:

1. Update technology on all campuses
2. Consolidate academic programs in the same building to increase efficiency and maximize program facilities
3. Reinforce sense of place
4. Foster community outreach
5. Develop student campus life

The Construction Manager and Director of Facilities will be available for questions.





# Northland Pioneer College

EXPANDING MINDS • TRANSFORMING LIVES<sup>SM</sup>

## 2020 MASTER PLAN UPDATE

White Mountain Campus Master Plan - Show Low - June 3, 2020

# NORTHLAND PIONEER COLLEGE MASTER PLAN UPDATE

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03	<b>Executive Summary</b>
04 - 05	<b>Northland Pioneer College History + Context</b>
06 - 14	<b>Principles and Process</b>
15 - 29	<b>Part #1 - White Mountain Campus - Show Low: Master Plan Update</b>
30	<b>Part #2 - Renovations to Northland Pioneer Campuses and Centers</b>
31 - 36	<b>Little Colorado Campus Plan - Winslow</b>
37 - 40	<b>Silver Creek Campus Plan - Snowflake/ Taylor</b>
41 - 44	<b>Painted Desert Campus Plan - Holbrook</b>
45 - 47	<b>Whiteriver Center Plan - Whiteriver</b>
48 - 49	<b>Hopi Center Plan - Polacca</b>
Appendix	<b>Meeting Minutes Attendance Lists</b>

## EXECUTIVE SUMMARY

---

The purpose of the master plan update is to define current and future facility needs for the college. Future expansion and renovation efforts will allow NPC to meet growing needs in the areas of academic institution, professional growth, worker training and technical skill development.

The master plan update is divided into two main sections:

The first section focuses on the White Mountain Campus in Show Low. This section provides a road map for the current and future planning efforts on the campus.

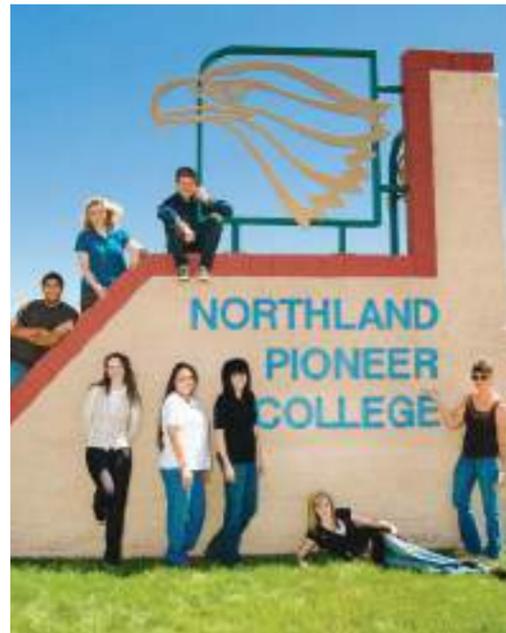
The second section focuses on the other campuses and centers in the Northland Pioneer family.

Northland Pioneer College's vision is to provide a learner-centered environment, respond to community needs through effective and innovative services for their students, and foster professional growth and collegial collaboration.



# NORTHLAND PIONEER COLLEGE HISTORY + CONTEXT

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**Northland Pioneer College (NPC)** is a regionally accredited, publicly supported, comprehensive community college serving Navajo County, Arizona. Campuses are located in four of the largest Navajo County communities: Holbrook, Show Low, Snowflake/Taylor and Winslow. Instructional centers are located in Hopi/Polacca, Kayenta and Whiteriver.

NPC also partners with community members in Apache County, Arizona, with instructional centers in Springerville/Eagar and St. Johns. NPC is governed by the Navajo County Community College District, the nation's second-largest community college service area – 21,158 square miles (54,800 km<sup>2</sup>). The Navajo, Hopi and White Mountain Apache Indian Reservations occupy more than 60 percent of the total land in the college's service area. NPC has an open admissions policy.

## History

In the late 1950s, citizens in Northeastern Arizona were concerned about the lack of access to higher education and began advocating for the establishment of a regional community college. In fall 1972, the Navajo County Community College District was formed to serve the higher education needs of residents in a region covering the approximate size of West Virginia.

The district oversees Northland Pioneer College, which began offering college classes in fall 1974. More than 2,000 students enrolled that first year, double the anticipated number. Classes were held in an abandoned school, an abandoned hospital and a variety of public school classrooms and community buildings. The first graduating class, in spring 1975, included nine students.

From those humble beginnings, NPC now serves more than 7,000 students annually, using technology to connect its own nine locations plus delivering college-level courses to rural high school students throughout its service area. (<https://www.npc.edu/northland-pioneer-college/our-history>)

# 2020 MASTER PLAN UPDATE

## PRINCIPLES AND PROCESS

## CONTEXT

In the fall of 2019, SPS+ Architects was given the opportunity to update the 2012 Northland Pioneer College Facilities Master Plan. The campuses include: White Mountain Campus (Show Low, Arizona), Little Colorado Campus (Winslow, Arizona), Painted Desert Campus (Holbrook, Arizona), Silver Creek Campus (Snowflake/Taylor), Hopi Center, Springerville-Eagar Center, and Whiteriver Center.



Meeting with Dean and Department Heads

## PROCESS

Over the course of multiple meetings with Deans, Department heads, faculty and staff, SPS+ was able to collect the campuses existing building uses, and impressions of future wants and needs.

**NOTE!** Kayenta center location is tentative and not included in this document

## SPS+ Architects

**Gathering** Information and Introductory Campus Visits

**Meeting** with Dean and Department Heads

**Programming** Different Departments, Faculty+Staff

**Visiting** all Campuses and Centers

Northland Pioneer College  
White Mountain Campus- Show Low |  
October, 2019

Northland Pioneer College  
White Mountain Campus- Show Low |  
November 5-6, 2019

Northland Pioneer College  
White Mountain Campus- Show Low |  
November 20-21, 2019

Painted Desert Campus |  
December 17, 2019  
Silver Creek Campus |  
December 18, 2019  
Whiteriver Center |  
December 18, 2019  
Little Colorado Campus |  
December 19, 2019  
Hopi Center |  
January 29, 2020



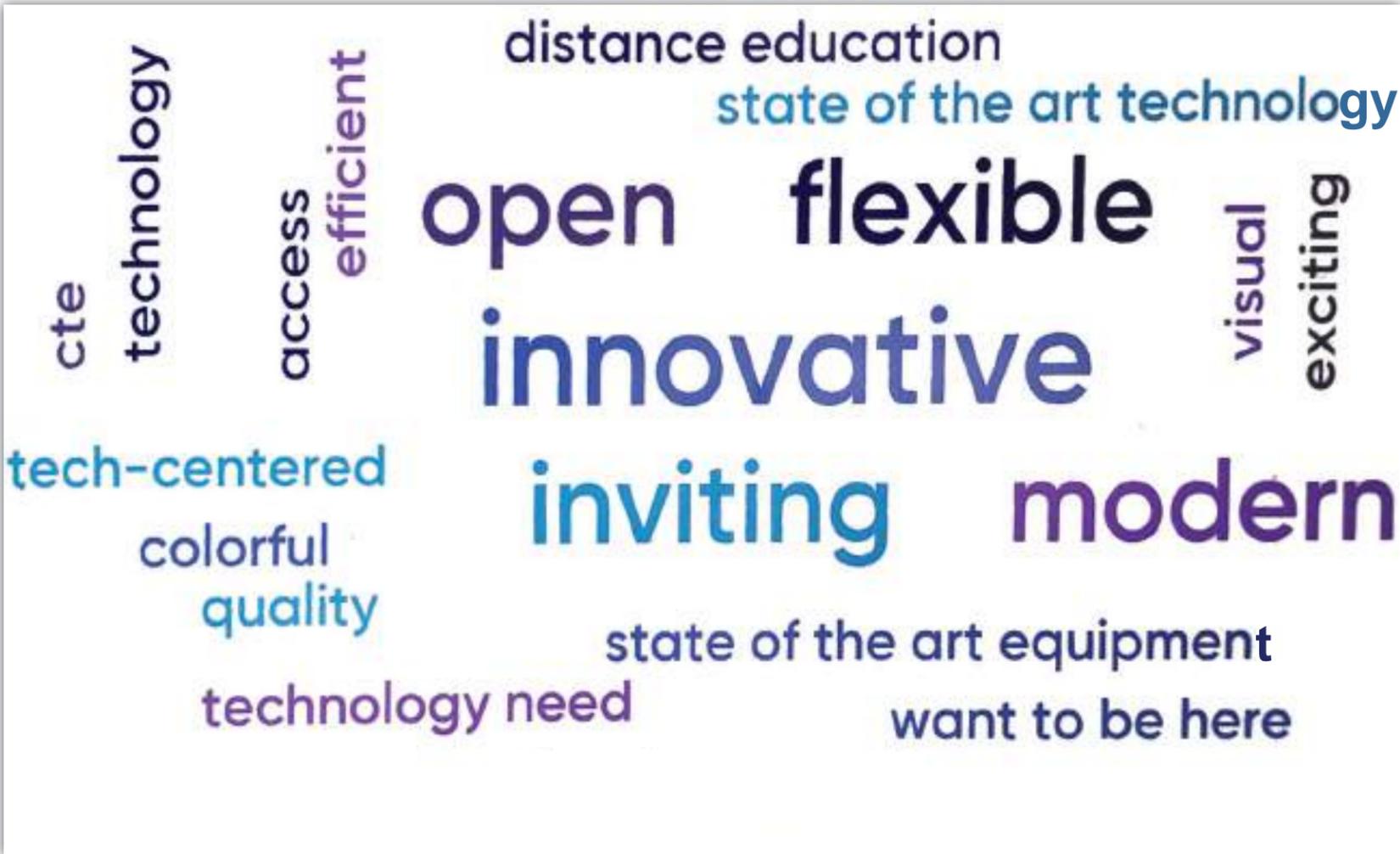
Programming Meeting

## OBJECTIVES

By interviewing campus leadership and district leadership, overall objectives emerged:

- Support recruitment and retention of students, faculty, staff;
- Develop a long term road map to guide immediate decisions;
- Integrate academics and student life;
- Accommodate enrollment growth;
- Create campus and community connections;
- Apply sustainability principles.

**WORD CLOUD: LEARNING, ENVIRONMENT INFLUENCES  
AND DESIGN VISION THEMES**



Using a real-time phone app survey at the programming meeting campus deans and department heads anonymously identified their priorities and goals for the vision and direction of the Show Low campus. The larger words illustrate the most popular goals among attendees. These Design goals included: open, flexible, innovative, inviting and modern, becoming the conceptual foundation of the design direction.



## 2020 MASTER PLAN UPDATE PRINCIPLES

IN ORDER TO MEET NPC'S MASTER PLAN OBJECTIVES, FIVE MAIN GUIDING PRINCIPLES SHOULD BE APPLIED TO ALL OF THE CAMPUSES:

- PRINCIPLE ONE: **UPDATE TECHNOLOGY ON ALL CAMPUSES**
- PRINCIPLE TWO: **CONSOLIDATE ACADEMIC PROGRAMS IN THE SAME BUILDING TO INCREASE EFFICIENCY AND MAXIMIZE PROGRAM FACILITIES**
- PRINCIPLE THREE: **REINFORCE SENSE OF PLACE**
- PRINCIPLE FOUR: **FOSTER COMMUNITY OUTREACH**
- PRINCIPLE FIVE: **DEVELOP STUDENT CAMPUS LIFE**

## PRINCIPLE ONE

### UPDATE TECHNOLOGY ON ALL CAMPUSES



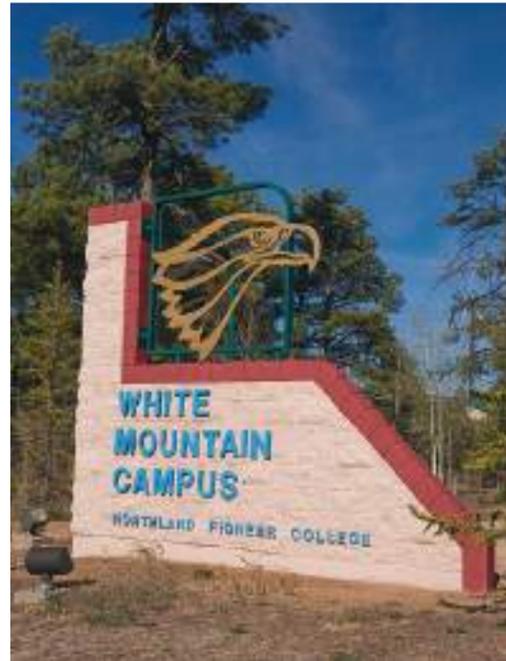
One of Northland Pioneer's goals is to be able to provide long distance learning to people in rural communities within Northern Arizona which supports President Vest's vision to make sure that everyone has equal access to receive an education. To support this goal all technology on campus, especially all classrooms, will be upgraded. This will allow for better connections between campuses and between teachers and students. In addition, universal charging stations and touch down center will be provided on all campuses to make it easier for students to charge their laptops, tablets, and phones. The hope is that by providing these upgrades students will stay on campus longer which will promote more collaboration.

#### Opportunities:

- Universal connectivity
- High speed Internet access

## PRINCIPLE TWO

### **CONSOLIDATE ACADEMIC PROGRAMS IN THE SAME BUILDING TO INCREASE EFFICIENCY AND MAXIMIZE PROGRAM FACILITIES**



By purposefully relocating programs and departments, NPC will be able to serve the student body in a more efficient manner. In its current state, the Show Low campus has overlapping uses within each building. This could cause confusion and new students could be intimidated by the additional hurdles associated with the on-boarding process.

Reorganizing the uses of the existing spaces and consolidating others will help establish clear wayfinding and pedestrian/vehicular circulation.

#### **Opportunities:**

- Consolidate programs
- Create clear vehicular/pedestrian circulation
- Create a “front door” to the campus
- Provide clear and consistent signage throughout the campus

## PRINCIPLE THREE

### REINFORCE SENSE OF PLACE



Georgia Tech West Village Commons

In order to achieve maximum interaction between students, it is NPC's goal to encourage students to spend longer periods of time on campus. A General Education and Student Success Center can serve as a Campus Life hub. An open, flexible, and innovative facility would help support this approach. Inviting exterior amenities would further enhance that notion.

There are many ways to enhance a student's sense of place. It would be beneficial to provide a variety of spaces that range from secluded and quiet to high activity areas where privacy is not of concern. Additional options can be seating for small groups, large groups, and individuals. Additionally, all of the hallways, exterior walkways, plazas, etc can be an opportunity for chance encounters where students can interact and have an interchange of information and ideas.

#### Opportunities:

- Integrate the facilities with the Natural Setting.
  - Buildings can maximize views of the surrounding Ponderosa forests and existing pine trees within the campus.
  - Place buildings with the existing topography
- Develop Outdoor seating areas adjacent to the natural surroundings
- Informative/historic plaques
- Outdoor spaces
- Events
- Local artwork displays
- Expand learning capabilities

## PRINCIPLE FOUR

### FOSTER COMMUNITY OUTREACH



Campus life and a Sense of Place can be bolstered by Fostering Community Outreach. NPC was established due to the lack of higher education in the region; as a result, it serves a large role in nurturing the educational aspirations of future generations. By providing welcoming public spaces and holding community events on campus, more members of the surrounding communities will be able to experience, first-hand, the higher education environment.

By attracting community events onto the Campus, it will help inspire students to broaden their horizons and engage the surrounding community and raise awareness of any pressing issues. This will help NPC and the surrounding community cultivate a positive relationship and will help propel both entities forward.



Architecturally speaking, outdoor public spaces can be integrated into the building designs and flexible interior spaces can be provided in order to maximize the number of functions that can be accommodated.

#### Opportunities:

- Involvement
- Connectivity
- Integration

## PRINCIPLE FIVE

### DEVELOP STUDENT CAMPUS LIFE



Having a strong student campus life is very important to creating a successful educational environment where students can thrive and achieve their goals. Some of the ways this is being achieved is by providing a variety of spaces on campus for students to study. By doing so this will encourage students to spend more time on campus which will result in more collaboration and idea exchanging. The placement of the new General Education/ Student Success Center is also in support of this goal to create a better student campus life by creating a new heart in the center of campus where students will have the opportunity to interact more.



#### Opportunities:

- Create informative kiosks throughout campus
- Create social hubs throughout campus
- Hold workshops and lectures in public spaces
- Develop a variety of collaboration spaces

# PART #1

## WHITE MOUNTAIN CAMPUS - SHOW LOW

**Northland Pioneer College**  
White Mountain Campus - Show Low - Existing



# 2012 MASTER PLAN

## Northland Pioneer College

### White Mountain Campus - Show Low

#### 2012 Master Plan

The purpose of the 2012 master plan was to define current and future facility needs for the College. Review of the 2012 master plan implementation and assessment efforts found that everything was completed except for the proposed new building construction and ongoing maintenance at all sites.

**FOR REFERENCE ONLY**

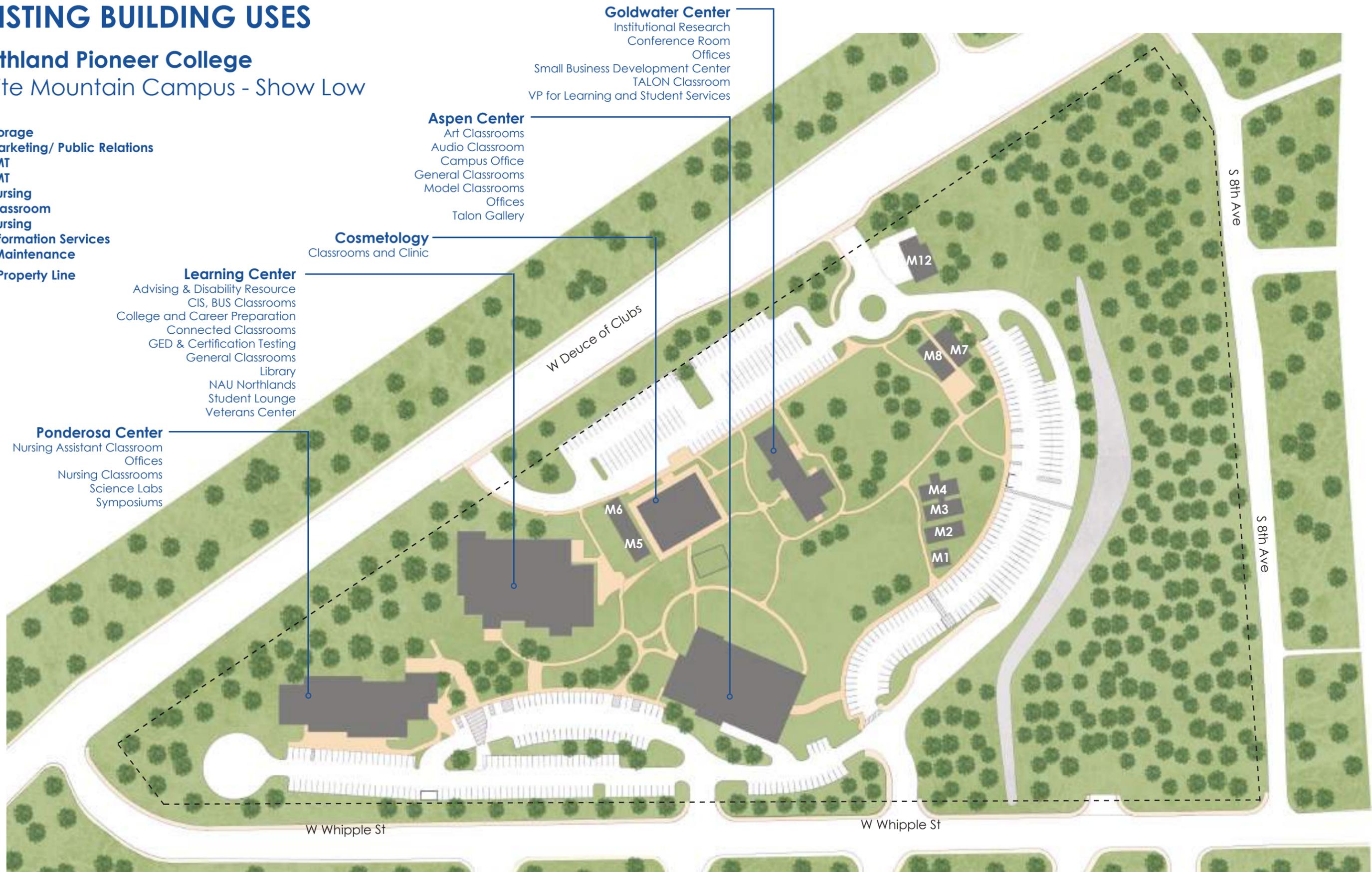


# EXISTING BUILDING USES

## Northland Pioneer College White Mountain Campus - Show Low

- M1: Storage
- M2: Marketing/ Public Relations
- M3: EMT
- M4: EMT
- M5: Nursing
- M6: Classroom
- M7: Nursing
- M8: Information Services
- M12: Maintenance

----- Property Line



**Goldwater Center**  
 Institutional Research  
 Conference Room  
 Offices  
 Small Business Development Center  
 TALON Classroom  
 VP for Learning and Student Services

**Aspen Center**  
 Art Classrooms  
 Audio Classroom  
 Campus Office  
 General Classrooms  
 Model Classrooms  
 Offices  
 Talon Gallery

**Cosmetology**  
 Classrooms and Clinic

**Learning Center**  
 Advising & Disability Resource  
 CIS, BUS Classrooms  
 College and Career Preparation  
 Connected Classrooms  
 GED & Certification Testing  
 General Classrooms  
 Library  
 NAU Northlands  
 Student Lounge  
 Veterans Center

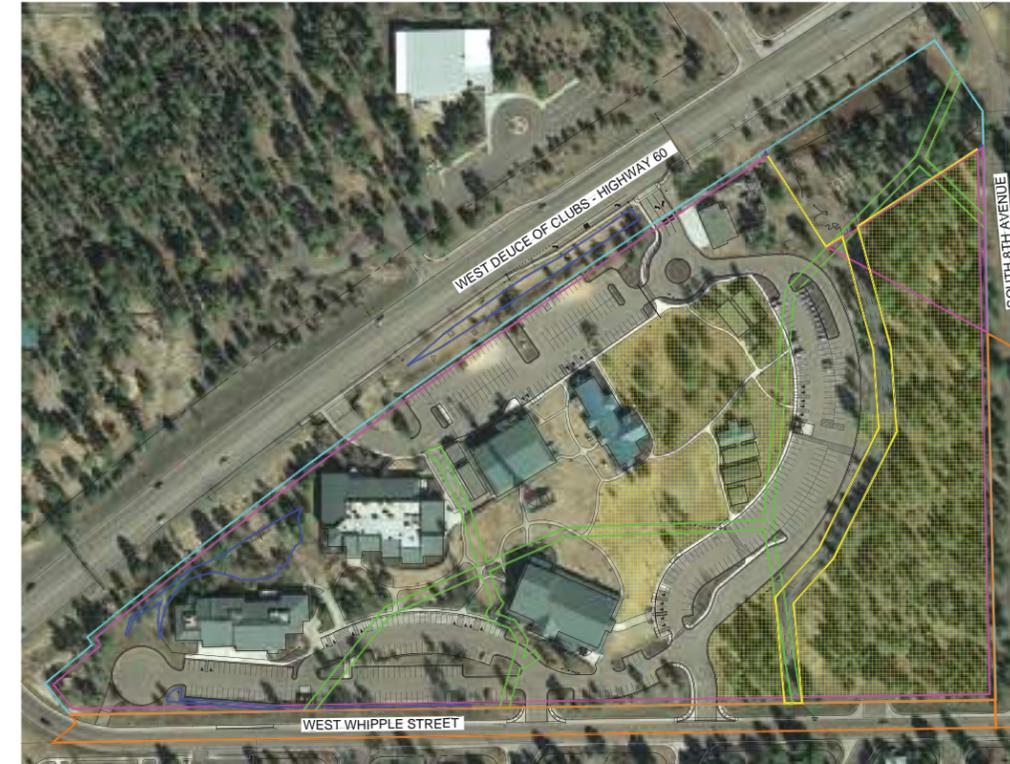
**Ponderosa Center**  
 Nursing Assistant Classroom  
 Offices  
 Nursing Classrooms  
 Science Labs  
 Symposiums

# Northland Pioneer College

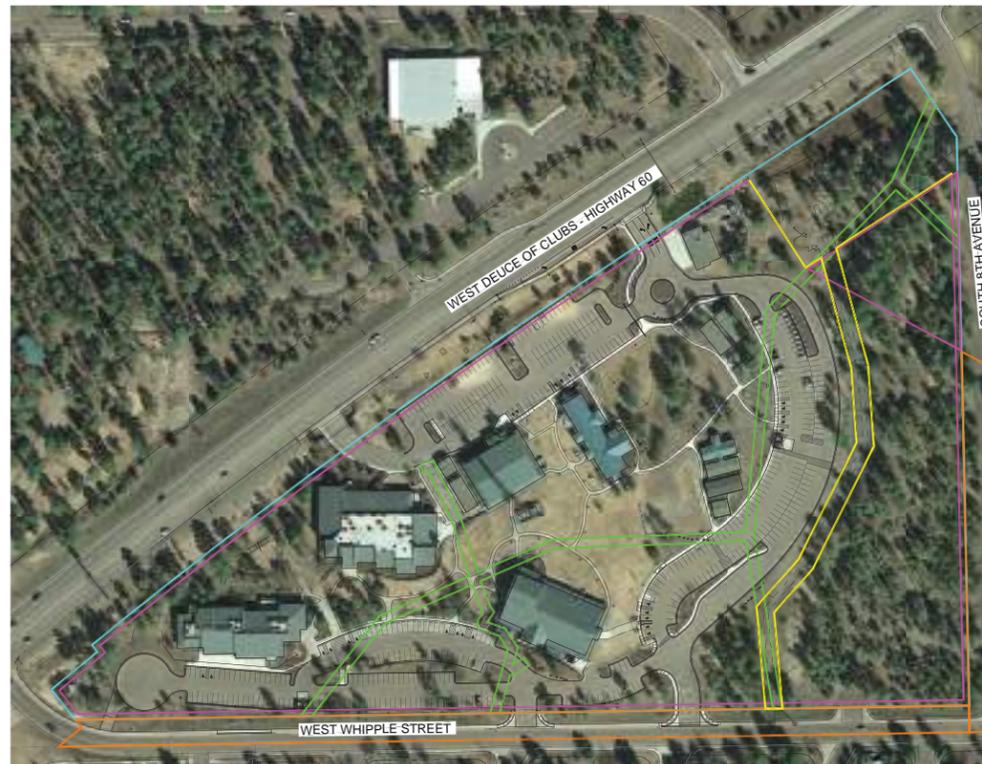
## White Mountain Campus - Show Low - Existing Utilities Maps



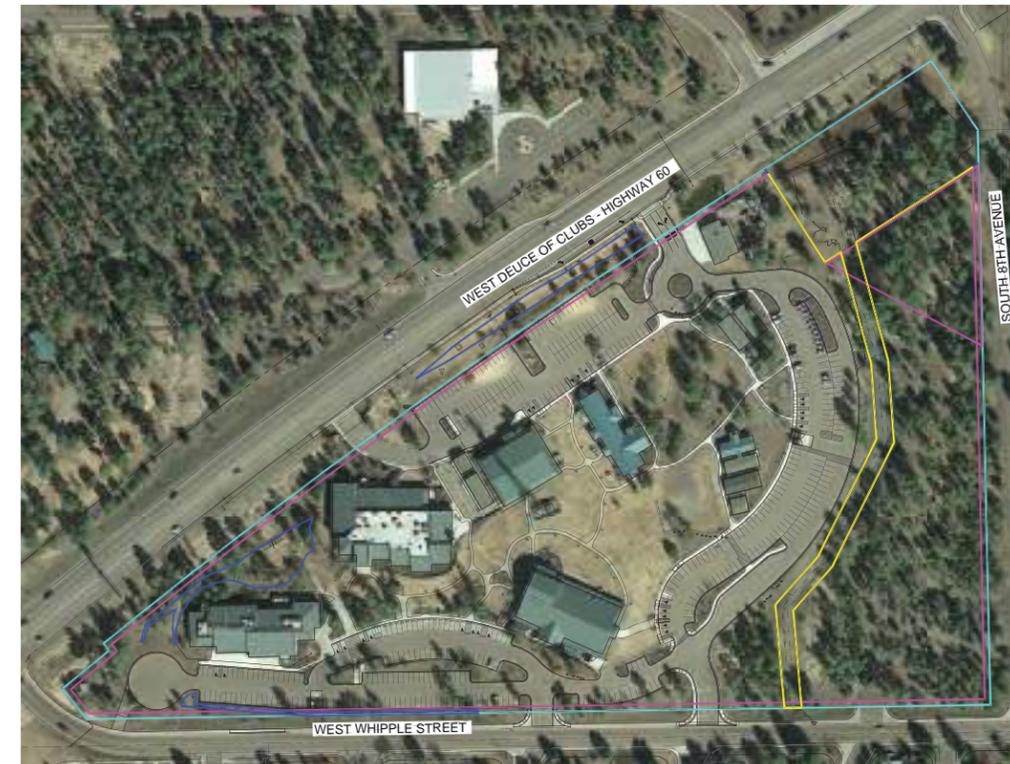
Boundary Map



Buildable Map



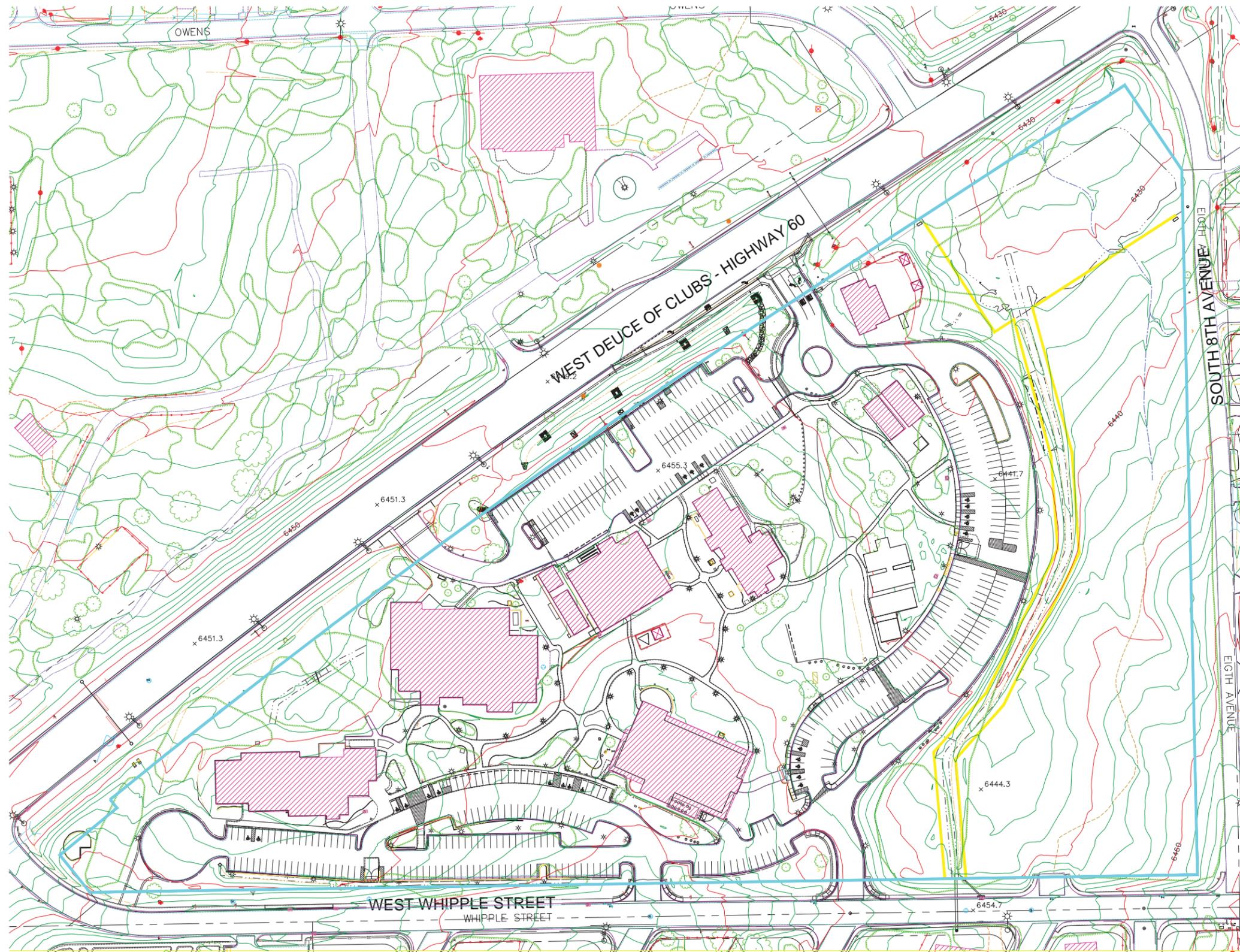
Easement Map



Drainage Map

# Northland Pioneer College

## White Mountain Campus - Show Low - Topography



# EXISTING PEDESTRIAN AND VEHICULAR CIRCULATION

## Northland Pioneer College

White Mountain Campus - Show Low

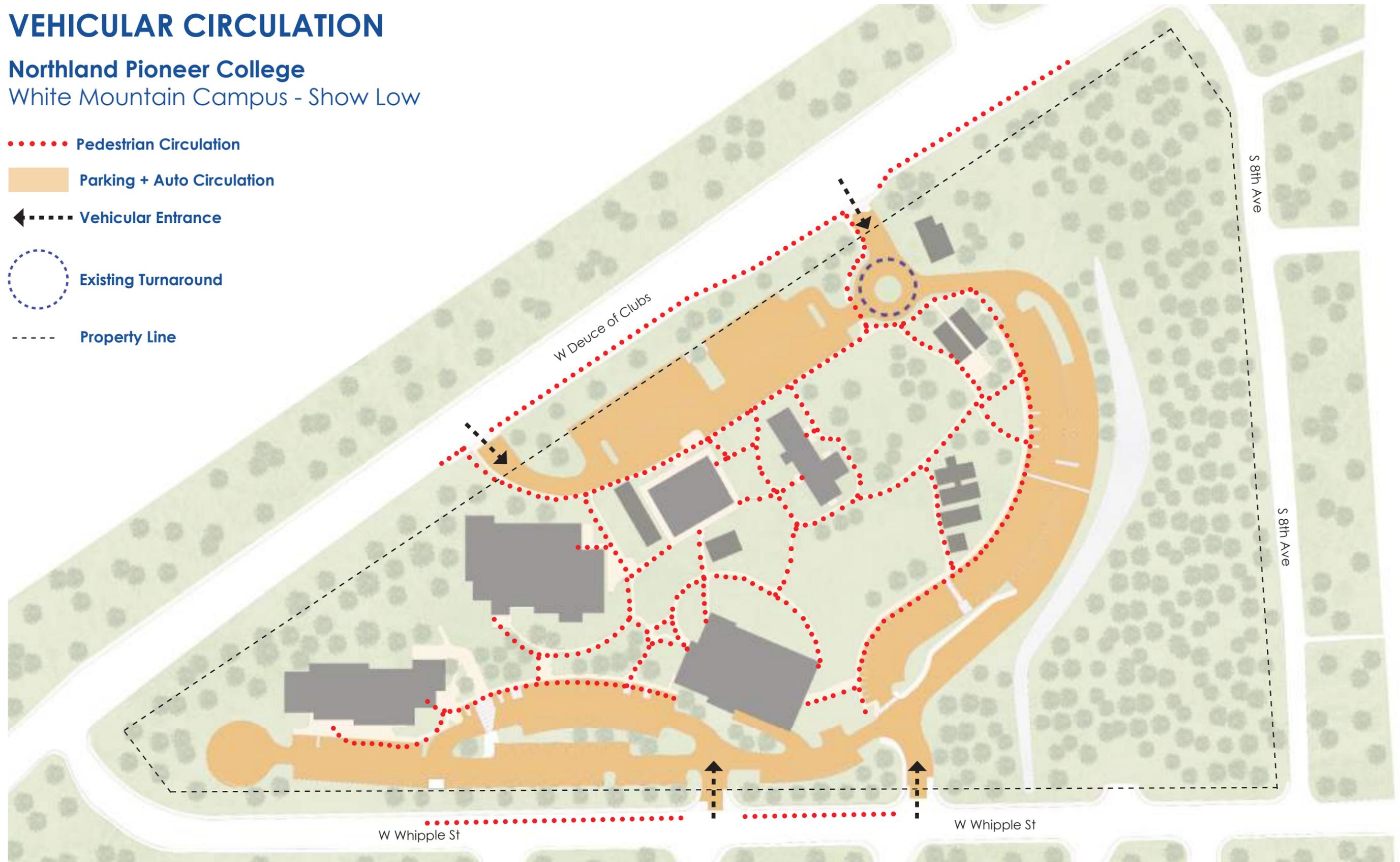
..... Pedestrian Circulation

■ Parking + Auto Circulation

← - - - - Vehicular Entrance

○ Existing Turnaround

- - - - Property Line





### SPS+ ARCHITECTS RECOMMENDATIONS

- Build a new skills center - automotive, welding, metal arts, facilities building, and future program to be determined
- Build a new centrally located general education/student success building
- Renovate existing buildings and consolidate departments into same building to maximize efficiency
  - Allied Health (Former Learning Center)
  - Goldwater Welcome Center
  - Aspen Arts Center
  - Ponderosa Science Center (Future renovation)
- Connect new + existing campus buildings with ADA accessible sidewalks
- Create 'one stop shop' for student services (Goldwater Welcome Center)
- Develop new wayfinding signage at all campus locations
- Develop campus as community beacon
- Create a variety of gathering spaces
- Bring food/beverage services to campus
- Develop potential childcare
- Develop student social and learning spaces
- Upgrade technology in all of the classrooms and in the talon classrooms as well
- Enhance technology of modern library

# RELOCATE PORTABLES/CONSOLIDATE PROGRAM INTO SAME BUILDING

## Northland Pioneer College

White Mountain Campus - Show Low

- M1: Storage
- M2: Marketing/ Public Relations
- M3: EMT
- M4: EMT
- M5: Nursing
- M6: Classroom
- M7: Nursing
- M8: Information Services
- M12: Maintenance

- Existing Building
- Renovated Building
- Future New Building
- Property Line



# RENOVATED BUILDINGS / MAXIMIZE PROGRAM EFFICIENCY

## Northland Pioneer College White Mountain Campus - Show Low

The goal of these strategic renovations and relocations is to maximize program efficiency by consolidating programs into the same building.

Goldwater Building becomes the Welcome Center providing a front door to the White Mountain Campus. Another example would be transforming the existing Learning Center into the Allied Health.

----- Property Line

**Ponderosa Science Center**  
Future Renovation  
Faculty Offices  
Science Labs

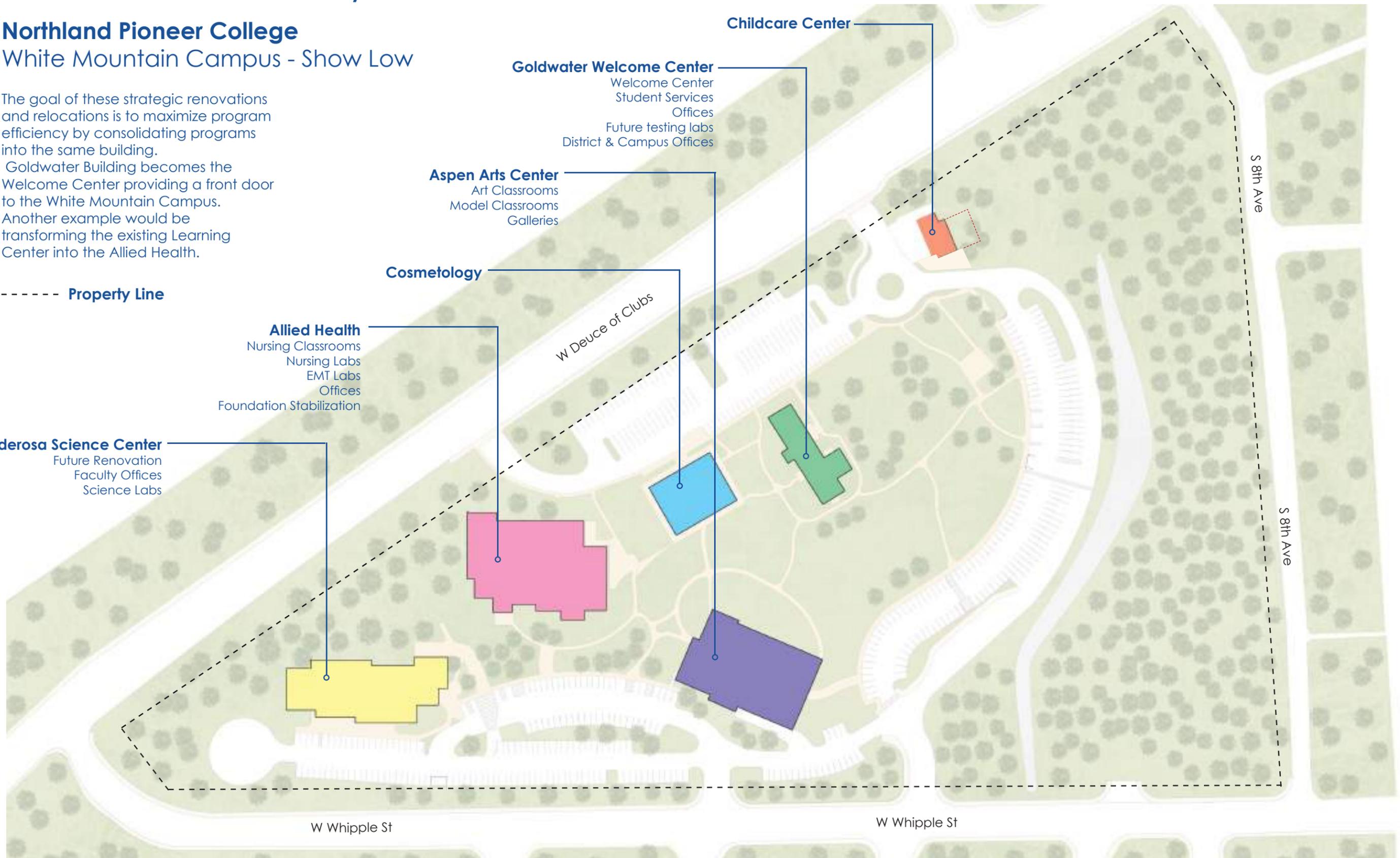
**Allied Health**  
Nursing Classrooms  
Nursing Labs  
EMT Labs  
Offices  
Foundation Stabilization

**Cosmetology**

**Aspen Arts Center**  
Art Classrooms  
Model Classrooms  
Galleries

**Goldwater Welcome Center**  
Welcome Center  
Student Services  
Offices  
Future testing labs  
District & Campus Offices

**Childcare Center**



# NEW CAMPUS "FRONT DOOR"

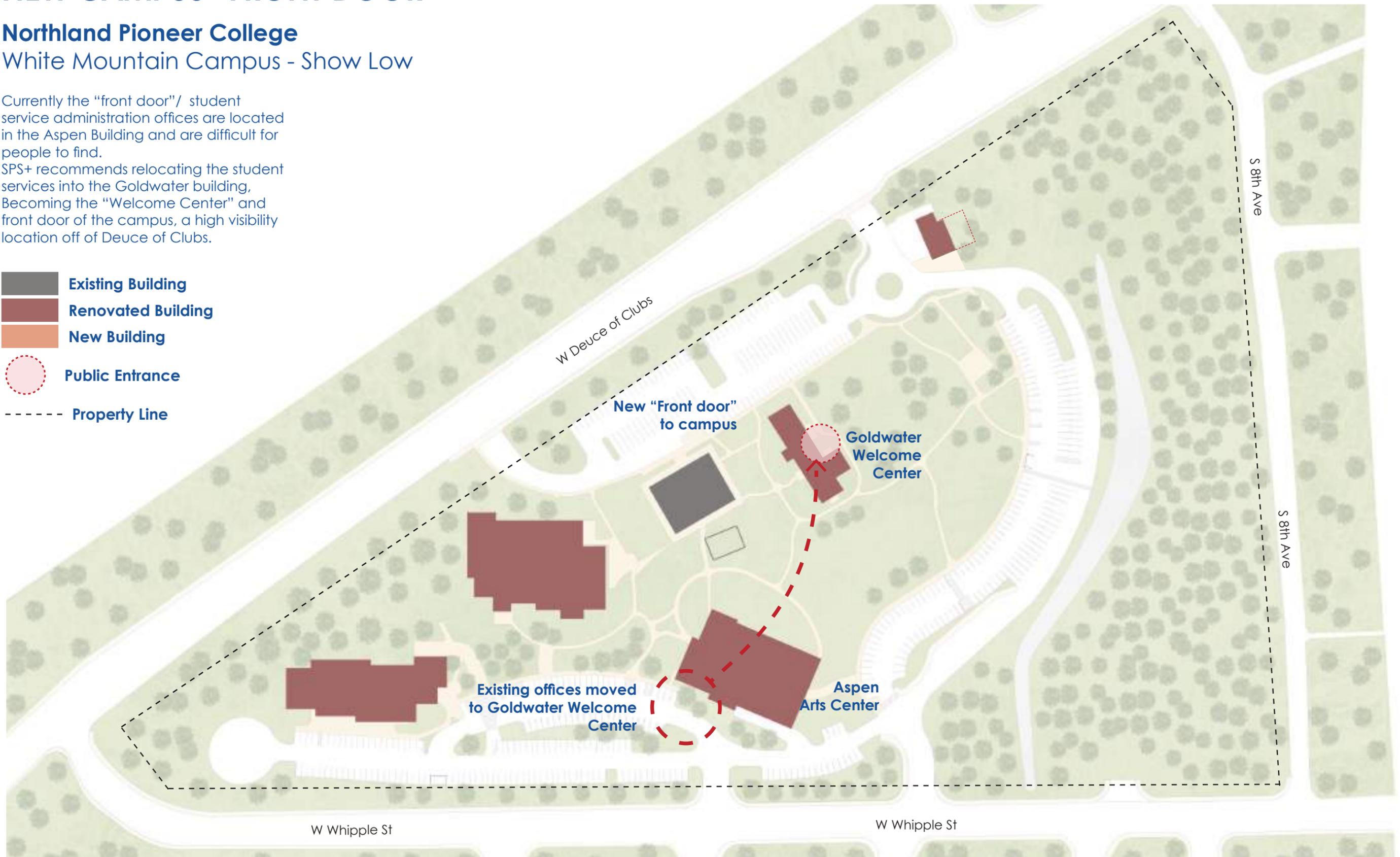
## Northland Pioneer College

### White Mountain Campus - Show Low

Currently the "front door"/ student service administration offices are located in the Aspen Building and are difficult for people to find.

SPS+ recommends relocating the student services into the Goldwater building, becoming the "Welcome Center" and front door of the campus, a high visibility location off of Deuce of Clubs.

-  Existing Building
-  Renovated Building
-  New Building
-  Public Entrance
-  Property Line

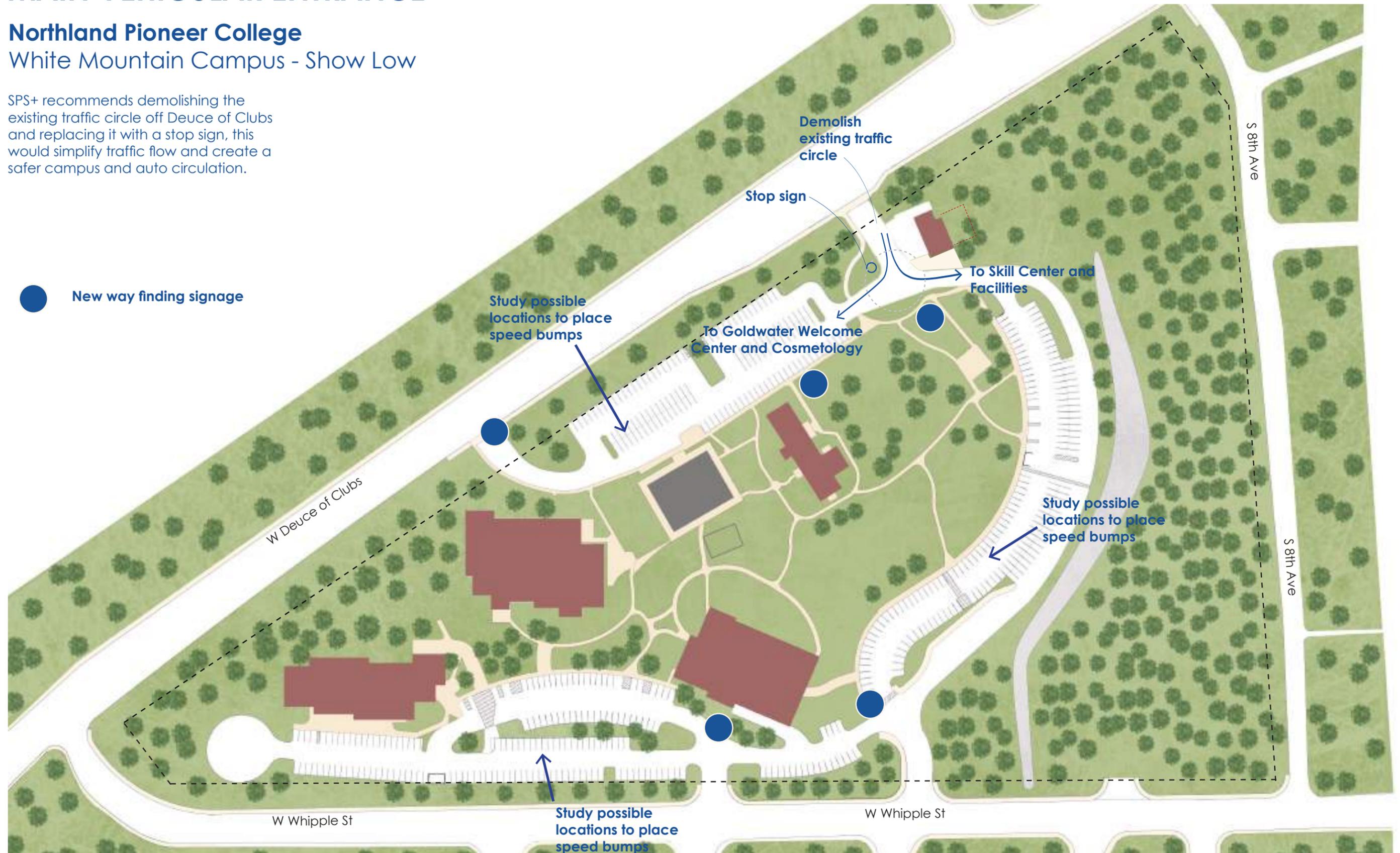


# MAIN VEHICULAR ENTRANCE

## Northland Pioneer College

### White Mountain Campus - Show Low

SPS+ recommends demolishing the existing traffic circle off Deuce of Clubs and replacing it with a stop sign, this would simplify traffic flow and create a safer campus and auto circulation.



# 2020 EXPANSION PLAN

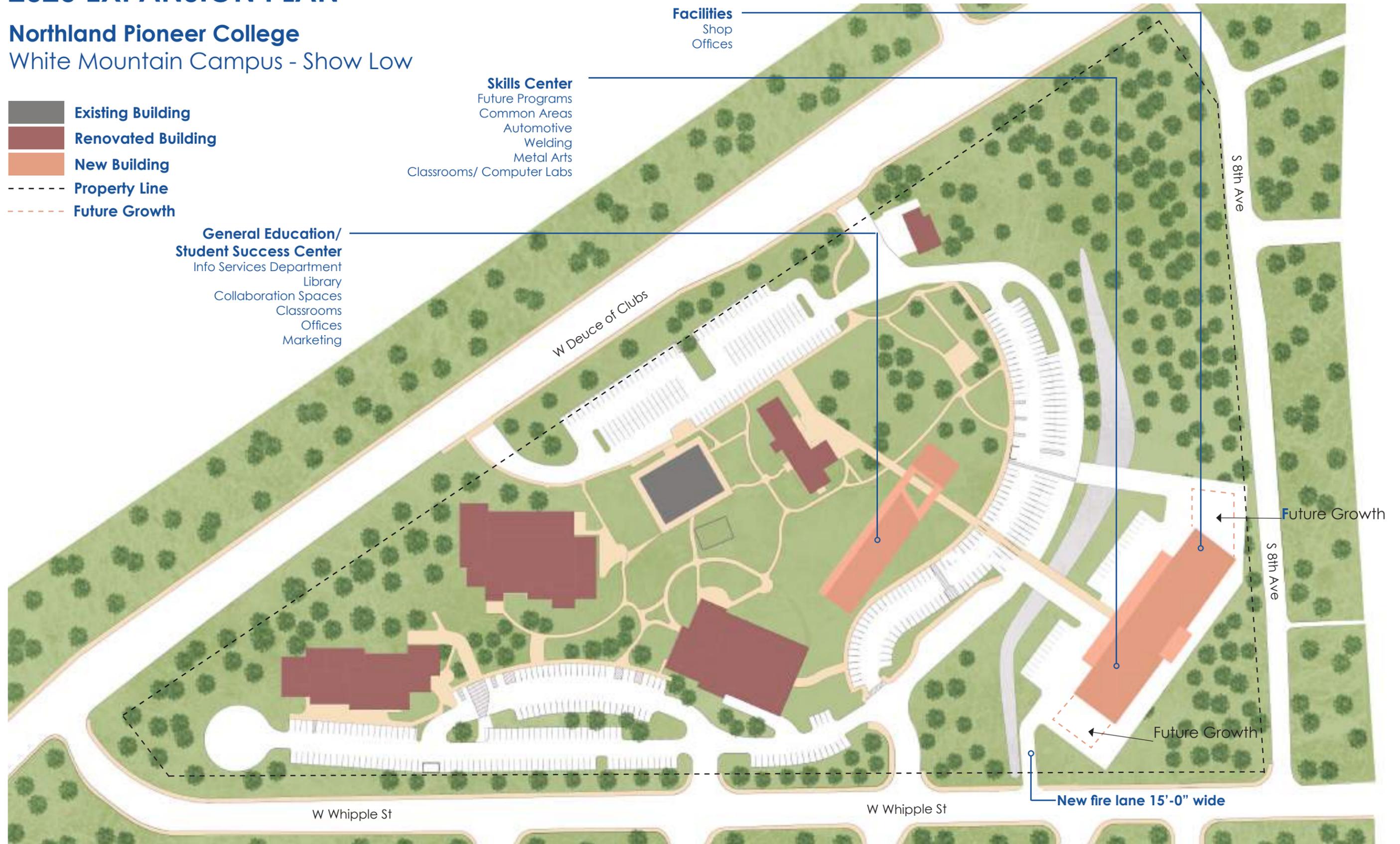
## Northland Pioneer College White Mountain Campus - Show Low

- Existing Building
- Renovated Building
- New Building
- Property Line
- Future Growth

**General Education/  
Student Success Center**  
 Info Services Department  
 Library  
 Collaboration Spaces  
 Classrooms  
 Offices  
 Marketing

**Skills Center**  
 Future Programs  
 Common Areas  
 Automotive  
 Welding  
 Metal Arts  
 Classrooms/ Computer Labs

**Facilities**  
 Shop  
 Offices

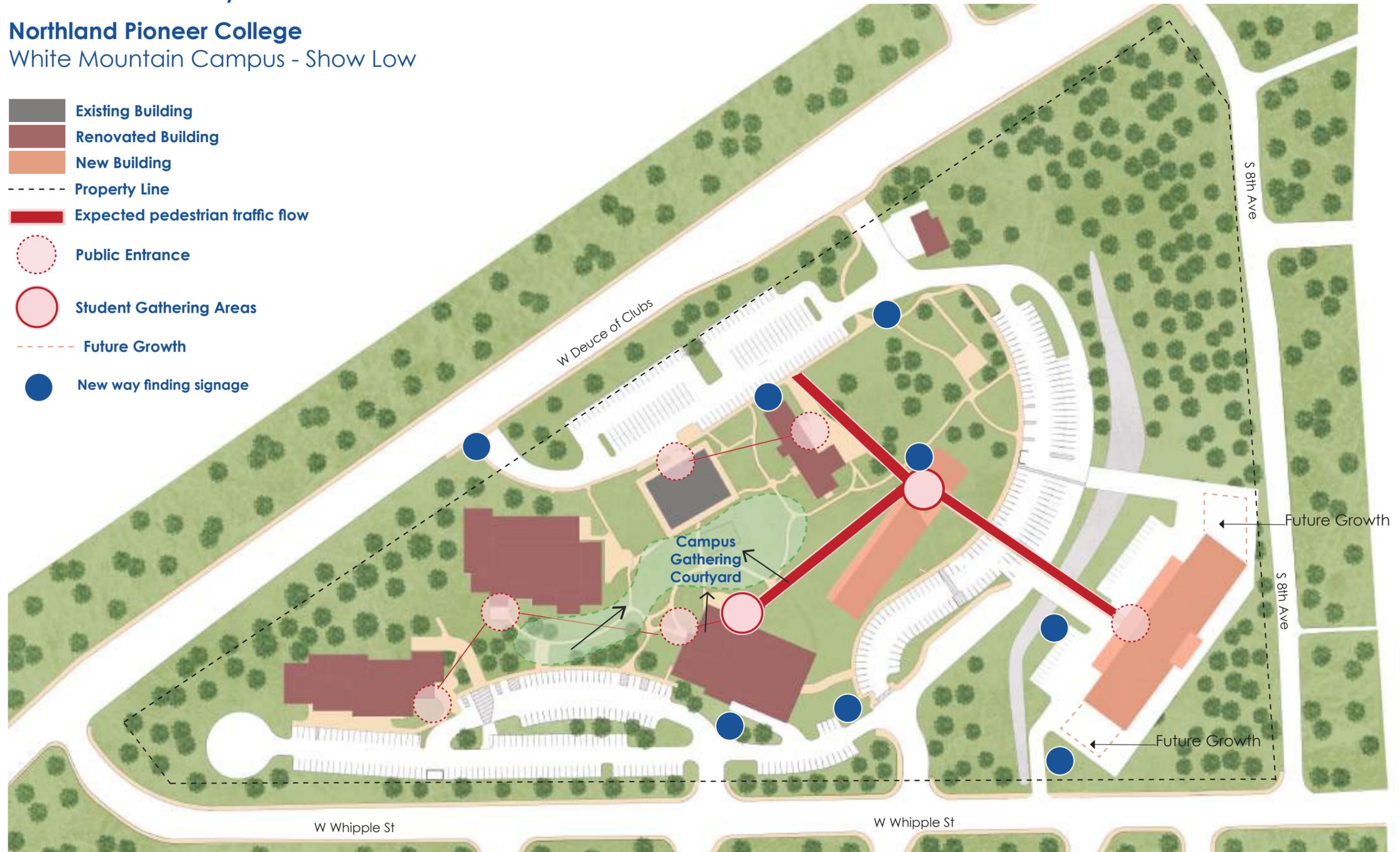


# CONNECTIVITY/CAMPUS STUDENT LIFE DIAGRAM

## Northland Pioneer College

White Mountain Campus - Show Low

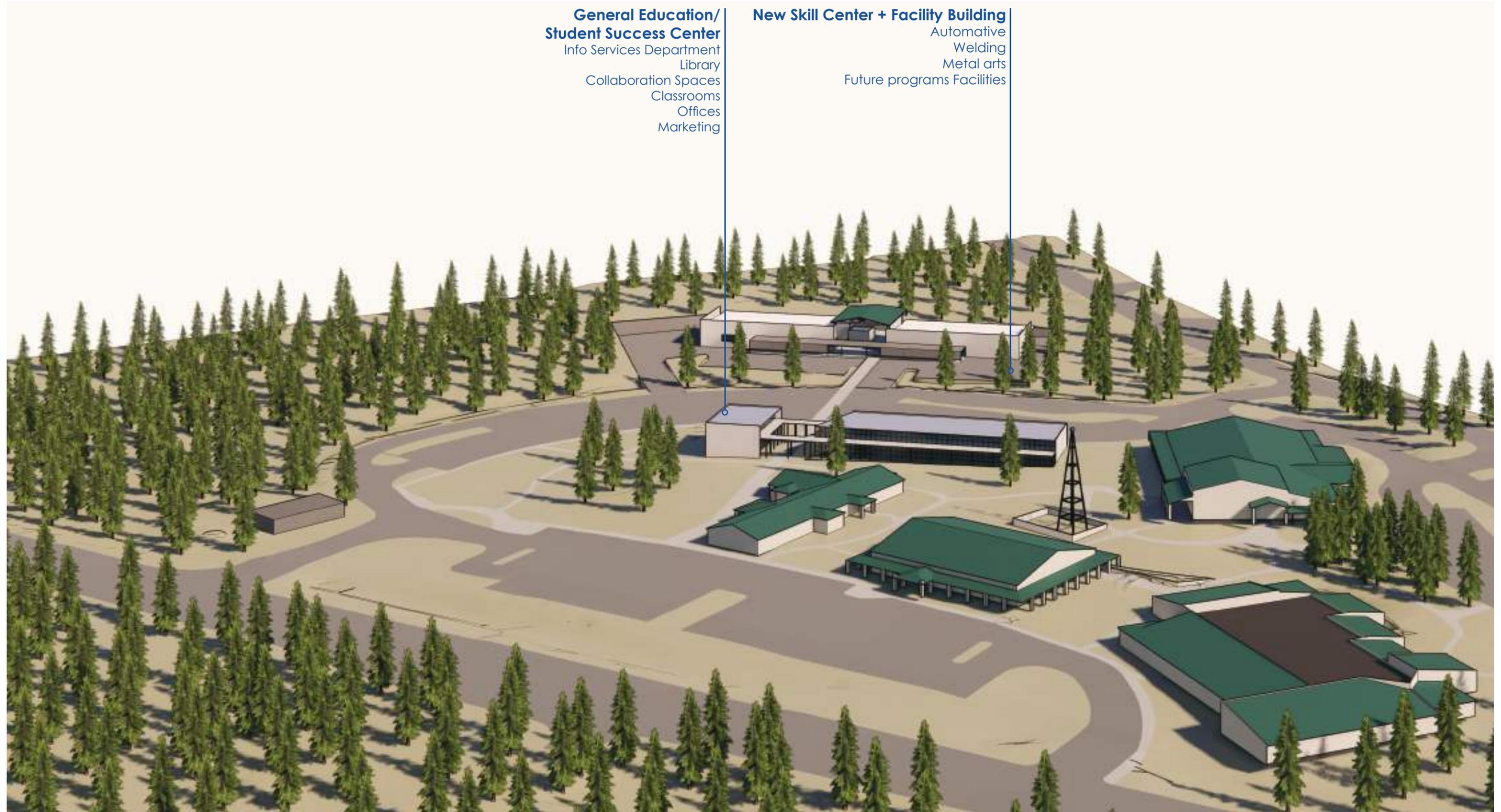
- Existing Building
- Renovated Building
- New Building
- Property Line
- Expected pedestrian traffic flow
- Public Entrance
- Student Gathering Areas
- Future Growth
- New way finding signage



# 2020 CONCEPT MASTER PLAN

## Northland Pioneer College

### White Mountain Campus - Show Low



# **PART #2**

## **RENOVATIONS TO NORTHLAND PIONEER CAMPUSES AND CENTERS**

- **Little Colorado Campus - Winslow**
- **Silver Creek Campus - Snowflake/Taylor**
- **Painted Desert Campus - Holbrook**
- **Whiteriver Center - Whiteriver**
- **Hopi Center - Polacca**

## SPS+ ARCHITECTS RECOMMENDATIONS FOR LITTLE COLORADO CAMPUS - WINSLOW



### Observations:

1. The Cosmetology Department has outgrown the portables and requires modernization and additional space.
2. The Allied Health Department is in demand and requires more space.
3. The Multipurpose building has underutilized space.

### Opportunities:

1. Expand the parking lot near the Blunk Building.
2. Consolidate Student Services and make easy to find.
3. The Learning Center Symposium, 102 and 104 rooms tiered floors have limited functionality and flexibility. Consider a flat floor solution.
4. Plan for childcare (consider drainage, consider across drive from Ruby Hill)
  - a. Drop off, Pick up drives, classroom(s) support area and fenced play area.
5. There is building space between Blunk Building and Learning Center
6. There will be building space when the Cosmetology Department portable is removed.
7. Move the campus office closer to the front of campus in the Learning Center.

# WINSLOW SITE PLAN

## Northland Pioneer College

Little Colorado Campus - Winslow

● New Way Finding Sign

### Opportunities:

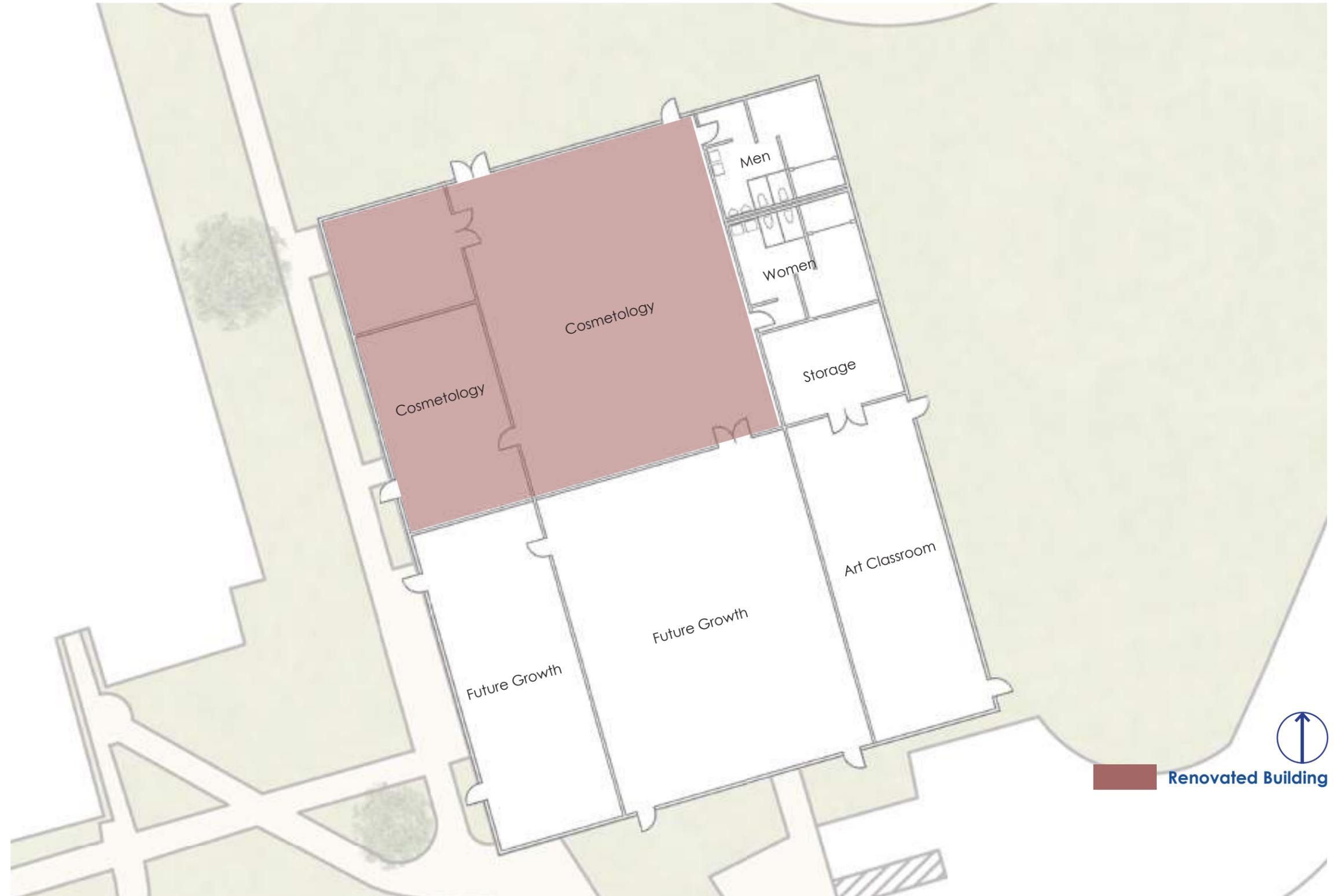
1. Expand the parking lot near the Blunk Building.
2. Consolidate Student Services and make easy to find.
  - a. Drop off, Pick up drives, classroom(s) support area and fenced play area.
3. Plan for childcare (consider drainage, consider across drive from Ruby Hill)
  - a. Drop off, Pick up drives, classroom(s) support area and fenced play area.
4. Move the campus office closer to the front of campus in the Learning Center.



# MULTIPURPOSE BUILDING PLAN

Northland Pioneer College

Little Colorado Campus - Winslow



# BUNK HEALTH SCIENCES CENTER PLAN

Northland Pioneer College

Little Colorado Campus - Winslow



# RUBY HILL BUILDING PLAN

Northland Pioneer College

Little Colorado Campus - Winslow



# LEARNING CENTER PLAN

Northland Pioneer College  
Little Colorado Campus - Winslow



## SPS+ ARCHITECTS RECOMMENDATIONS FOR SILVER CREEK CAMPUS - SNOWFLAKE/ TAYLOR



### Observations:

1. There is ample learning space on campus.
2. Consolidate student services into Student Center to create a one stop shop for admissions.

### Opportunities:

1. Utilize the Student Center science classroom.
2. Symposium, 102 and 104 tiered floors have limited functionality and flexibility, consider flat floor solution.
3. Plan for childcare (east side of rear parking lot)
  - a. Drop off, Pick up drives, classroom(s) support area and fenced play area.
4. Recognize senior center drive use.

# SNOWFLAKE SITE PLAN

## Northland Pioneer College

Silver Creek Campus - Snowflake/ Taylor

● New Way Finding Sign

### Opportunities:

1. Utilize the Learning center science classroom.
2. Plan for childcare (east side of rear parking lot)
  - a. Drop off, Pick up drives, classroom(s) support area and fenced play area.



# STUDENT CENTER PLAN

Northland Pioneer College

Silver Creek Campus - Snowflake/ Taylor



Student 'One Stop Shop'

Renovated Building

# LEARNING CENTER PLAN

Northland Pioneer College

Silver Creek Campus - Snowflake/ Taylor



## SPS+ ARCHITECTS RECOMMENDATIONS FOR PAINTED DESERT CAMPUS - HOLBROOK



### Observations:

1. There is ample learning space on campus.
2. Provide additional parking east of Tawa to serve the skills center.

### Opportunities:

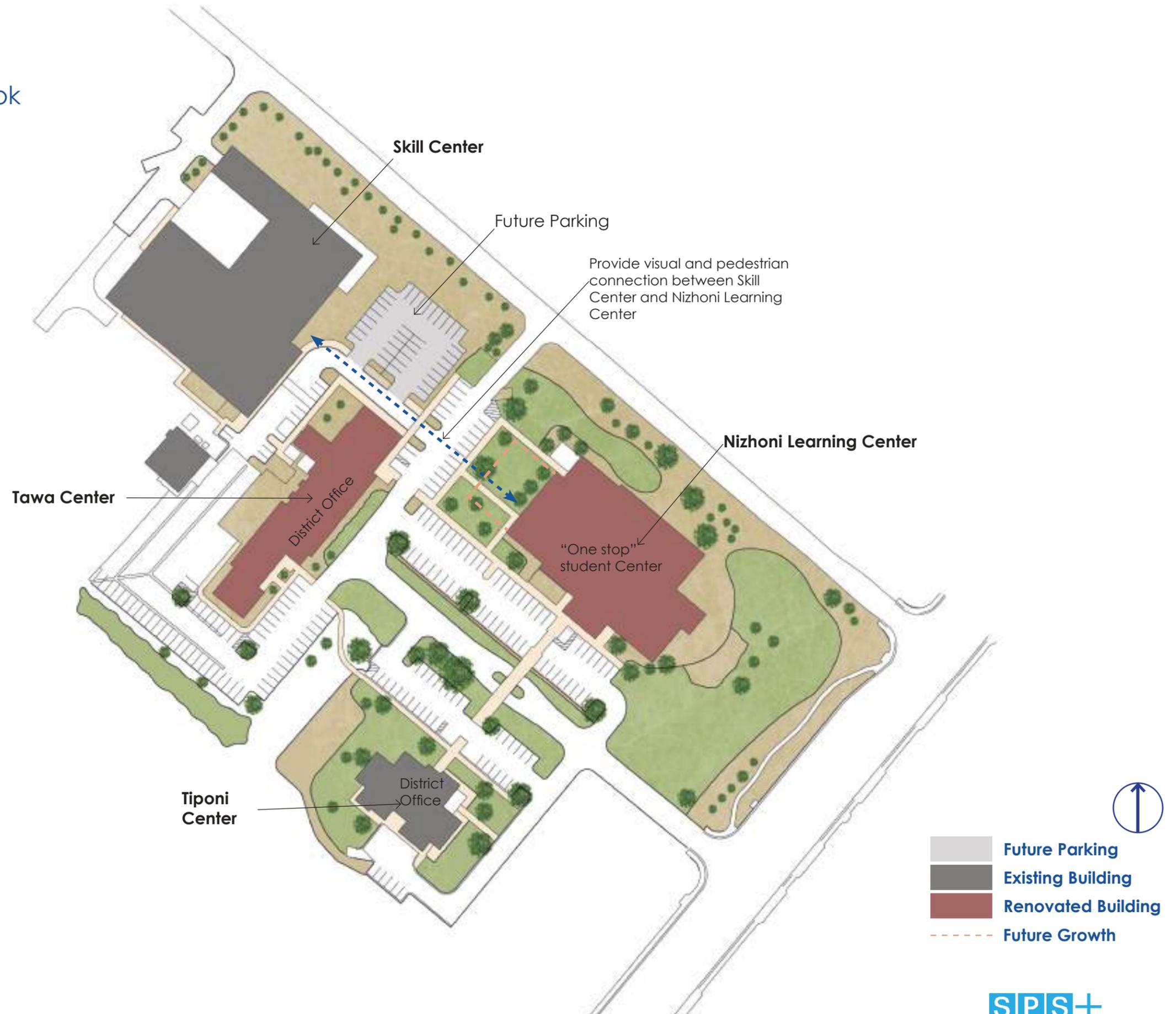
1. Reorganize Tawa and Tiponi to be Districtwide administration offices. Locate all student services into Nizhoni to provide a one stop shop for admissions.
2. Provide visual and pedestrian connection between Nizhoni and Skills Center to encourage student connectivity.
3. Classroom reconfiguration to increase class capacity.
  - a. NCL 142 and 147: divide each to create four classrooms out of the existing two classrooms.
  - b. NCL 136 or 166 (Talon HS): combine the spaces and divide the existing classrooms to create three new classrooms.
4. The area East of the Skill center, in the area of the technology storage building remains unassigned.

# HOLBROOK SITE PLAN

## Northland Pioneer College Painted Desert Campus - Holbrook

### Opportunities:

1. Reorganize Tawa and Tiponi to be Districtwide administration offices. Locate all student services into Nizhoni to provide a one stop shop for admissions.
2. Provide visual and pedestrian connection between Nizhoni and Skills Center to encourage student connectivity.



# NIZHONI LEARNING CENTER PLAN

Northland Pioneer College

Painted Desert Campus - Holbrook





## SPS+ ARCHITECTS RECOMMENDATIONS FOR WHITERIVER CENTER - WHITERIVER



### Observations:

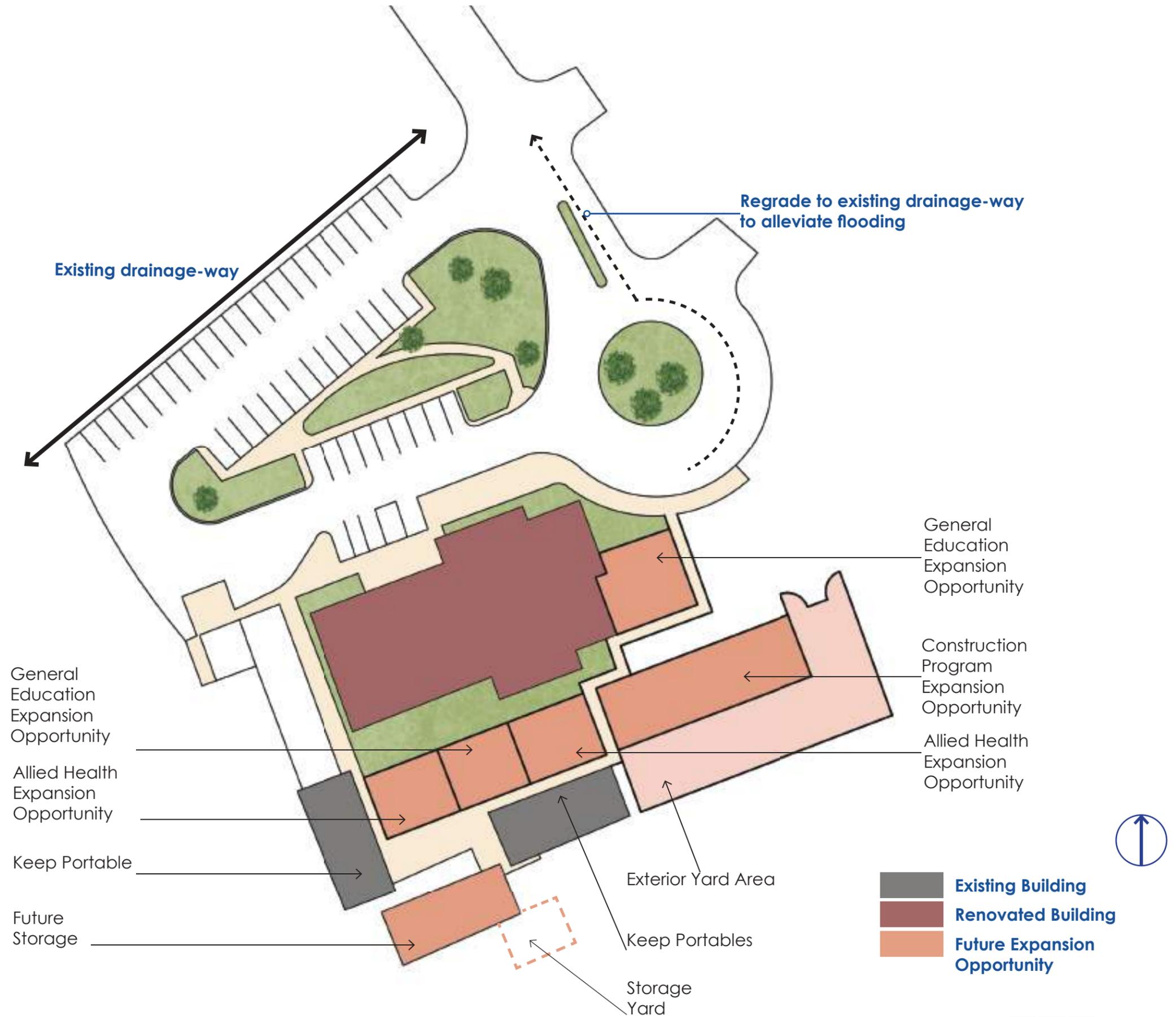
1. WRC has specific community needs such as internet access and computer resources.
2. Community has instituted a GED requirement for Tribal administration employment.

### Opportunities:

1. Additional general education space is needed. Classrooms are at full use capacity.
2. The Construction Department is in a limited space portable. The department can benefit from a permanent building with a high ceiling and concrete floors.
3. The Allied Health Nursing Program is in a limited space portable. The program can benefit from a permanent building with ample space.
4. Plan for growth.

# LEARNING CENTER PLAN

Northland Pioneer College  
Whiteriver Center - Whiteriver



# NPC CENTER PLAN

Northland Pioneer College  
Whiteriver Center - Whiteriver



## SPS+ ARCHITECTS RECOMMENDATIONS FOR

### HOPI CENTER - POLACCA



#### Observations:

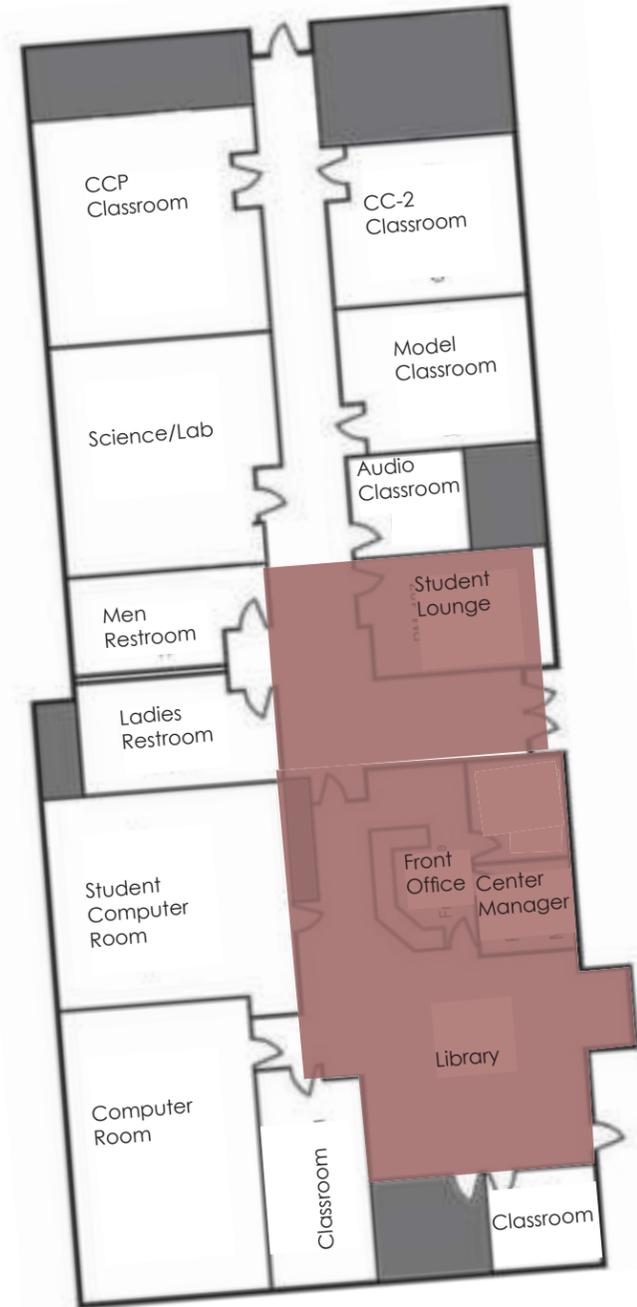
1. The Hopi community is unique with traditional learning and living values. Traditional learning techniques such as physical books and lecture classrooms are appreciated.
2. There are no consumer services nearby, therefore students often stay on site for the entire day. The Library and lounge spaces are in high demand.

#### Opportunities:

1. Internally review classroom and office uses. Relocate as appropriate.
2. Maximize existing space via furniture at library and lounge.
3. Provide on-going maintenance.

# HOPI SITE PLAN

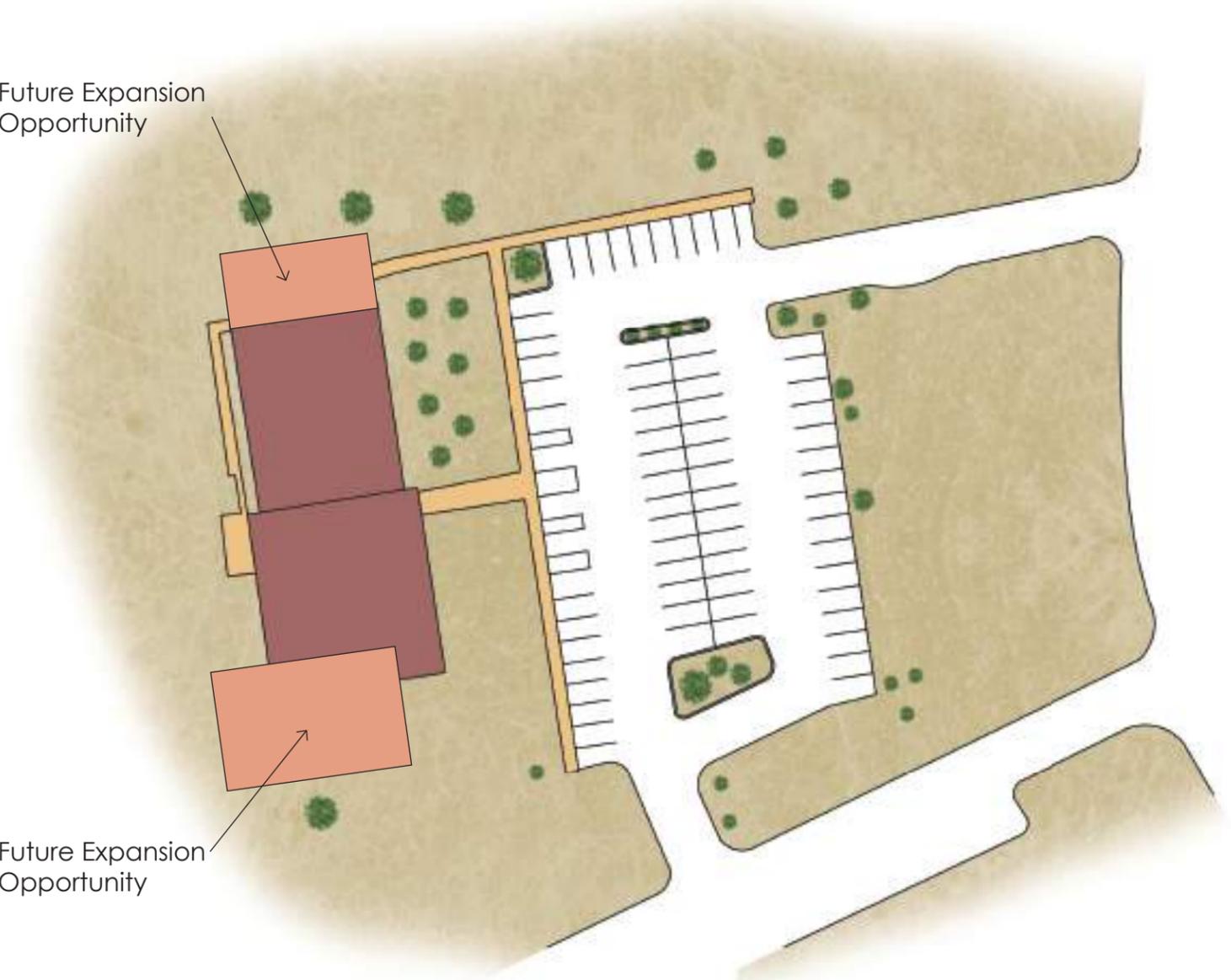
Northland Pioneer College  
Hopi Center



Floor Plan

Future Expansion Opportunity

Future Expansion Opportunity



Site Plan

-  Renovated Building
  -  Existing Support/Storage to Remain
  -  Future Expansion Opportunity
- 



**TRANSFORM YOUR LIFE**



## **OUR MISSION**

**“Northland Pioneer College provides, supports and promotes lifelong learning”**

## Appendix 19

### Content of This Appendix

This appendix contains the meeting minutes of the District Governing Board Retreat held on September 28, 2021. One of the discussion topics was the Facilities Master Plan. The Board discussed the need to align the current Facilities Master Plan with the approved Strategic Goal Areas. Reprioritization of planned projects was part of the discussion.

# Navajo County Community College District Governing Board Meeting Minutes

September 28, 2021 – 10:00 a.m.  
Painted Desert Campus, Tiponi Community Center  
2251 East Navajo Boulevard, Holbrook, Arizona

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**Governing Board Member Present:** Mr. Frank Lucero; Mr. Everett Robinson; Mr. Elias Jouen; Ms. Kristine Laughter; Mr. Derrick Leslie.

**Governing Board Member Present by Phone:**

**Governing Board Member Absent:**

**Staff Present:** President Chato Hazelbaker; Interim Vice President for Learning and Student Services (VPLSS) Mike Solomonson; Vice President for Administrative Services (VPAS) Maderia Ellison; Chief Information Officer (CIO) Scott Estes; Director of Institutional Effectiveness Judy Yip-Reyes; Recording Secretary to the Board Paul Hempsey.

**Others Present:** Norvita Charleston; David Borofsky; David Huish; Terrie Shevat.

## **Agenda Item 1: Call to Order and Pledge of Allegiance**

Chair Lucero called the meeting to order at 10:01 a.m.

## **Agenda Item 2: Adoption of Agenda**

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

## **Agenda Item 3: Discussion Items**

### **3.A. Strategic Goal Areas**

President Hazelbaker welcomed the Board to the Fall Retreat and provided a recap of the Board approved Strategic Goal Areas and what would come next as the college works towards the identified goals.

### **3.B. Facilities Master Planning Projects**

VPAS Ellison and Director of Facilities and Vehicles addressed the Board and presented an update on current construction at the White Mountain Campus (WMC) plus additional information on potential next steps. VPAS Ellison noted the college may be looking at reprioritization of future projects.

Director Huish went in to detail on new construction, renovations and potential repairs at the White Mountain Campus and Little Colorado Campus, answering questions along the way.



Mr. Robinson asked if the potential new General Education building at White Mountain Campus could be designed with a third story in mind if it were needed in the future. Director Huish noted that it could be designed this way.

Ms. Laughter noted her vision for a collaborative space for students at all locations. President Hazelbaker and Director Huish noted some of the discussions that had already taken place along a similar vein.

VPAS Ellison noted one of the discussion points for the WMC was getting out of the multiple modular buildings currently in use, but these modular still had a five to seven-year life left which gives the college some time to reassess needs.

Mr. Robinson noted that the Small Business Development Center had looked at renting space off campus in the past and that could assist with any remodeling that would take place. Director Huish noted the partnership with Northern Arizona University who have space in the current Learning Center.

Chair Lucero asked if the Board could receive an aerial rendering on the entire Winslow campus with property lines included. Director Huish responded that he could provide that at a future meeting.

Chair Lucero asked for the estimated cost for each renovation or addition at the Little Colorado Campus which Director Huish provided, noting that each were estimated on current costs the college is facing. Chair Lucero asked for details on the expansion of the Blunk Building as opposed to renovating the Multipurpose Building. President Hazelbaker noted that staff could bring details forward in the future to assist the Board in comparing options.

Mr. Leslie noted that the presentation was worthwhile but felt the conversations were premature given the lack of a strategic plan which would link the construction projects to the approved Strategic Goal Areas. President Hazelbaker commented that he would provide those details to the Board at a future meeting.

### ***3.C. District Governing Board Guidelines and Best Practices***

Dr. David Borofsky, Director of the Arizona Association of Community College Trustees (AACCT), addressed the Board and introduced himself to the members he had not had a chance to meet. Dr. Borofsky then presented on his history within community colleges, the AACCT, Board Guidelines and Best Practices, before closing with some scenario-based questions to the Board.

### ***3.D. Legislative Priorities***

President Hazelbaker provided an overview of the college's legislative priorities, at both the state and federal level.

Mr. Leslie asked for clarification on the one-time funding and rural funding mentioned. President Hazelbaker confirmed they were the same thing.



Mr. Leslie asked for more information on the Out-of-County reimbursement issues which President Hazelbaker provided noting the formula was the main issue.

### ***3.E. Human Resources***

President Hazelbaker provided an update on the search for an Interim Chief Human Resources Office (CHRO) and the position in the long-term.

Mr. Leslie asked if the position would remain at the CHRO level in the future. President Hazelbaker responded that he hoped the Interim CHRO identified might be able to help answer that question.

### ***3.F. Board Communication and Informational Needs***

Recording Secretary to the Board, Paul Hempsey, addressed the Board and offered the opportunity for Board Members to address any communication and information needs they might have.

Mr. Leslie commented that he appreciated the weekly reports prepared by the President but at times, where possible, a little more detail would be appreciated. Mr. Leslie also noted he would appreciate more information on the college's Strategic Planning efforts in both the weekly reports and on the regular meeting agendas.

VPAS Ellison asked if the Board was satisfied with the Financial Reports they received in Board meetings and if they would like any changes. Board Member Jouen noted that he appreciated the information provided and would like VPAS Ellison to continue with the current format.

Mr. Leslie asked for information on the current legal situation around the pandemic and how recent decisions would affect the college. President Hazelbaker provided a brief update and mentioned that he would continue to update the Board.

### **Agenda Item 4: Announcement of Next Regular Meeting**

Regular District Governing Board meeting on Tuesday, October 19, 2021 at 10 a.m.

### **Agenda Item 5: Adjournment**

*The meeting was adjourned at 2:00 p.m. upon a motion by Mr. Leslie and a second by Mr. Jouen. The motion carried upon a roll-call vote with Mr. Robinson, Mr. Jouen, Ms. Laughter, Mr. Leslie, and Chair Lucero voting in favor. There were no votes against.*

Respectfully submitted,



Paul Hempsey  
Recording Secretary to the Board



## Appendix 20

### Content of This Appendix

This appendix contains slides and notes summarizing discussion from the Strategic Planning Task Force in its meetings. The Task Force met 9 times in July and August 2021 to develop key results indicators for each of the strategic goal areas as approved by the District Governing Board in June.

The meeting dates were as follows:

July 7

July 8

July 9

July 15

July 16

July 29

August 3

August 4

August 5

# Strategic Planning - KPI Development

July 7, 2021

- Review KPI Development Timeline
- Recap; Review Overall Approach
- Review and finalize KPI document format
- KPI for “Increase Enrollment”

Date	Time	Topic	Goals	Deliverable
7/7/2021	1:30-3 p.m.	Overall approach & timeline discussion; report format; Enrollment	Agree on report format; review Fall FTSE and Headcount numbers; explore rolling 3-years average; explore reasonability of various options	
7/8/2021	1:30-3 p.m.	Enrollment; Student Outcomes	Finalize Enrollment Indicators; review completion and transfer indicators; discuss bases for various target options.	
7/9/2021	10:30 a.m.-noon	Student Outcomes	Finalize Completion and Transfer indicators; review Student Efficacy indicator; explore data collection instrument; develop methodology	
7/15/2021	1:30-3 p.m.	Student Outcomes	Finalize student efficacy indicator; review ILO indicators; explore methodology (to involve ASK during AY 21-22)	Complete Write-up for Enrollment Indicators
7/15/2021	3-4:30 p.m. (tentative)	Student Outcomes; College Sustainability	If needed, go through college sustainability proposed indicators. Highlight challenges - suggest using CFI.	
7/29/2021	1:30-3 p.m.	College Sustainability	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	Complete Write-up for Student Outcomes Indicators
8/3/2021	1-2:30 p.m.	College Sustainability	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	
8/4/2021	1-2:30 p.m.	College Sustainability; Cascading Strategy	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	Rough draft of College Sustainability Indicators
8/5/2021	9-10:30 a.m.	Cascading Strategy;	Wrap up any concerns	
8/12/2021				Final Review of the entire KPI document



The Results Pyramid®

©Partners In Leadership

- Results before measures

Concept	Results	Measures
Health	????	Weight BMI Waistline # calories consumed daily Smoking status

- Upward alignment with mission, vision
- Downward alignment with strategy



2021 – 2025 Strategy

Mission Northland Pioneer College provides educational excellence that is affordable and accessible for the enrichment of communities across northeastern Arizona.	Values Integrity Inclusion Adaptability Civility Access	Vision NPC continually responds to the needs of our communities by cultivating generations of learners. By 2030, NPC will transform lives by advancing student success and socio-economic well-being through a spirit of innovation, partnership, and creative problem-solving.		
<b>Goal:</b> <p>By 2025, NPC will increase enrollment across college certificate and degree programs by X% from the baseline data year (TBD).</p>		<b>Key Performance Indicators:</b> <ol style="list-style-type: none"> <li>1. Increased FTSE counts</li> <li>2. Increased Unduplicated Headcounts (College totals, and disaggregated by key demographic groups - race, ethnicity, gender, Early College, First-Generation, socio-economic status)</li> </ol>		
<b>Rationale:</b> Declining enrollment impacts our ability to meet the mission and vision of the college and support the community effectively. Enrollment concerns were noted across stakeholder surveys as a significant issue to address.				
<b>Strategy Recommendations (Not Finalized Strategic Actions) from College Input, organized under the following five categories:</b>				
Access and Student Success	Education and Scholarship	Community and Partnership	Group and Interpersonal Climate	Infrastructure
+Fixing Onboarding +*Adequate and appropriate resources and processes to provide access to all NPC courses and resources	+Redesign curriculum +I don't think we lack in meeting needs with dollars, however, we could do better communicating their availability	+Develop long term community ties that create and support student pipelines.	+Communicate often and adequately common message of support (details) to students at appropriate intervals	+Change Expenditure Limits +ERP +Course scheduling +Framework of support throughout departments of student-facing priority.
Technology Plan	Facility Plan	Resource Allocation process/Budgeting Plan		

<b>Goal:</b> <p>By 2025, NPC will improve student outcomes for learning, completion, transfer and satisfaction relative to baseline data (TBD).</p>	<b>Key Performance Indicators</b> <ol style="list-style-type: none"> <li>1. Increased Certificate/Degree completion rates.</li> <li>2. Improved transfer rates.</li> <li>3. Demonstrated student self-efficacy (e.g. student survey data).</li> <li>4. Determined mastery rates of Institutional Learning Outcomes.</li> </ol>			
<b>Rationale:</b> Student outcomes were raised as a concern by the DGB and tie into student success as an area to increase. Student outcomes relate directly to state strategic plans for higher education and completion.				
<b>Strategy Recommendations (Not Finalized Strategic Actions) from College Input, Organized by the Following Five Categories:</b>				
Access and Student Success	Education and Scholarship	Community and Partnership	Group and Interpersonal Climate	Infrastructure
+Fixing Onboarding +*Adequate and appropriate resources and processes to provide access to all NPC courses and resources	+Redesign curriculum +I don't think we lack in meeting needs with dollars, however, we could do better communicating their availability	+Develop long term community ties that create and support student pipelines.	+Communicate often and adequately common message of support (details) to students at appropriate intervals	+Change Expenditure Limits +ERP +Course scheduling +Framework of support throughout departments of student-facing priority.
Technology Plan	Facility Plan	Resource Plan		

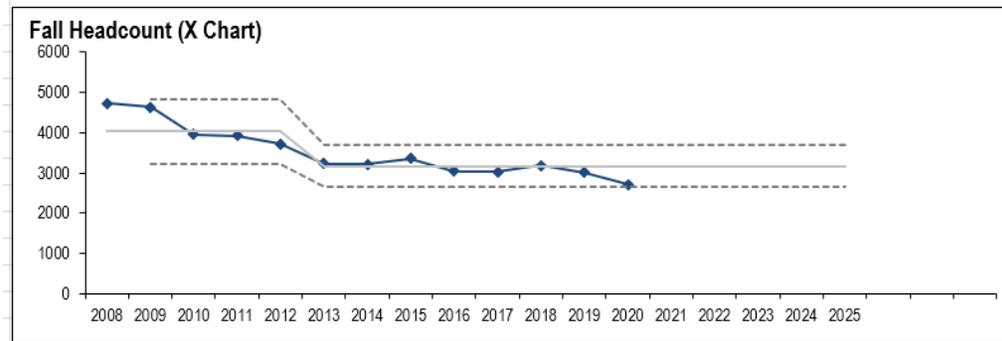
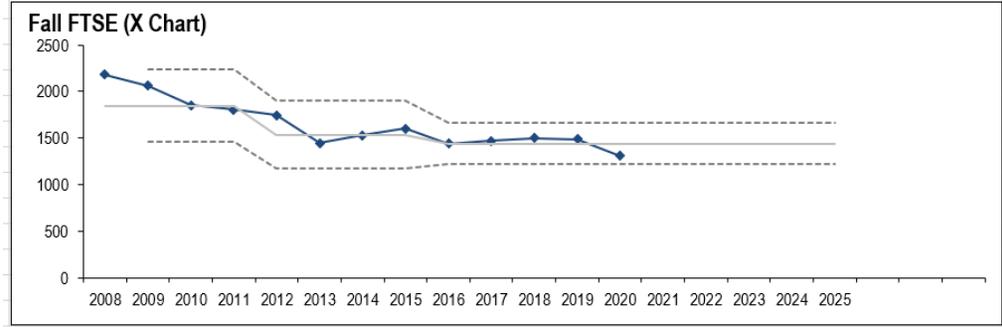
<b>Goal:</b> <p>By 2025, NPC will improve college sustainability through the effective and innovative use of financial, physical, human, environmental, and cultural resources relative to baseline data (TBD).</p>	<b>Key Performance Indicators</b> <ol style="list-style-type: none"> <li>1. Stabilized state funding (e.g., a permanence of the one-time allocation; expenditure limit legislation)</li> <li>2. Diversified revenue streams with increased leveraging of resources (e.g., additional grant funding and expanded public/private/tribal partnerships with local, state, and national schools, organizations and businesses).</li> <li>3. Increased implementation of sustainable occupational certificate/degree options that best serve the needs of the industries, local communities, and businesses?</li> <li>4. Improved perception of NPC as a great place for academic excellence, occupational development and employment.</li> </ol>			
<b>Rationale:</b> The following factors all lead to the need to build public will and stabilize funding to continue meeting our mission and vision: declining enrollment, outdated expenditure limit, additional legislative trends, regional workforce plan (Northeastern AZ Workforce Board Strategic Plan), public perception of value of higher education.				
<b>Strategy Recommendations(Not Finalized Strategic Actions) from College Input, Organized by the Following Five Categories:</b>				
Access and Student Success	Education and Scholarship	Community and Partnership	Group and Interpersonal Climate	Infrastructure
+	+Redesign curriculum	+Improve ability to track students using data? (Collection? Data sets collected?)	+Comprehensive Communication Plan	+Fixing Employee Onboarding +Expenditure Limit +Proactively seek grant funding to support innovation and seed new programs
Technology Plan	Facility Plan	Resource Plan		

# Documentation Items for the KPI

	Goal 1: Increase Enrollment		
Measure Name	FTSE count	Unduplicated Headcount	
Description			
Rationale/Intent			
Capability Assessment (Do we current have the capability/capacity to report this measure?) If not, what needs to happen in Year 1?			
Calculation			
<i>Formula</i>			
<i>Frequency</i>			
<i>Scope</i>			
<i>Data items (name, source)</i>			
How are Data to be Collected (Process)?			
Owners			
<i>Performance owner(s)</i>			
<i>Definition owner(s)</i>			
<i>Data owner(s)</i>			
How is the Information to be Shared (to Whom, Frequency)?			
Notes			

Comments/Questions?

Fall FTSE	FA 2015	FA 2016	FA 2017	FA 2018	FA 2019	FA 2020
Headcount	3354	3044	3021	3182	3008	2703
Total FTSE	1601.37	1439.6	1467.63	1500.4	1490.93	1307.44
NAVIT	236.07	239.2	223.73	243.2	218.6	186.86
DUAL	292.87	289.2	217.22	275.2	242.6	391.59
Regular	1072.43	911.2	1016.68	982	1029.73	728.99
Gender						
Female	1952	1778	1809	1920	1791	1616
Male	1402	1266	1212	1262	1217	1147
Age						
19 & Under	1651	1618	1534	1772	1668	1579
20-24	505	462	447	409	372	316
25-29	332	313	322	313	292	234
30-39	425	330	356	346	356	311
40-49	228	164	206	185	176	160
50-59	158	97	104	106	92	64
60 & Over	55	60	52	51	52	39
Race/Ethnicity						
White	1559	1495	1350	1355	1365	1131
American Indian	1212	1024	1119	1164	1034	755
Black	44	32	30	22	13	14
Hispanic	40	80	148	230	274	230
Multiple	107	121	131	139	127	101
Asian	21	22	21	23	23	19
Pacific Islander	8	15	7	6	13	8
Unknown/Blank	363	255	215	243	159	445



**Comments/Questions?**

- Disaggregate FT/PT
- Add new starts FT/PT
- Funnel data
- # course cancellation
- # Student credit hours

# Strategic Planning - KPI Development

July 8, 2021

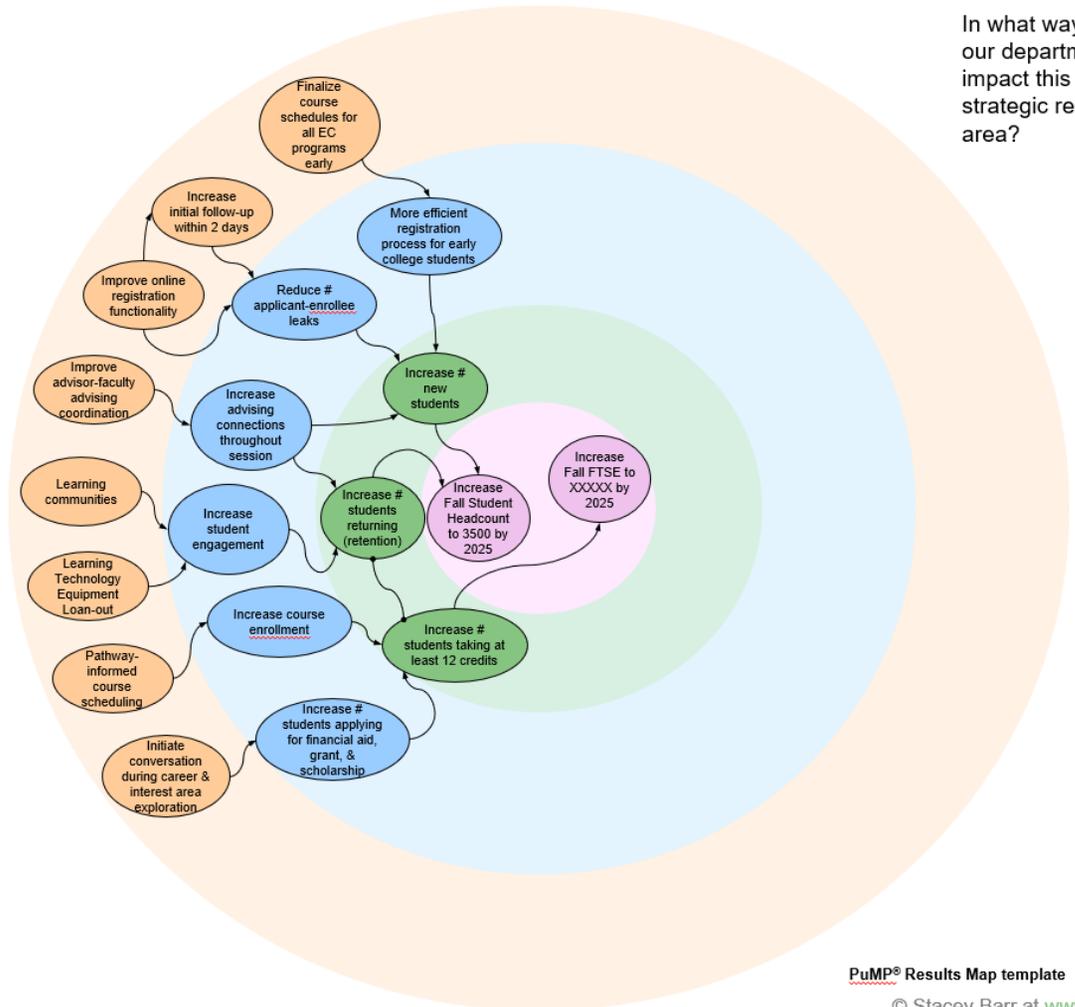
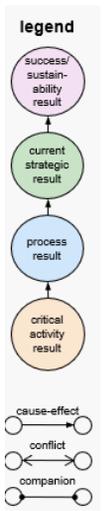
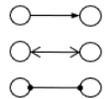
Date	Time	Topic	Goals	Deliverable
7/7/2021	1:30-3 p.m.	Overall approach & timeline discussion; report format; Enrollment	Agree on report format; review Fall FTSE and Headcount numbers; explore rolling 3-years average; explore reasonability of various options	
7/8/2021	1:30-3 p.m.	Enrollment; Student Outcomes	Finalize Enrollment Indicators; review completion and transfer indicators; discuss bases for various target options.	
7/9/2021	10:30 a.m.-noon	Student Outcomes	Finalize Completion and Transfer indicators; review Student Efficacy indicator; explore data collection instrument; develop methodology	
7/15/2021	1:30-3 p.m.	Student Outcomes	Finalize student efficacy indicator; review ILO indicators; explore methodology (to involve ASK during AY 21-22)	Complete Write-up for Enrollment Indicators
7/15/2021	3-4:30 p.m. (tentative)	Student Outcomes; College Sustainability	If needed, go through college sustainability proposed indicators. Highlight challenges - suggest using CFI.	
7/29/2021	1:30-3 p.m.	College Sustainability	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	Complete Write-up for Student Outcomes Indicators
8/3/2021	1-2:30 p.m.	College Sustainability	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	
8/4/2021	1-2:30 p.m.	College Sustainability; Cascading Strategy	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	Rough draft of College Sustainability Indicators
8/5/2021	9-10:30 a.m.	Cascading Strategy;	Wrap up any concerns	
8/12/2021				Final Review of the entire KPI document

# Strategic Planning - KPI Development

July 8, 2021

- Enrollment-Related KPIs
  - Agreed: Fall Headcount ^ to 3,500 by 2025 from 2,703 (2020 baseline)
  - Started discussion on Fall FTSE ^
  - Results Map (Example)
- KPIs for “Improve Student Outcomes”

# Strategic Goal 1: Increase Enrollment



In what ways does our department impact this particular strategic result area?

An attempt to align institutional KPIs with department processes/results



# Strategic Goal: Improve Student Outcomes

<p><b>Goal:</b></p> <p><b>By 2025, NPC will improve student outcomes for learning, completion, transfer and satisfaction relative to baseline data (TBD).</b></p> <p><b>Rationale:</b> Student outcomes were raised as a concern by the DGB and tie into student success as an area to increase. Student outcomes relate directly to state strategic plans for higher education and completion.</p>	<p><b>Key Performance Indicators</b></p> <ol style="list-style-type: none"><li>1. Increased Certificate/Degree completion rates.</li><li>2. Improved transfer rates.</li><li>3. Demonstrated student self-efficacy (e.g. student survey data).</li><li>4. Determined mastery rates of Institutional Learning Outcomes.</li></ol>
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# Strategic Planning - KPI Development

July 9, 2021

Date	Time	Topic	Goals	Deliverable
7/7/2021	1:30-3 p.m.	Overall approach & timeline discussion; report format; Enrollment	Agree on report format; review Fall FTSE and Headcount numbers; explore rolling 3-years average; explore reasonability of various options	
7/8/2021	1:30-3 p.m.	Enrollment; Student Outcomes	Finalize Enrollment Indicators; review completion and transfer indicators; discuss bases for various target options.	
7/9/2021	10:30 a.m.-noon	Student Outcomes	Finalize Completion and Transfer indicators; review Student Efficacy indicator; explore data collection instrument; develop methodology	
7/15/2021	1:30-3 p.m.	Student Outcomes	Finalize student efficacy indicator; review ILO indicators; explore methodology (to involve ASK during AY 21-22)	Complete Write-up for Enrollment Indicators
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7/29/2021	1:30-3 p.m.	College Sustainability	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	Complete Write-up for Student Outcomes Indicators
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8/5/2021	9-10:30 a.m.	Cascading Strategy;	Wrap up any concerns	
8/12/2021				Final Review of the entire KPI document

		Progress	
Date	Topic	Increase Enrollment	Improve Student Outcomes
7/7/2021	Overall approach & timeline discussion; report format; Enrollment	<ul style="list-style-type: none"> <li>&gt; agreed to experiment on the documentation format</li> <li>&gt; reviewed historical Fall FTSE and headcount numbers</li> <li>&gt; agreed to set headcount target as 3,500 by 2025</li> <li>&gt; agreed to add new student headcount to the KPI set</li> <li>&gt; explored different options/approaches to developing FTSE target</li> </ul>	
7/8/2021	Enrollment; Student Outcomes	<ul style="list-style-type: none"> <li>&gt; reviewed one approach to setting FTSE target</li> <li>&gt; agreed to explore defining full-time students as those with at least 15 credits per session (prepping for a potential KPI on % students as full-time)</li> <li>&gt; discussed whether FTSE as an indicator should be under "Enrollment" vs "Student Outcomes" as it is related to retention</li> <li>&gt; discussed if student credit hours can be a potential KPI</li> </ul>	<ul style="list-style-type: none"> <li>&gt; reviewed historical # awards numbers, discussed replacement ratio (# degree declarers: # degree completers) as a potential KPI</li> <li>&gt; reviewed historical IPEDS and Strategic Vision graduation rates</li> <li>&gt; agreed that Strategic Vision graduation rate as a program-completion indicator being more aligned with NPC's students but realized that the lagging 6-year time-frame does not fit with our 5-year strategic planning window</li> <li>&gt; proposed to explore two indicators for program completion (1) % of students with degree intent (2) replacement ratio</li> </ul>

Any key points that I missed?

What we need to work on together?

What we need to work on together?

# Homework until we meet next week

1. Work on the documentation file (on Google Drive) – add or suggest removing any items

- Enrollment Section is due on 7/15
- Student Outcomes Section is due on 7/29

# Strategic Planning - KPI Development

## July 15, 2021

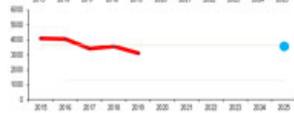
Date	Time	Topic	Goals	Deliverable
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8/5/2021	9-10:30 a.m.	Cascading Strategy;	Wrap up any concerns	
8/12/2021				Final Review of the entire KPI document

		Progress	
Date	Increase Enrollment	Improve Student Outcomes	
7/7/2021	<ul style="list-style-type: none"> <li>&gt; agreed to experiment on the documentation format</li> <li>&gt; reviewed historical Fall FTSE and headcount numbers</li> <li>&gt; agreed to set headcount target as 3,500 by 2025</li> <li>&gt; agreed to add new student headcount to the KPI set (need to disaggregate by demographic to close equity gap) *make it clear to communicate to the DGB of subgroup and disaggregation.</li> <li>&gt; explored different options/approaches to developing FTSE target</li> </ul>		
7/8/2021	<ul style="list-style-type: none"> <li>&gt; reviewed one approach to setting FTSE target</li> <li>&gt; agreed to explore defining full-time students as those with at least 15 credits per session (prepping for a potential KPI on % students as full-time)</li> <li>&gt; discussed whether FTSE as an indicator should be under "Enrollment" vs "Student Outcomes" as it is related to retention</li> <li>&gt; discussed if student credit hours can be a potential KPI</li> </ul>	<ul style="list-style-type: none"> <li>&gt; reviewed historical # awards numbers, discussed replacement ratio (# degree declarers: # degree completers) as a potential KPI</li> <li>&gt; reviewed historical IPEDS and Strategic Vision graduation rates</li> <li>&gt; agreed that Strategic Vision graduation rate as an program-completion indicator being more aligned with NPC's students but realized that the lagging 6-year time-frame does not fit with our 5-year strategic planning window</li> <li>&gt; proposed to explore two indicators for program completion (1) % of students with degree intent (2) replacement ratio</li> </ul>	
7/9/2021	<ul style="list-style-type: none"> <li>&gt; Defining new students as those who have new IDs and registered for a class at CUT day or 45th day?</li> <li>&gt; added a glossary list on the documentation</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Include retention and persistence as formative measures?</li> <li>&gt; program completion: # awards, # completers (unduplicated), % enrolled students (all students or degree-seeking students?) as completers in AY? How about on-time completion?</li> <li>&gt; Program completion indicators: Need to be clear in defining degree intent declarers not including those identified with area of interest/meta-majors; replacement ratio can be potentially difficult for some of the DGB members to understand; graduation ratio vs graduation rate</li> <li>&gt; shared the "Viability Index" article with the group</li> </ul>	

# Meeting goals

1. Share a mock-up strategic results dashboard
2. For “Increase Enrollment”
  - Review end-of-session numbers and set targets (decide if it is % or numbers)
3. For “Improve Student Outcomes”
  - Completion area – comments from the Viability Index article? finalize indicator and set target
  - Transfer area – identify indicator, develop baseline?, set target?
  - Student Efficacy area – review scales and discuss indicator/next step
  - Institutional Learning Outcomes area – review info and discuss indicator/next step

**STRATEGIC GOAL 1: INCREASE ENROLLMENT**

		baseline	AY <> annual target	actual	5-year target	notes
<input type="radio"/> Fall Semester Student Headcount		3210	3350		3700	
<input type="radio"/> Spring Semester Student Headcount		3101	3200		3600	
<input type="radio"/> Academic Year Student Headcount		4923	5200		5700	

**STRATEGIC GOAL 2: IMPROVE STUDENT OUTCOMES**

	baseline	actual	AY <> annual target	5-year target	notes
<input type="radio"/> Program Intent Declaration-Completion Ratio/Graduation Ratio/Degree-to-Enrollment Ratio					
<input type="radio"/> Transfer Intent Declaration-Transfer Ratio					
<input type="radio"/> % Students Confident in XXXXX					available by Fall 2022
<input type="radio"/> % Students Demonstrating Adequate College-Level Critical Thinking/Effective Communication					available by Fall 2022

## Strategic Planning – Key Results Indicator Development July 16, 2021

Date	Time	Topic	Goals	Deliverable
7/7/2021	1:30-3 p.m.	Overall approach & timeline discussion; report format; Enrollment	Agree on report format; review Fall FTSE and Headcount numbers; explore rolling 3-years average; explore reasonability of various options	
7/8/2021	1:30-3 p.m.	Enrollment; Student Outcomes	Finalize Enrollment Indicators; review completion and transfer indicators; discuss bases for various target options.	
7/9/2021	10:30 a.m.-noon	Student Outcomes	Finalize Completion and Transfer indicators; review Student Efficacy indicator; explore data collection instrument; develop methodology	
7/15/2021	1:30-3 p.m.	Student Outcomes	Finalize student efficacy indicator; review ILO indicators; explore methodology (to involve ASK during AY 21-22)	Complete Write-up for Enrollment Indicators
7/15/2021 (tentative)	3-4:30 p.m.	Student Outcomes; College Sustainability	If needed, go through college sustainability proposed indicators. Highlight challenges - suggest using CFI.	
7/29/2021	1:30-3 p.m.	College Sustainability	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	Complete Write-up for Student Outcomes Indicators
8/3/2021	1-2:30 p.m.	College Sustainability	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	
8/4/2021	1-2:30 p.m.	College Sustainability; Cascading Strategy	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	Rough draft of College Sustainability Indicators
8/5/2021	9-10:30 a.m.	Cascading Strategy;	Wrap up any concerns	
8/12/2021				Final Review of the entire KPI document

Additional meeting scheduled on 7/16 as an attempt to catch up with the pace

# Meeting goals

1. Review Progress (9:00 – 9:05)
2. For “Increase Enrollment”
  - Additional Clarification on Degree-to-Enrollment Ratio; Set Target? (9:06 – 9:20)
3. For “Improve Student Outcomes” (9:21 – 10:05)
  - Completion area
    - IPEDS and Strategic Vision measures in KRI set? (9:21 – 9:35)
  - Transfer area
    - Transfer-to-Intent Ratio? - Review baseline and Set target? (9:36 – 9:50)
    - Other indicators? IPEDS and Strategic Vision measures in KRI set? (9:50 – 10:05)
  - Student Efficacy area & Institutional Learning Outcomes area (10:06 – 10:20)
    - First sharing of initial thoughts of this as KRI; first commenting on the information provided; any homework assigned to the group?

## Progress made from 7/15/2021 Meetings

Progress		
Date	Increase Enrollment	Improve Student Outcomes
7/15/2021	<ul style="list-style-type: none"> <li>&gt; shared first view of the mock-up dashboard</li> <li>&gt; Clarified the group's focus on KRIs instead of KPIs</li> <li>&gt; Confirmed Headcount, FTSE, and Degree-to-Enrollment Ratio as Enrollment KRIs</li> <li>&gt; Confirmed scaled percent increase as the appropriate target expression</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Discussed differences between Degree-to-Enrollment Ratio and Replacement Ratio</li> </ul>
7/15/2021	<ul style="list-style-type: none"> <li>&gt; Clarified timeframe for baseline, strategic initiative planning, implementation, and reporting</li> </ul>	
7/15/2021		

## Strategic Planning – Key Results Indicator Development July 29, 2021

Date	Time	Topic	Goals	Deliverable
7/7/2021	1:30-3 p.m.	Overall approach & timeline discussion; report format; Enrollment	Agree on report format; review Fall FTSE and Headcount numbers; explore rolling 3-years average; explore reasonability of various options	
7/8/2021	1:30-3 p.m.	Enrollment; Student Outcomes	Finalize Enrollment Indicators; review completion and transfer indicators; discuss bases for various target options.	
7/9/2021	10:30 a.m.-noon	Student Outcomes	Finalize Completion and Transfer indicators; review Student Efficacy indicator; explore data collection instrument; develop methodology	
7/15/2021	1:30-3 p.m.	Student Outcomes	Finalize student efficacy indicator; review ILO indicators; explore methodology (to involve ASK during AY 21-22)	Complete Write-up for Student Outcomes Indicators
7/15/2021	3-4:30 p.m. (tentative)	Student Outcomes; College Sustainability	If needed, go through college sustainability proposed indicators. Highlight challenges - suggest using CFI.	
7/29/2021	1:30-3 p.m.	College Sustainability	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	Complete Write-up for Student Outcomes Indicators
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8/5/2021	9-10:30 a.m.	Cascading Strategy;	Wrap up any concerns	
8/12/2021				Final Review of the entire KPI document

Additional meeting was scheduled on 7/16 to try to catch up with the pace. We are catching up.

# Meeting goals

1. Review Progress (1:30 – 1:35 p.m., 5 mins)
2. “Improve Student Outcomes” (1:36 – 2:10 p.m., 35 mins)
  - Completion area
    - Degree-to-Enrollment Ratio – baseline and target (1:36-1:45 p.m., 10 mins)
    - IPEDS 150% Graduation Rate – baseline and target (1:46-1:50 p.m., 5 mins)
  - Transfer area
    - Intent-to-Transfer – finalize indicator, baseline, and target (1:51 – 2:05 p.m., 15 mins)
    - IPEDS 150% Transfer Out Rate – baseline and target (2:06 – 2:10 p.m., 5 mins)
  - Student Efficacy area (2:11-2:25 p.m., 15 mins)
    - Indicator and Approach
  - Institutional Learning Outcomes area (2:26-2:40 p.m., 15 mins)
    - Indicator and Approach
3. “Improve College Sustainability” (2:41 - 3:00 p.m., 20 mins)
  - Determine if any of the pre-determined indicators are KRIs; explore what key results we want to propose in this area

## Progress made from 7/15/2021 and 7/16/2021 Meetings

Progress		
Date	Increase Enrollment	Improve Student Outcomes
7/15/2021	<ul style="list-style-type: none"> <li>&gt; shared first view of the mock-up dashboard</li> <li>&gt; Clarified the group's focus on KRIs instead of KPIs</li> <li>&gt; Confirmed Headcount, FTSE, and <del>Degree-to-Enrollment</del> Replacement Ratio as Enrollment KRIs</li> <li>&gt; Confirmed scaled percent increase as the appropriate target expression</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Discussed differences between Degree-to-Enrollment Ratio and Replacement Ratio</li> </ul>
7/15/2021	<ul style="list-style-type: none"> <li>&gt; Clarified timeframe for baseline, strategic initiative planning, implementation, and reporting</li> </ul>	
7/16/2021	<ul style="list-style-type: none"> <li>&gt; discussed target associated with the Replacement Ratio</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Completion area: Clarified the components in the Degree-to-Enrollment Ratio; Suggested Adding IPEDS 150% Graduation Rate to the KRI set</li> <li>&gt; Transfer area: Explore the components contributing to the Intent-to-Transfer Ratio; Suggested adding IPEDS 150% Transfer Out Rate to the KRI set</li> <li>&gt; Student Efficacy area: agreed that the two student efficacy scales do not meet the group's original intent of what the concept trying to capture; initial exploration on the approach and potential indicators</li> </ul>

## Homework assigned after the 7/16/21 meeting to encourage preparation for the 7/29/21 meeting

Key Results Indicators	Rationale	Target expression	What session/year to set as baseline?	Strategy Implementation Year 1	Reporting Year 1 Results	Homework to prepare for 7/29 meeting
<b>Strategic Goal/Result Area: Increase Enrollment</b>						
Headcount	simple to understand	1.5%, 2%, 3%, 4%, 4%				
FA (45th day)			FA2021 (or Average of multiple FA semesters)	AY 2022-23	FA2023	
SP (45th day)			SP2022 (or Average of multiple SP semesters)	AY 2022-23	SP2024	
Annualized			end AY 2021-22 (or Average of previous AYs)	AY 2022-23	AY2023-24	
FTSE	consistently measured; known by the Board and requested by the state; allow comparison with other colleges	1.5%, 2%, 3%, 4%, 4%				
FA (45th day)			FA2021 (or Average of multiple FA semesters)	AY 2022-23	FA2023	
SP (45th day)			SP2022 (or Average of multiple SP semesters)	AY 2022-23	SP2024	
Annualized			end AY 2021-22 (or Average of previous AYs)	AY 2022-23	AY2023-24	
Replacement Ratio (Declarers: Completers)	Are we maintaining enrollment to support all the programs collectively? To measure attrition via completion	The target would be to attain to a replacement ratio of 7 and maintain at that level by end of Year 5.	Historical data show a lot of students with undecided intent, resulting in unknown % for Non-degree seeking students. The group suggests using AY 2021-22 to develop a baseline.			
<b>Strategic Goal/Result Area: Improve Student Outcomes</b>						
<b>Completion</b>						
# Unique Completers	simple indicator, mirror the headcount in the Enrollment area	????				<a href="#">Click here to review 5-year data and propose a way to set target</a>
Degree-to-Enrollment Ratio (Degrees: Total Enrolled Headcount per 100 Students Enrolled)	Are we maintaining enrollment to support all the programs collectively? To measure attrition via completion	????	indicator timeframe: Academic year. mention potential for departments to look at session-level when developing their own KPI.			<a href="#">Click here to review 5-year data and propose a way to set target</a>
IPEDS 150% Graduation Rate	indicate extent of student on-time completion; allow comparison with other institutions	????				<a href="#">Click here to review 5-year data and propose a way to set target</a>
<b>Transfer</b>						
Transfer Intent-to-University Enrollment Ratio		????				<a href="#">click here to review a summary of the discussion at the 7/16/2021 meeting and be prepared to discuss the items listed in the spreadsheet.</a>
IPEDS 150% Transfer Out Rate	allow comparison with other institutions	????				<a href="#">Click here to review 5-year data and propose a way to set target</a>
<b>Student Efficacy</b>						
						<a href="#">click here to review a summary of the discussion at the 7/16/2021 meeting and be prepared to discuss the items listed in the spreadsheet.</a>

## Strategic Planning – Key Results Indicator Development August 3, 2021

Date	Time	Topic	Goals	Deliverable
7/7/2021	1:30-3 p.m.	Overall approach & timeline discussion; report format; Enrollment	Agree on report format; review Fall FTSE and Headcount numbers; explore rolling 3-years average; explore reasonability of various options	
7/8/2021	1:30-3 p.m.	Enrollment; Student Outcomes	Finalize Enrollment Indicators; review completion and transfer indicators; discuss bases for various target options.	
7/9/2021	10:30 a.m. - noon	Student Outcomes	Finalize Completion and Transfer indicators; review Student Efficacy indicator; explore data collection instrument; develop methodology	
7/15/2021	1:30-3 p.m.	Student Outcomes	Finalize student efficacy indicator; review ILO indicators; explore methodology (to involve ASK during AY 21-22)	Complete Write-up for Student Outcomes Indicators
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8/4/2021	1-2:30 p.m.	College Sustainability; Cascading Strategy	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	Rough draft of College Sustainability Indicators
8/5/2021	9-10:30 a.m.	Cascading Strategy;	Wrap up any concerns	
8/12/2021				Final Review of the entire KPI document

Additional meeting was scheduled on 7/16 to try to catch up with the pace. We are catching up.

# Meeting goals

1. Review Progress (1:00 – 1:05 p.m., 5 mins)
2. “Improve Student Outcomes” (1:06 – 1:50 p.m., 45 mins)
  - Transfer area
    - Intent-to-Transfer – finalize indicator, baseline, and target (1:06 – 1:20 p.m., 15 mins)
  - Student Efficacy area (1:21-1:35 p.m., 15 mins)
    - Indicator and Approach
  - Institutional Learning Outcomes area (1:36-1:50 p.m., 15 mins)
    - Indicator and Approach
3. “Improve College Sustainability” (1:51 - 2:30 p.m., 40 mins)
  - Determine if any of the pre-determined indicators are KRIs; explore what key results we want to propose in this area

Progress made from 7/29/21 Meeting

## Progress

### Improve Student Outcomes

- > Decided to keep the IPEDS indicators for tracking without target set.
- > Discussed intent-to-transfer ratio (need more time to reflect on this indicator)
- > Suggested replacing student efficacy (naming) with student goal attainment; began discussion of data collection and indicator development

# Transfer Intent-to-University Enrollment Ratio



Time Frame	AY 15-16	A 16-17	AY 17-18	AY 18-19	AY 19-20
Number of Students with associate degree intent	2453	2381	2328	2215	1998
Number of Students with earliest non-graduate enrollment records at any 4-year university	566	613	627	705	864
Ratio	4.3: 1	3.9:1	3.7:1	3.1:1	2.3:1

# Student Goal Attainment Indicator

- In a particular semester, % of goals expressed by students are met by enrolling at NPC.
  - For students interested in taking one class/random set of classes\*, their response could be a reference to successfully completing the class(es).
  - For students with an expressed area of interest, their response could be many, including determining a program intent and successfully completing classes.
  - Requires very deliberate documentation and connection process with the students.
  - Need a process to support data collection – require individual effort from students? Or collaborative efforts between students and advisors (building towards a relational model)?
  - Assume a beginning and end point in a semester – how to encourage behaviors to document progress?

<https://www.ascd.org/el/articles/scales-of-progress>

# Student Goal Attainment Indicator – Simplified Version

- In a particular semester, % of students expressed that NPC helped them achieving their goals.
- To what extent do you agree with this statement:
  - By attending NPC this semester, I feel (4-point scale, omitting “neither agree/disagree”)
    - I have completed my goals
    - I have made adequate progress in meeting my goals
  - What kind of difference did NPC make in helping you meeting your goals last semester? (Significant, Moderate, Slightly, Not at all, I did not attend any class at NPC last semester)

# Student Goal Attainment Indicator

- What are needed to support data collection and reporting of this indicator (simplified version)?
  - Need a student-level data collection mechanism to collect responses – either at the end of the semester or at the beginning of the next semester via registration process.
    - Beginning of next semester via registration process – will miss non-returning students or students who completed their goals
    - Doing non-return surveys every semester?
  - Due to the simplicity of this indicator, it may not lend any opportunities for the college to learn what goals student have, challenges from the students' standpoint in meeting these goals, and what areas could college assist (barriers etc).

# Student Mastery of Institutional Learning Outcomes (ILOs)

- % of completers who demonstrate adequate level of mastery in the two institutional learning outcomes (critical thinking and effective communication)
  - (As a start) focus on mastery of learning outcomes, not progress.
  - Limited to departments with degree/certificate program (could adopt a phased-in approach, beginning with degree program first)
  - Departments have the autonomy in defining and developing their own behavioral criteria based on their curriculum.
  - The mastery level will be defined at the institutional level  
(<https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/course-design/classroom-assessment/grading-criteria/rubrics-scales>)
  - Target could be set after baseline data are collected. Target would be something like: at least 75% of completers demonstrated X level of mastering ..... in their respective programs.

# Student Mastery of Institutional Learning Outcomes

- What are needed to support data collection and reporting of this indicator?
  - Identifying 'graduating' cohorts
  - Development of an assessment methodology for departments with degree/certificate programs to adopt – need assistance from the ASK subcommittee (1) curriculum-driven behavior criteria associated with the two learning outcome domains (2) a rubric with defined mastery levels (3) how the methodology is incorporated into department's regular assessment activities
  - Develop a reporting mechanism (student-level data)
  - Spring 2022 – baseline data collection, reporting to IE, target set at institutional level

# Improve College Sustainability

## - proposed areas for KRI development

- Stabilized state funding
- Diversified revenue streams with increased leveraging of resources
- Increased implementation of sustainable occupational certificate/degree options
- Improved perception of NPC as a great place for academic excellence, occupational development, and employment

## Strategic Planning – Key Results Indicator Development August 3, 2021

Date	Time	Topic	Goals	Deliverable
7/7/2021	1:30-3 p.m.	Overall approach & timeline discussion; report format; Enrollment	Agree on report format; review Fall FTSE and Headcount numbers; explore rolling 3-years average; explore reasonability of various options	
7/8/2021	1:30-3 p.m.	Enrollment; Student Outcomes	Finalize Enrollment Indicators; review completion and transfer indicators; discuss bases for various target options.	
7/9/2021	10:30 a.m.-noon	Student Outcomes	Finalize Completion and Transfer indicators; review Student Efficacy indicator; explore data collection instrument; develop methodology	
7/15/2021	1:30-3 p.m.	Student Outcomes	Finalize student efficacy indicator; review ILO indicators; explore methodology (to involve ASK during AY 21-22)	Complete Write-up for Student Outcomes Indicators
7/15/2021	3-4:30 p.m. (tentative)	Student Outcomes; College Sustainability	If needed, go through college sustainability proposed indicators. Highlight challenges - suggest using CFI.	
7/29/2021	1:30-3 p.m.	College Sustainability	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	Complete Write-up for Student Outcomes Indicators
8/3/2021	1-2:30 p.m.	College Sustainability	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	
8/4/2021	1-2:30 p.m.	College Sustainability; Cascading Strategy	Financial: CFI; program: viability - ; Physical: space use indicator? Human: employee, community, student surveys?	Rough draft of College Sustainability Indicators
8/5/2021	9-10:30 a.m.	Cascading Strategy;	Wrap up any concerns	
8/12/2021				Final Review of the entire KPI document

Additional meeting was scheduled on 7/16 to try to catch up with the pace. We are catching up.

# Meeting goals

1. Review Progress
2. Discuss appropriate key result indicators for “Improved College Sustainability”
  - Economic Sustainability
  - Social/Cultural Sustainability
3. Discuss timeline to complete/review the Key Result Indicator Development document
  - Leadership Council Meeting – August 20 (document needs to be sent to Paul before August 13)

## Progress made from 8/3/21 Meeting

Progress	
Improve Student Outcomes	Improve College Sustainability
<ul style="list-style-type: none"><li>&gt; confirmed intent-to-transfer ratio as a KRI with target not above 4:1.</li><li>&gt; discussed two potential approaches to measuring student goal attainment (goal vs student as unit of analysis). briefly explored the difference between intent and goal. The group agreed that as of now we don't quite understand how this indicator could work to drive institutional performance and suggested consulting with SSA to get its input in order to develop an appropriate KRI in the student goal attainment area.</li><li>&gt; The group agreed to recommend ASK subcommittee to work on an assessment methodology and tool before developing an appropriate KRI in the mastery of institutional learning outcome area.</li></ul>	<ul style="list-style-type: none"><li>&gt; provided an overview of what is involved in sustainability - three domains (environmental, economic, and social). Being introduced to a number of potential indicators for economic sustainability.</li></ul>

# Social Sustainability

- Social sustainability is about people's lived experience of local communities – their well-being, resilience, sense of belonging, and relationships with one another in creating successful places.
- Four dimensions:
  - Voice & influence (ability and willingness to take action to shape the college)
  - Amenities & social infrastructure (social spaces, transport)
  - Adaptability & resilience (flexible planning in services & infrastructure – adaptable use of space)
  - Social & culture life (sense of belonging, well-being, community cohesion, safety, relationships with each other, local networks)

# Social Sustainability

- Voice & Influence

- Responsiveness to local issues
- Trust & confidence in “agencies”
- Local governance structures
- Existence of informal groups & associations
- Willingness to act to tackle problems
- Involvement in volunteering
- Perceptions of influence over wider area

- Adaptability & Resilience

- Extent of under-used space
- Capacity of an area to adapt to meet future needs & aspirations
- Employee’s ability to shape their own team/department
- Extent of adaptable spaces & facilities

# Social Sustainability

- Social and Cultural Life
  - How people from different backgrounds co-exist
  - Quality of work life & well-being
  - Relationships between employees and between different parts of the community
  - Community cohesion
  - How people feel about the place they work
  - Sense of belonging and college identity
  - Feelings of safety

# Meeting goals

1. Review Progress
2. Discuss appropriate key result indicators for “Improved College Sustainability”
  - Stabilized Institutional Funding
  - – Components within the Composite Financial Indicator
3. Discuss timeline to complete/review the Key Result Indicator Development document
  - Leadership Council Meeting – August 20 (document needs to be sent to Paul before August 13)
4. Assignments to follow-up work

Progress made from 8/4/21 Meeting

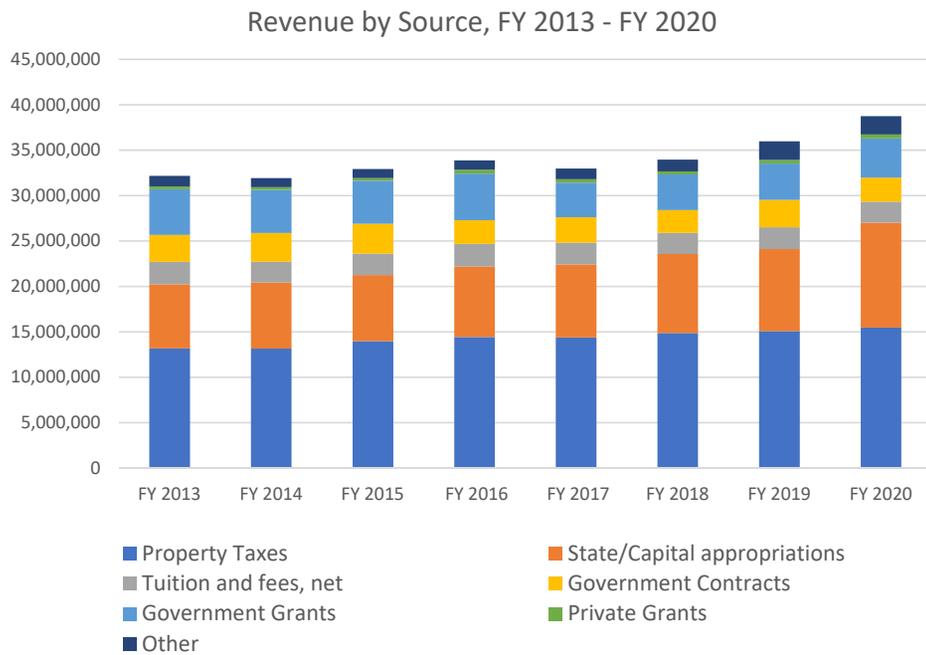
### **Improve College Sustainability**

- > Agreed to stick with the original 4 subgoal areas to develop key result indicators.
- > Revised "Stabilized state funding" to "Stabilized institutional funding", discussed viability and liquidity measures, briefly discussed composite financial indicators
- > "Diversified Revenue Streams" - reviewed revenue by source pie chart, discussed appropriate categories

# Stabilized Institutional Funding

4 Components of the Composite Financial Index	What does the ratio tell us (in layman terms)?
Primary Reserve Ratio	direct measure of the college's viability and indirectly measures its liquidity. Whether we have enough flexible resources to support college mission
Net Operating Revenue Ratio	measure of operating performance. Indicates whether the college is operating within its available resources
Return on Net Assets Ratio	indicates whether the college is better off financially this year compared to last year. report on a 3-year rolling average
Viability Ratio	ability of available assets to cover debts; indicates the capacity to repay total debts through reserves and show ability to take on new debt

# Diversified Revenue Streams



Revenue Source Category	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
Property Taxes	41%	41%	42%	43%	44%	44%	42%	40%
State/Capital appropriations	22%	23%	22%	23%	24%	26%	25%	30%
Tuition and fees, net	8%	7%	7%	7%	7%	7%	7%	6%
Government Contracts	9%	10%	10%	8%	9%	7%	8%	7%
Government Grants	16%	15%	14%	15%	12%	12%	11%	11%
Private Grants	1%	1%	1%	1%	1%	1%	1%	1%
Other	4%	3%	3%	3%	4%	4%	6%	5%
Contracts/Grants-to-Taxpayer Fund Ratio	4.1:10	4:10	3.9:10	3.7:10	3.1:10	2.9:10	3.1:10	2.7:10

Note: Other category includes bookstore income (net), other operating revenue, share of state sales taxes, investment earnings, and gain on disposal of capital assets.

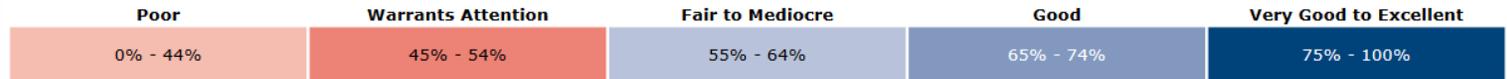
# Diversified Revenue Streams

		contracts/grants with the percent increase	additional fund to acquire	assume taxpayer fund the same
\$7,396,625.00				
1%	\$	7,470,591.25	\$ 73,966.25	2.8
2%	\$	7,544,557.50	\$ 147,932.50	2.8
5%	\$	7,766,456.25	\$ 369,831.25	2.9
7%	\$	7,914,388.75	\$ 517,763.75	2.9
10%	\$	8,136,287.50	\$ 739,662.50	3.0
12%	\$	8,284,220.00	\$ 887,595.00	3.1
15%	\$	8,506,118.75	\$ 1,109,493.75	3.1
20%	\$	8,875,950.00	\$ 1,479,325.00	3.3
25%	\$	9,245,781.25	\$ 1,849,156.25	3.4

# Improved Perception of NPC as a great place for...

	Stakeholder Groups	Instrument	Indicator
Community Involvement/Engagement			
Academic Excellence			
Occupational Development			
Employment	NPC Employees	Great Colleges to Work For Survey ( <a href="https://greatcollegesprogram.com/">https://greatcollegesprogram.com/</a> )	<ul style="list-style-type: none"> <li>➤ Recognition in at least two categories (like NE Texas?)</li> <li>➤ Demonstrate improvement over baseline or sustained performance over &lt;%&gt; in X categories?</li> </ul>

# Perception – Employment



	OVERALL	2021 Honor Roll 3,000-9,999	2021 Carnegie Assoc
Collaboration	75%	93%	85%
Communication	62%	82%	70%
Confidence in Senior Leadership	74%	84%	80%
Diversity, Inclusion & Belonging	73%	95%	88%
Faculty & Staff Well-being	76%	85%	86%
Job Satisfaction & Support	64%	82%	73%
Mission & Pride	58%	91%	68%
Performance Management	81%	90%	93%
Professional Development	77%	81%	80%
Supervisor/Department Chair Effectiveness	60%	89%	74%
<b>Survey Average (1 - 55)</b>	70%	87%	79%

## Appendix 21

### Content of This Appendix

This appendix contains the August 20, 2021 meeting minutes from the Leadership Council. At this meeting, President Hazelbaker addressed the Leadership Council the differences between Key Results Areas and Key Performance Indicators. The Strategic Planning Task Force presented the Key Results Indicator Development document to the Leadership Council and invited the Council for input. The Council approved the document and motioned to send the document to the President's Cabinet for review.

# Leadership Council

## Minutes

### Friday, August 20, 2021 at 9am

### ZOOM

#### Attendees:

**Council Members:** Chato Hazelbaker; Ryan Jones (Proxy for Rickey Jackson); Cassie Dows (Proxy for Wei Ma); Rebecca Hunt (Proxy for Ann Hess); Debra Myers (Proxy for Judy Yip-Reyes); Maderia Ellison; Gail Campbell; Scott Estes; Amber Hill; Pat Lopez; Melody Niesen; Ryan Orr; Jeremy Raisor; Josh Rogers; Mike Solomonson; Nicole Ulibarri; Ruth Zimmerman; Davis Huish.

**Others Present:** Paul Hempsey (Recorder); Betsy Wilson; Jonathan Schrader; Tamara Osborne; James Gil; Elizabeth Oliphant; Gary Santillanes; Amelinda Webb; Allison Landy; Donna Krieser; Scott Flake; Kevin Jones; Susan Jensen.

1. **Call to Order:** President Hazelbaker called the meeting to order.
2. **Roll Call and Quorum Check:** Paul Hempsey conducted a visual roll call and declared a quorum present.
3. **Approval of Minutes from April 16, April 30, and May 14, 2021 Meetings:**  
*Ruth Zimmerman made a motion to approve the April 16, April 30, and May 14, 2021 minutes. Josh Rogers seconded. The motion carried with a majority vote. Abstentions included Ryan Jones, Debra Myers, and Rebecca Hunt.*
4. **Review of Tasks from May's Meeting**  
Paul Hempsey reported that all tasks had been completed.
5. **Reports**
  - A. **Diversity, Equity, and Inclusion**  
Dr. Elizabeth Oliphant provided an update from the group and invited anyone that wanted to attend meetings, join the Slack Channel, or be added to the email distribution list, to message her or anyone currently in the group.
  - B. **Student Success Alliance**  
Melody Niesen and Ryan Jones provided an update from the Student Success Alliance highlighting their attendance at the Community College Research Center Summer Institute for Guided Pathways in rural colleges.  
  
Melody introduced the idea of six broad areas of interest the group was looking at to assist a student on beginning on their path.
    - Creative and Communications Arts
    - Business and Entrepreneurship
    - Health and Biosciences
    - Advanced Manufacturing and Logistics
    - Public Service
    - Science and Technology

VPAS Ellison asked if there might be a high-level timeline available on what to expect. VPLSS Solomonson responded he was working on a timeline. Melody noted the Community College Research Center also had a very high-level timeline for what the steps might look like over a five-year period which she would send.

# Leadership Council

## Minutes

Friday, August 20, 2021 at 9am

### ZOOM

VPAS Ellison suggested the opportunity for students to audit portions of classes to see if they really have an interest in that area, or assigning a mentor at the college in their field of interest. Jonathan Schrader suggested availability of a 2-3-hour sampler for courses available through the website.

Melody asked how the group could have the six areas of interest added to the NPC website and President Hazelbaker offered to take that as a task.

#### 6. Old Business:

##### A. Key Result Areas Presentations

President Hazelbaker introduced the Key Results Areas (KRAs) discussion by noting why the group had moved away from only Key Performance Indicators (KPIs). This will be an ongoing process and will need constant reassessment.

President Hazelbaker noted that the next item on the agenda will be an action item to hopefully move the KRAs forward to the District Governing Board as an Informational Item.

##### I. Increase Enrollment

Josh Rogers presented the recommendations for Increasing enrollment noting he baseline year for data would be the 2021-22 Academic Year for headcount and Full Time Student Equivalency (FTSE). With assistance from Dr. Allison Landy Josh also covered the Replacement Ratio KRI.

##### II. Improve Student Outcomes

Jeremy Raisor presented the four categories suggested for evaluating student outcomes and the suggested targets, where applicable, the group believes should be aimed for.

##### III. Improve College Sustainability

Gail Campbell presented the three areas, along with the proposed KRIs to measure for Improving College Sustainability.

VPAS Ellison noted that she would like to discuss multiple questions with Dr. Yip-Reyes, but would do so away from the meeting.

##### B. Key Result Areas Next Steps

*Amber Hill made a motion to send the KRA document to the President's Cabinet and possibly on to the Board for their information. Josh Rogers seconded. **The motion Carried unanimously.***

##### C. Planning Procedure Discussion and Next Steps

President Hazelbaker displayed the current procedure and asked if it would be a good idea to pilot the process as the procedure works its way through the approval process at the college.

Josh Rogers noted that a staggered term may help with continuity of the Strategic Planning Task Force.

#### Commented [YJY1]: Update LC in Sept meeting:

1. KRI document was reviewed and discussed at a President's Cabinet meeting. Maderia shared her questions with Judy particularly on the grant-related indicator.
2. The Strategic Planning Task Force group will meet at end of September to share progress in working on the left-over areas:
  - a. Student Goal Attainment
  - b. Mastery of ILOs
  - c. College and Student Perception under Improving College Sustainability

May also revisit some of the KRIs based on LC and Maderia's input.

President Hazelbaker and Judy will work on a KRI presentation to also share the KRIs at a very high level with FA and CASO – scheduled in October.

# Leadership Council

## Minutes

Friday, August 20, 2021 at 9am

### ZOOM

#### D. Implementing next steps in Shared Governance Procedure

##### I. Assigning Meeting Co-Facilitators

##### II. Yearly Calendar

President Hazelbaker asked the committee to consider implementing the co-facilitators and yearly calendar proposals suggested in the most recent draft the Shared Governance procedure out for review with the college. President Hazelbaker also suggested the implementation of the new voting model.

*Jeremy Raisor made a motion to allow the Convener to begin assigning co-facilitators for future meetings, for the convener to begin preparation of a yearly calendar for the committee, and for the implementation of the random nine voting model. Melody Niesen seconded.*

Jeremy Raisor accepted an amendment to the motion to separate the voting model from the other items.

***The motion carried unanimously.***

*Pat Lopez made a motion to adopt the proposed voting mechanism, as written, for the upcoming academic year. Jeremy Raisor seconded.*

The group discussed the implementation of the random nine voting model at length.

***The motion carried with a majority vote. Maderia Ellison, Amber Hill, and Josh Rogers voted against. Debra Myers abstained.***

#### 7. Adjourn:

*Amber Hill made a motion to adjourn. Josh Rogers seconded. The vote carried unanimously.*

#### Tasks

- Discuss adding the six areas of interest to the NPC Website – **President Hazelbaker** and **VPLSS Solomonson**
- Assign Co-Facilitators for meetings – **Paul Hempsey**



Proposed Key Result Indicators  
Recommended by the Strategic Planning Task Force  
to Leadership Council

August 2021

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## Mission

Northland Pioneer College provides educational excellence that is affordable and accessible for the enrichment of communities across northeastern Arizona.

## Vision

NPC continually responds to the needs of our communities by cultivating generations of learners. By 2030, NPC will transform lives by advancing student success and socio-economic well-being through a spirit of innovation, partnership, and creative problem-solving.

## Values

**Integrity** - By Integrity, we mean consistently taking responsibility for our actions and preserving the trust communities place in us. We demonstrate Integrity by:

- Setting achievable and measurable goals.
- Maintaining transparency in project planning, implementation, and reporting while honoring the college's shared governance process.
- Being consistently truthful and fair in our internal and external interactions.

**Inclusion** - By Inclusion, we mean empowering all people – regardless of individual differences and/or historical under-representation – to have the right to be involved, engaged, respected, and appreciated as valuable members of our communities. We demonstrate Inclusion by:

- Ensuring all individuals, regardless of race, color, religion, national origin, gender, or sexual orientation have opportunities to equitably engage with, participate in, and benefit from the NPC community.
- Recruiting individuals and partnering with organizations that reflect and represent the diverse backgrounds, perspectives, and interests of our area.
- Using diverse perspectives to make better-informed decisions.

**Adaptability** - By Adaptability, we mean a commitment to being agile in responding to the ever-changing needs of our diverse communities through collaboration, innovation, and informed risk-taking. We demonstrate Adaptability by:

- Keeping an open mind to learn or develop new ways to respond to changes.
- Experimenting with different styles of working and adjusting as needed.
- Using valid and reliable data to make decisions with confidence and efficiency.

**Civility** - By Civility, we mean maintaining one's own beliefs and perspectives without demeaning the beliefs and perspectives of others. We demonstrate Civility by:

- Using active listening and acknowledgment without judgment while interacting with others, even when there are deep-rooted and fierce disagreements.
- Seeking common ground as the starting point for dialogue about differences.
- Modeling, teaching, and promoting the practices of civility and expecting others to do the same.

**Access** - By Access, we mean striving to minimize barriers to lifelong learning. We demonstrate Access by:

- Striving to keep costs low and connect students with available resources and financial support.
- Offering education, student services, information, and resources in multiple formats to optimize equitable opportunities across our communities.
- Implementing the principles of universal design to promote access to campus spaces, events, and activities.

## Background and Purpose

After the District Governing Board (DGB) approved NPC's new mission, vision, and values statement in January 2021, the college's central shared governance body – Leadership Council (LC) – began its work on determining strategic goal areas (SGAs) for the college. In Spring 2021, the LC convened a Strategic Planning Task Force to develop three SGAs with initial data review based on college and DGB's input. The Task Force, composed of faculty, staff, and administrators, presented the proposed three SGAs (i.e., "Increased Enrollment," "Improved Student Outcomes," and "Improved College Sustainability"), recommended by the LC, to the DGB at its monthly meeting and obtained approval and support from the DGB at its June 2021 meeting. With approval of the strategic goal areas, the Strategic Planning Task Force worked through the summer of 2021 to develop key result indicators (KRIs) that would demonstrate progress within each of the approved strategic goal areas.

This document introduces the KRIs drafted by the Strategic Planning Task Force and recommended to the Leadership Council. KRIs are intended to provide an overall summary of the college's progress in strategic areas where improvement efforts are from multiple departments or teams within the college. These indicators will be shared with the DGB and public on a static dashboard report at least once every semester, depending on the nature of the indicators. KRIs are different from operation-driven, key performance indicators to be developed by departments and teams as measures of more specific strategic initiatives and their effectiveness in supporting the strategic goal areas.

The KRIs are listed under each area with the following information:

- Description – what the indicator is
- Historical Data and Baseline – historical information about setting the baseline, as well as proposed baseline to be used by the task force
- Target – targets proposed by the task force
- Data Collection – what data elements will be used for calculating the indicator and how these elements will be collected

The task force realizes that some of the KRIs do not have current baseline data to which targets can be set. Additionally, the college still needs time to develop strategic initiatives that will support progress toward the strategic goals. As such, the task force recommends designating Academic Year 2021-22 to focus on developing and communicating strategic initiatives and Academic Year 2022-23 to be the first year for implementing strategic initiatives. Following this timeline, Academic Year 2023-24 will be the beginning year for reporting Year 1 strategic implementation results.

AY 2020-21 Strategic Planning Task Force members: Gail Campbell (Associate Dean, Education and College and Career Preparation), Amber Hill (Director & Controller, Financial Services); Dr. Allison Landy (Faculty & Department Chair, Early Childhood Development), Dr. Wei Ma (Dean, Instructional Innovation), Jeremy Raisor (Dean, Career and Technical Education), Joshua Rogers (Director, Student Services), Betsy Wilson (Program Director, NPC Friends & Family).

## Key Result Indicators at a Glance

Indicator	Baseline	Target
<b>Increased Enrollment</b>		
Student Headcount	To be determined during AY 2021-22	Year 1: 1.5% increase from baseline Year 2: 2% increase from baseline Year 3: 3% increase from baseline Years 4 & 5: 4% increase from baseline
Fall 45 <sup>th</sup> Day		
Spring 45 <sup>th</sup> Day		
Annualized		
Full Time Student Equivalency		
Fall 45 <sup>th</sup> Day		
Spring 45 <sup>th</sup> Day		
Annualized		
Replacement Ratio		
<b>Improved Student Outcomes</b>		
<b>Completion</b>		
Number of Completers	Contextual Indicator; No Target Set	
Enrollment-to-Award Ratio	13.3:1	25% improvement by Year 5 (equate to 16:1)
On-Time Graduation Rate	Contextual Indicator; No Target Set	
<b>Transfer</b>		
Transfer-Intent-to-University-Enrollment Ratio	3.1: 1	4:1
Transfer Out Rate	Contextual Indicator; No Target Set	
Student Goal Attainment	To be determined during AY 2021-22	
Mastery of Institutional Learning Outcomes	To be determined during AY 2021-22	
<b>Improved College Sustainability</b>		
<b>Stabilized Institutional Funding</b>		
Contracts/Grants-to-Taxpayer Fund Ratio	3:10	Maintain between 3:10 to 5:10
Percent of Community College-Related Legislative Actions Passed		
Composite Financial Indicator		
<b>Increased Viability of College Program Portfolio</b>		
Program Viability Index	To be determined during AY 2021-22	
<b>Improved Perception of NPC by community, students, and employees</b>		
Community Engagement	To be determined during AY 2021-22	
Student Perception	To be determined during AY 2021-22	
Employee Perception	To be determined during AY 2021-22	By year 3, have recognition in at least 1 category in the <i>Great Colleges to Work For</i> survey. By year 5, have recognition in at least 2 categories.

## Increased Enrollment

Under this area, the Strategic Planning Task Force proposed three key result indicators (KRIs):

1. Student Headcount
2. Full-Time Student Equivalency (FTSE)
3. Replacement Ratio

### Student Headcount

**Description:** This KRI measures the number of registered students at three different times: 45<sup>th</sup> day of the fall session, 45<sup>th</sup> day of the spring session, and for the entire year (annualized version). The numbers reported will match with the student headcounts reported to the Arizona State Legislature (the 45<sup>th</sup> day FTSE report).

**Historical Data and Baseline:** The table below shows the student headcount data from Academic Year 2015 to Academic Year 2020.

Time Frame	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20 -21
Fall 45 <sup>th</sup> day Headcount	3,354	3,044	3,021	3,182	3,008	2,703
Spring 45 <sup>th</sup> day Headcount	3,505	3,483	3,337	3,104	2,859	2,482
Annualized Headcount	7,133	6,691	6,501	6,418	5,893	5,375

The baseline student headcount will be determined during Academic Year 2021-22. For Fall student headcount, the 45<sup>th</sup> day Fall 2021 number will become the Fall baseline. For Spring student headcount, the 45<sup>th</sup> day Spring 2022 number will become the Spring baseline. The AY 2021-22 annualized student headcount will serve as the Annualized baseline.

**Targets:** The annual target set for the next 5 years will take a phased-in approach:

- Year 1: 1.5 percent increase from baseline
- Year 2: 2 percent increase from baseline
- Year 3: 3 percent increase from baseline
- Years 4 & 5: 4 percent increase from baseline

**Data Collection:** All the data elements required for calculating this indicator reside in NPC's Student Management System (Jenzabar). The Records and Registration Department is responsible for calculating the indicator at all three time points. Historically, the Fall 45<sup>th</sup> day and Spring 45<sup>th</sup> day student headcount information is displayed in the Fall and Spring Full Time Student Equivalency (FTSE) Reports on the NPC public website (<https://www.npc.edu/full-time-student-equivalency>).

## Full Time Student Equivalency (FTSE)

**Description:** This KRI measures the number of registered students, while taking their course load into consideration. Since students have different course loads within a semester, this measure attempts to compare a student's actual course load against the standard full-time course load of 15 credits/semester. It calculates enrollment in terms of the number of total credits taken by registered students at three different times (45<sup>th</sup> day of the fall session, 45<sup>th</sup> day of the spring session, and for the entire year) divided by a full-time credit load definition (15 hours). The numbers reported will match with the student headcounts reported to the Arizona State Legislature (the 45<sup>th</sup> day FTSE report).

**Historical Data and Baseline:** The table below shows the student headcount data from Academic Year 2015 to 2020.

Time Frame	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20 -21
Fall 45 <sup>th</sup> day FTSE	1,601.37	1,439.6	1,467.63	1,500.4	1,490.93	1,307.44
Spring 45 <sup>th</sup> day FTSE	1,725.9	1,674.4	1,564.6	1,496.0	1,361.7	1,231.6
Annualized FTSE	1,940	1,827	1,772	1,742	1,648	1,486

Similar to the Student Headcount indicator, the baseline FTSE will be determined during Academic Year 2021-22. For Fall FTSE, the 45<sup>th</sup> day Fall 2021 number will become the Fall baseline. For Spring FTSE, the 45<sup>th</sup> day Spring 2022 number will become the Spring baseline. The AY 2021-22 annualized FTSE will serve as the Annualized baseline.

**Targets:** The annual target set for the next 5 years will take a phased-in approach:

- Year 1: 1.5 percent increase from baseline
- Year 2: 2 percent increase from baseline
- Year 3: 3 percent increase from baseline
- Years 4 & 5: 4 percent increase from baseline

**Data Collection:** All the data elements required for calculating this indicator reside in NPC's Student Management System (Jenzabar). All staff and faculty involved in recruiting, orienting, advising, and instructing students in their front office, advising office, and classroom play a crucial role to the data that are entered in Jenzabar for this indicator. The Records and Registration Department is responsible for calculating the indicator at all three time points. Historically, the Fall 45<sup>th</sup> day and Spring 45<sup>th</sup> day student headcount information is displayed in the Fall and Spring Full Time Student Equivalency (FTSE) Reports on the NPC public website (<https://www.npc.edu/full-time-student-equivalency>).

## Replacement Ratio

**Description:** This KRI demonstrates whether enrollment is keeping up with students who complete and leave. It informs the college of the number of enrollments needed to sustain academic programs at NPC. The replacement ratio is calculated by comparing the number of students with a degree intent to the number of students who complete at NPC for a particular year.

**Historical Data and Baseline:** The table below shows the Replacement Ratio data from Academic Year 2015 to 2019.

Time Frame	AY 15-16	A 16-17	AY 17-18	AY 18-19	AY 19-20
Number of degree intent declarers	3,151	2,913	2,691	2,473	2,323
Number of Completers	565	620	584	569	513
Ratio	5.6:1	4.7:1	4.6:1	4.3:1	4.5:1

The table shows the replacement ratios ranged from 4.3 to 5.6. This suggests that for every student who completed at NPC, there were no more than six students declaring a program/degree intent at the college. Historical data show that NPC has not been systematically and consistently collecting student's degree intent data, especially from high school students enrolling at the college. Consequently, at least 40% of NPC students had an unknown degree intent. The task force recommends using AY 2021-22 to develop a more realistic baseline for this measure.

**Targets:** According to literature, a healthy replacement ratio would be between 7 and 10. NPC's ratio of 4.3-5.6 indicates that new enrollments are not enough to keep up with loss of students due to completion. The task force recommends the college work to attain a ratio of 7 and maintain at that level by the end of Year 5.

**Data Collection:** All the data elements required for calculating this indicator reside in NPC's Student Management System (Jenzabar). Staff from the Advising Department and the Early College Department are generally responsible for entering student degree intent data to Jenzabar. Staff from the Records and Registration Department are responsible for overseeing the data entry and quality of completer data in Jenzabar. Staff from the Office of Institutional Effectiveness will be responsible for calculating the ratio.

## Improved Student Outcomes

This outcome has four sub-areas. The Strategic Planning Task Force proposed a total of five key result indicators to measure *Completion* and *Transfer* goals. The task force is recommending additional consultation activities in the fall of 2021 with the Student Success Alliance and the Assessment of Student Knowledge subcommittees to continue developing appropriate key result indicators for the *Student Goal Attainment* and *Mastery of Institutional Learning Outcomes* goals.

Completion	Transfer	Student Goal Attainment	Mastery of Institutional Learning Outcomes
1. Number of Completers 2. Degree-to-Enrollment Ratio 3. On-Time Graduation Rate	1. Transfer Intent-to-University Enrollment Ratio 2. Transfer Out Rate	Indicators yet to be determined based on fall 2021 work with the Student Success Alliance	Indicators yet to be determined based on fall 2021 work with the Assessment of Student Knowledge subcommittee

### Completion: Number of Completers

**Description:** This KRI measures the number of students who complete an NPC program in an academic year. This is a simple indicator and mirrors the student headcount indicator in the “Improve Enrollment” strategic goal area.

**Historical Data and Baseline:** The table below shows the number of completers from Academic Year 2015 to 2019.

	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20
Number of Associate Degree Completers*	179	230	194	185	166
Number of Certificate Completers	405	430	432	427	373
Number of Associate Degree/Certificate Completers	565	620	584	569	513

\*Students who completed AGEC-required credits are not counted.

**Targets:** The task force recommends using this indicator to provide context to other key result indicators. As such, the group does not recommend a set target for this indicator.

**Data Collection:** All the data elements required for calculating this indicator reside in NPC’s Student Management System (Jenzabar). Staff from the Records and Registration Department are responsible for overseeing the data entry and quality of completer data in Jenzabar. Staff from the Office of Institutional Effectiveness will be responsible for calculating this indicator.

## Completion: Enrollment-to-Award Ratio

**Description:** This KRI describes the number of students who enroll at NPC relative to the number of degrees or certificates awarded for a particular year.

**Historical Data and Baseline:** The table below shows the Enrolled-Students to Degree-Awarded Data from Academic Year 2015 to 2019. For academic year 2015-16, a ratio of 11.56:1 means that for every 11.56 students, one degree was awarded.

Time Frame	AY 15-16	A 16-17	AY 17-18	AY 18-19	AY 19-20
Student Headcount	6,745	6,314	6,146	6,019	5,453
Number of degrees or certificates awarded	780	980	785	764	760
Ratio	11.56:1	15.52:1	12.77:1	12.69:1	13.94:1

In reviewing the data above, the task force recommends setting the average 5 years (i.e., 13.3:1) as the college's baseline for this indicator.

**Targets:** The task force recommends setting a 25-percent improvement in this indicator as the college's target over the next five years. This percent improvement equates to a 16:1 ratio.

**Data Collection:** All the data elements required for calculating this indicator reside in NPC's Student Management System (Jenzabar). Staff from the Records and Registration Department are responsible for overseeing the data entry and quality of these data in Jenzabar. Staff from the Office of Institutional Effectiveness will be responsible for calculating this indicator.

## Completion: On-Time Graduation Rate

**Description:** This KRI measures the number of students who complete their degree/certificate program on time. The task force recommends using the Integrated Post-Secondary Education Data System (IPEDS) 150% graduation rate as the indicator. The IPEDS rate focuses on full-time, first-time degree or certificate-seeking students identified in the fall of each academic year who completed their program within 150% of the “normal time” to completion.

**Historical Data and Baseline:** The table below shows the number of completers from 2013 to 2017.

IPEDS Reporting Year	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20 -21
Fall Cohort Year	2013	2014	2015	2016	2017
First-Time Full-Time Degree Seeking Denominator	54	72	45	61	70
150% Graduation Rate	9%	15%	20%	18%	9%

**Targets:** Due to the time lag inherent in data collection and analyses, any evidence of improvement as a result of any strategic initiatives implemented in the next 5 years will be reported three to four years later (2029-2031). As such, the task force recommends keeping this indicator as part of the key result indicator set but does not recommend setting any baseline or target.

**Data Collection:** All the data elements required for calculating this indicator reside in NPC’s Student Management System (Jenzabar). Staff from the Records and Registration Department are responsible for overseeing the data entry and quality of these data in Jenzabar. Staff from the Office of Institutional Effectiveness will be responsible for calculating this indicator. Please note that due to the time lag inherent in data collection and analyses, any evidence of improvement as a result of any strategic initiatives implemented in the next 5 years will be reported three to four years later.

## Transfer: Transfer Intent-to-University Enrollment Ratio

**Description:** This KRI describes the number of students with associate degree intent and enrolled at NPC relative to the number of students with the earliest non-graduate level enrollment records at any 4-year university for a particular year.

**Historical Data and Baseline:** The table below shows the Transfer Intent-to-University Enrollment Ratio Data from Academic Year 2015 to 2019. For academic year 2019-20, a ratio of 2.3:1 means that for every 2.3 students with associate degree intent and enrolled at NPC, 1 enrolled at the non-graduate level at any 4-year university.

Time Frame	AY 15-16	A 16-17	AY 17-18	AY 18-19	AY 19-20
Number of Students with associate degree intent	2453	2381	2328	2215	1998
Number of Students with earliest non-graduate enrollment records at any 4-year university	566	613	627	705	864
Ratio	4.3: 1	3.9:1	3.7:1	3.1:1	2.3:1

In reviewing the data above, the task force recommends setting the average 5 years (i.e., 3.1:1) as the college's baseline for this indicator.

**Targets:** The task force recognized that while ideally the college expects students with an associate degree intent to complete their program before they transfer to a 4-year university, in reality the relationship of this KRI to the other completion-related indicators can be complicated. Students could enroll at a university with or without completing an associate degree. Therefore, the task force recommends tracking this indicator to ensure that the college continues to assist students in identifying and working toward their transfer goals. As the number of students with associate degree intents increases, the ratio may be significantly affected. The task force recommends that the ratio be capped around 4.

**Data Collection:** Staff from the Records and Registration Department are responsible for overseeing the data entry and quality of all student enrollment and degree intent data in NPC's Student Management System (Jenzabar). Staff from the Office of Institutional Effectiveness are responsible for procuring the four-year university enrollment data from the National Student Clearinghouse and for calculating this indicator.

## Transfer: Transfer Out Rate

**Description:** This KRI measures the number of students who transfer to a 4-year educational institution within a specified time of their program completion. The task force recommends using the IPEDS 150% transfer out rate as the indicator. The IPEDS rate focuses on full-time, first-time degree or certificate-seeking students identified in the fall of each academic year who transferred out of NPC (without earning a degree/award) and enrolled in a 4-year educational institution within 150% of normal time to completion.

**Historical Data and Baseline:** The table below shows the number of transfer-out students from 2013 to 2017.

IPEDS Reporting Year	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20 -21
Fall Cohort Year	2013	2014	2015	2016	2017
First-Time Full-Time Degree Seeking Denominator	54	72	45	61	70
150% Transfer Out Rate	17%	14%	7%	11%	14%

**Targets:** Due to the time lag inherent in data collection and analyses, any evidence of improvement as a result of any strategic initiatives implemented in the next 5 years will be reported three to four years later. As such, the task force recommends keeping this indicator as part of the KRI set but does not set any baseline or target.

**Data Collection:** All the data elements required for calculating this indicator reside in NPC's Student Management System (Jenzabar). Staff from the Records and Registration Department are responsible for overseeing the data entry and quality of these data in Jenzabar. Staff from the Office of Institutional Effectiveness will be responsible for calculating this indicator.

## Student Goal Attainment

**Description:** The task force affirmed the importance of measuring students' perceived levels of success while attending NPC. A potential indicator would aim to balance the other student-outcome KRIs with a measure that represents students who may not set degree/certificate completion as their intents. For example, students may attend NPC for specific courses to complete Arizona teacher certification requirements. This may take one or a few courses, but once done, they receive certification and have met their goal. We currently have no way to collect completion of such goals outside of specific college degrees or certificates. Additionally, there was a discussion revolving around the need to better understand student goals (personal or professional development goals) versus student intent (intent to enroll in a particular program). The task force emphasized that an indicator addressing student goal attainment versus completion would still need to drive institutional performance. The task force recommended consultation with SSA for further input. The task force agreed to consult with Student Success Alliance for further input.

**Historical Data and Baseline:** This would be a new indicator and all data elements associated with this indicator will be collected in Academic Year 2021-22 to inform setting of the target.

**Targets:** This is a new indicator and all data elements associated with this indicator will be collected in Academic Year 2021-22 to inform setting of the target. Target will be set in fall of 2022.

**Data Collection:** TBD

## Mastery of Institutional Learning Outcomes

**Description:** This KRI measures the percentage of completers who demonstrate adequate level of mastery in the two institutional learning outcome areas (i.e., critical thinking and effective communication).

**Historical Data and Baseline:** This is a new indicator and all data elements associated with this indicator will be collected in Academic Year 2021-22 to inform setting of the target.

**Targets:** This is a new indicator and all data elements associated with this indicator will be collected in Academic Year 2021-22 to inform setting of the target. Target will be set in fall of 2022.

**Data Collection:** The task force recommends the Assessment of Student Knowledge subcommittee (ASK) to be the primary group to assist with developing and implementing this indicator. More specifically, the task force recommends that ASK develop a rubric based on the behavioral competencies associated with the two institutional learning outcome areas, and to invite academic departments to adopt them when conducting program-level assessments of their cohorts of graduating students. The task force also welcomes an implementation plan as well as recommendations from ASK as to how results can be reported at the institutional level.

## Improve College Sustainability

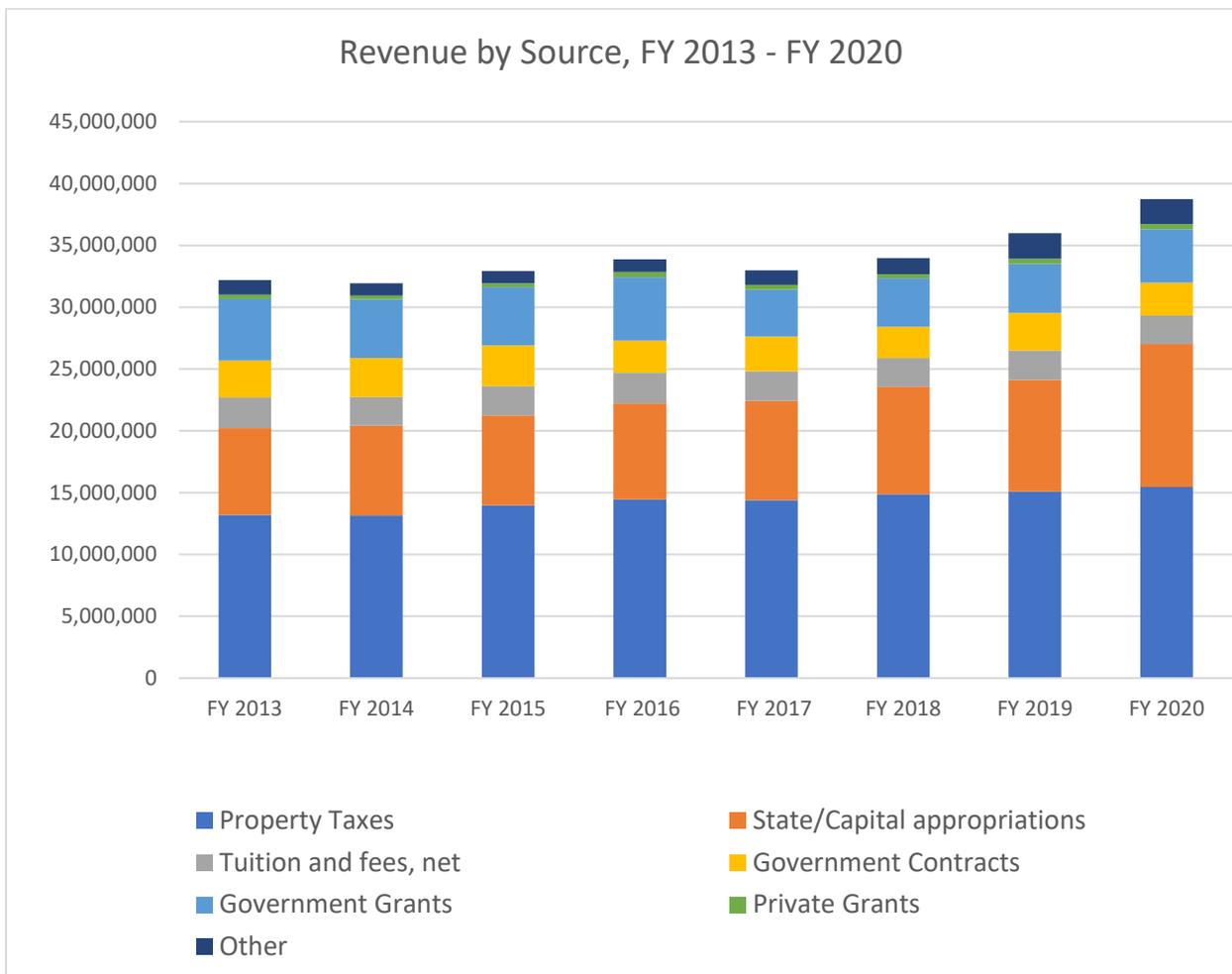
This strategic goal area has three sub-areas. Since historical legislative and financial data are available, the task force proposed three KRIs in the Stabilize Institutional Funding sub-area. Baseline data are not fully available for the task force to develop any KRI in the Increase Viability of College Program Portfolio and Improve Perception of NPC sub-areas. Nonetheless, the task force proposes working in the fall 2021 to propose and implement a plan to collect baseline data and set targets for indicators in these sub-areas.

Stabilized Institutional Funding	Increased Viability of College Portfolio	Improved Perception of NPC as a great place for community, students, and employees
<p>Proposed KRIs:</p> <ol style="list-style-type: none"> <li>1. Contracts/Grants-to-Taxpayer Funds Ratio</li> <li>2. Satisfactory outcomes of college legislative influence. the Composite Financial Indicator</li> </ol>	<p>Indicators yet to be determined based on additional fall 2021 collaborative work led by the task force. KRIs under consideration:</p> <ol style="list-style-type: none"> <li>1. Program Viability Index</li> </ol>	<p>Indicators yet to be determined based on additional fall 2021 collaborative work led by the task force. KRIs under consideration:</p> <ol style="list-style-type: none"> <li>1. Community Engagement</li> <li>2. Student perception of NPC for academic excellence and occupational development</li> <li>3. Number of categories that achieve "Recognition" Status in the <i>Great Colleges to Work For</i> Survey</li> </ol>

## Stabilize Institutional Funding: Contracts/Grants-to-Taxpayer Fund Ratio

**Description:** The task force agreed that diversifying the college revenue streams is critical to the college’s financial health. The contracts/grants-to-taxpayer fund ratio demonstrates whether the college maintains a healthy balance of revenue funds from major funding sources. The ratio is calculated by comparing the amount of revenue from all contracts/grants (government and private) to the amount of revenue received from local property taxes and state/capital appropriations.

**Historical Data and Baseline:** The bar graph below shows the college revenue by source from FY 2013 to FY 2020. The table following the bar graph shows the proportion of revenue sources for each year. The contracts/grants-to-taxpayer fund ratios are displayed in the last row of the table. Using FY 2020 as an example, for every 100 dollars of revenue received from local property taxes and state/capital appropriation, the college collected 27 dollars of revenue from government contracts/grants and private grants. The last row of the table shows that there is a decline in the proportion of revenue from contracts/grants. This suggests an increasing reliance on taxpayer dollars via property taxes and state/capital appropriations relative to other funding sources.



	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Property Taxes	41%	41%	42%	43%	44%	44%	42%	40%
State/Capital appropriations	22%	23%	22%	23%	24%	26%	25%	30%
Tuition and fees, net	8%	7%	7%	7%	7%	7%	7%	6%
Government Contracts	9%	10%	10%	8%	9%	7%	8%	7%
Government Grants	16%	15%	14%	15%	12%	12%	11%	11%
Private Grants	1%	1%	1%	1%	1%	1%	1%	1%
Other	4%	3%	3%	3%	4%	4%	6%	5%
Contracts/Grants-to-Taxpayer Fund Ratio	4.1:10	4:10	3.9:10	3.7:10	3.1:10	2.9:10	3.1:10	2.7:10

Note: The “Other” category includes bookstore income (net), other operating revenue, share of state sales taxes, investment earnings, and gain on disposal of capital assets.

In reviewing the historical revenue source data, the task force recommends setting the average of the last five years’ data (3.1:10) as the college’s baseline for this indicator.

**Targets:** The task force recommends setting a range between 3:10 and 5:10 for this indicator to anticipate fluctuations in government funding.

**Data Collection:** Since the ratio is calculated based on revenue amounts from pre-determined revenue categories compiled by the Business Office for its annual financial audit, these data elements are readily available in the Comprehensive Annual Financial Report which is usually posted on the NPC public website ([www.npc.edu](http://www.npc.edu)) about 6-7 months after the end of the fiscal year. This indicator is to be reported on a yearly basis.

## Stabilize Institutional Funding: Increase Influence in Legislative Actions

**Description:** The task force recommends adding a KRI that tracks the number of bills per legislative session identified as priority to community colleges that result in favorable action by the legislature.

**Historical Data and Baseline:** The task force will use previous five years' Arizona Legislative Bill reports as the data source for this indicator.

**Targets:** To be determined by the task force once the historical 5-year data are available.

**Data Collection:** The data collection process, including how to determine which legislative actions are favorable to community college funding and/or operation, will be determined by the task force after historical 5-year data are available for establishing the baseline and setting the target.

## Stabilize Institutional Funding: Composite Financial Indicator and Components

**Description:** The composite financial index (CFI) is developed by the National Association of College and University Business Officers (NACUBO) and is used to demonstrate the relative financial health of the institution. The CFI is derived in a weighted manner using four ratios:

- **Primary Reserve Ratio**– measures financial strength by comparing expendable net assets (cash) to total expenses. The ratio represents the percent of a year the institution could meet financial obligations with assets readily available.
- **Net Operating Revenues Ratio (%)** -measures whether the institutional operations resulted in a surplus or a deficit for the year. The ability of an institution to operate within available resources in basic day-to-day functions.
- **Return on Net Assets (%)**- measures whether the institution’s total assets (restricted and unrestricted) are increasing or decreasing. A higher return on net assets means that the institution is using its assets and working capital efficiently and effectively.
- **Viability Ratio** - measures the ability of an institution to meets its entire debt obligation with expendable assets. NPC has **no long-term debt or bonds**, so this ratio is not applicable.

	FY2016	FY2017	FY2018	FY2019	2020	Average	Benchmark	Target
CFI	8.630	8.440	8.520	8.140	8.210	<b>8.388</b>	1.1	<b>8.000</b>
Primary Reserve Ratio	1.504	1.220	1.500	1.760	2.439	<b>1.6846</b>	0.4	<b>1.700</b>
Net Operating Revenue Ratio (%)	11.90%	14.00%	20.00%	20.00%	19.70%	<b>17.12%</b>	4.00%	<b>15.00%</b>
Return on Net Assets Ratio (%)	5.00%	7.00%	9.00%	10.00%	7.20%	<b>7.64%</b>	4.00%	<b>7.00%</b>
Viability Ratio	0.000	0.000	0.000	0.000	0.000	<b>0.000</b>	1.25	na

**Historical Data and Baseline:** The task force will evaluate the CFI and its component data to determine appropriate KRIs for this area. Baseline will be determined by the task force in fall 2021.

**Data Collection:** All the data elements included in the CFI and its components are collected and compiled by the Business Office. The financial data are audited yearly by the State Auditor and published in the Comprehensive Annual Financial Report. To meet the Higher Learning Commission requirement, the college is also responsible for submitting the Composite Financial Indicator data in its annual Institutional Update.

## Increased Viability of College Program Portfolio: Program Viability Index

**Description:** The task force recommends adding a KRI that displays the health of the college’s academic/occupational program portfolio via the calculation of program viability indexes. The viability index is composed of two ratios: the replacement ratio (one of the KRIs under the “Increased Enrollment” strategic goal area) and the production ratio.

The production ratio compares the number of credit hours generated by the program to the total institutional credit hours. When delineated at the department level, program-specific credit hour product shows the relative contribution of a department’s support for other programs outside the department as well as the department’s contribution to the institution’s core curricula.<sup>1</sup> For example, students pursuing an AAS in Welding would be required to complete classes offered by the Welding Department as well as by departments offering general education.

**Historical Data and Baseline:** Using student and course data for each degree and certificate program for the past 5 years, the task force will work with several departments to develop an appropriate framework for this proposed indicator in fall 2021. These departments include the Office of Institutional Effectiveness, all the deans, and the Office of the Vice President of Learning and Student Services.

**Targets:** To be determined by the task force once the historical 5-year data are available.

**Data Collection:** Staff from the Records and Registration Department are responsible for overseeing the data entry and quality of all student enrollment and degree intent data in NPC’s Student Management System (Jenzabar). Staff from the Office of Institutional Effectiveness are responsible for procuring the four-year university enrollment data from the National Student Clearinghouse and for calculating this indicator.

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<sup>1</sup> Luna, A.L., Kenrick, S., and Johnson, M. (2021). The Use of a Viability Index as a Better Measure of Departmental and Program Strength. *The AIR Professional File*, Spring 2021. Article 152. <https://doi.org/10.34315/apf1522021>.

## Improved Perception of NPC's Engagement in Communities

**Description:** The task force recommends adding a KRI that measures perception of NPC's engagement in its communities. This indicator includes perception by employers, industry advisory groups, and community partners in general.

**Historical Data and Baseline:** In Fall 2021, the task force will conduct research and collaborate with the Small Business Development Center to develop a methodology to collect community perception data. The task force will also propose the components of a KRI in this area in fall 2021 and use Spring 2022 to collect baseline data.

**Targets:** To be determined.

**Data Collection:** To be determined.

## Improved Student Perception of NPC for Academic Excellence and Occupational Development

**Description:** The task force recommends adding a KRI that measures perception of NPC as a place to pursue academic excellence and continual occupational development.

**Historical Data and Baseline:** In Fall 2021, the task force will conduct research and collaborate with Student Success Alliance, all deans, various Student Services Departments, and the Office of Institutional Effectiveness to develop a methodology to collect student perception data. The task force will also propose the components of a key result indicator in this area in fall 2021 and use Spring 2022 to collect baseline data.

**Targets:** To be determined.

**Data Collection:** To be determined.

## Improved Employee Perception of NPC as a Great Place to Work

**Description:** The task force proposes using the number of categories in the *Great Colleges to Work For* survey in which the college receives recognition as a key result indicator for this sub-area. According to the *Great Colleges to Work For* website (<https://greatcollegesprogram.com/>), the program provides college leaders with insights on the quality of the workplace experience for faculty and staff and the competitiveness of their policies and benefits.

**Historical Data and Baseline:** Historically, NPC has not conducted regular employee satisfaction surveys. The task force recommends participating in the *Great Colleges to Work For* program and using the survey data to document college progress in improving work climate and processes as reflected in an improved employee perception of NPC as a great work place.

The Great Colleges to Work Force survey collects employee responses in ten areas:

- Collaboration
- Communication
- Confidence in Senior Leadership
- Diversity, Inclusion & Belonging
- Faculty & Staff Well-being
- Job Satisfaction & Support
- Mission & Pride
- Performance Management
- Professional Development
- Supervisor/Department Chair Effectiveness

There is no cost for NPC to register and participate in this program. During the survey period, NPC begins by completing an Institution Questionnaire. Faculty/Staff survey data collection commences in March/April. Results (or participation report) are sent to NPC by the end of July. According to the *Great Colleges to Work For* website, all institutions are notified as to whether they are recognized by their employees as a great college to work for and if so, in which categories. The program results, including recognized institutions, are published in a special insert of the Chronicle of Higher Education.

**Targets:** The task force recommends the college to register to participate in the 2021 Great Colleges to Work For program in order to obtain baseline results by end of July 2022. The task force also recommends setting the following targets:

- By Year 3, at least one category is being recognized by NPC employees
- By Year 5, at least two categories are being recognized by NPC employees

**Data Collection:** The entire survey process is administered online via ModernThink. The task force recommends that the Human Resources department be responsible for serving as the primary contact for program participation.

## Appendix 22

### Content of This Appendix

This appendix contains meeting notes in the form of slides showing that the Strategic Planning Task Force met on September 30 to discuss progress on developing key result indicators in select areas. Both the “Improved Student Outcomes” and “Improved College Sustainability” strategic goal areas have in-program areas where additional tasks are assigned and conducted in academic year 2021-22. For example, under the “Improved Student Outcomes” strategic goal area, student services department was tasked to work on developing key result indicator for Student Goal Attainment. The Assessment of Student Knowledge subcommittee was tasked to develop key result indicator and a methodology for Mastery of Institutional Learning Outcomes.

September 30, 2021  
Strategic Planning Task Force  
Today's Meeting Agenda

- Re-cap current set of KRIs
- Report out progress made in TBD-Areas
- Develop next-step strategies

# KRIs at a Glance

Increased Enrollment	Improved Student Success	Improved College Sustainability
1. Student Headcount	Completion: 1. Number of Completers 2. Enrollment-to-Award Ratio 3. On-time Graduation Rate	Stabilized Institutional Funding: 1. Contracts/Grants-to-Taxpayer Fund Ratio <b>Additional Input</b> 2. Percent of Community College-Related Legislative Actions Passed <b>Updates</b> 3. Composite Financial Indicator (with 4 sub-measures)
2. Full-Time Student Equivalency (FTSE)	Transfer: 1. Transfer-Intent-to-University Enrollment Ratio 2. Transfer Out Rate	Increased Viability of College Program Portfolio: Program Viability Index <b>TBD</b>
3. Replacement Ratio (intent declarers : completers)	Student Goal Attainment: <b>TBD</b>	Improved Perception of NPC by community, students, and employees: 1. Community Engagement <b>TBD</b> 2. Student Perception <b>TBD</b> 3. Employee Perception (Great Colleges to Work For survey)
	Mastery of Institutional Learning Outcomes: <b>TBD</b>	

# Improved Student Outcomes: In-Progress Areas

- Student Goal Attainment
  - Consulted with SSA for input
  - KRI Development to be completed in AY 2021-22
  - Report out: SSA don't have lot of specific; focus on connecting to program of study; have check-in points to monitor/track progression towards their goals; questions need to be from students with conversations with advisors (responsible doing check-in and follow-up with students); ability to track over time (for changed goals; achieved and revised goals); use student success courses to help students to learn about goals; pointing to relational advising. Challenges to practice relational advising at peak-time.
  - Discussion: goals are not necessarily connect to the program of study; goals may or may not be program-driven; do we need a defined list of goal categories (especially restricted list for non-program-based goals) and how soon do students to reach these goals (timeline);
  - What time point to collect student goal attainment data? – at least end of every semester (need to capture students attending short-term, Open-Entry-Open-Exit courses);
  - Reporting mechanism that can be run on a semester basis for operational/services improvement; reporting out on an annual basis for KRI reporting.
  - Data Entry – students themselves or after they meet with the advisors?
    - Determine which non-program-based goals do we want to track (e.g., professional development, increase knowledge/skill in particular subject) – identify if existing student course data can be a proxy for attaining that goal.
    - Group similar goals together – challenge is to come up with the defined categories.
    - If NPC helps them meet their goals.
  - Brainstorming the reporting out ... AY 21-22, of X students with a non-program-based goal/category to be met by the end of this AY, Y students indicated NPC has helped them meeting their goals? – could use graduation survey? baseline can be tricky. Asking end-of-term question especially important for short-term goal.
  - Sorry, Josh – I forgot to put in a proposal here to work with you on discussing the data collection, analysis, and reporting piece. Can we come up with a timeline for LC October update?

# Improved Student Outcomes: In-Progress Areas

- Mastery of Institutional Learning Outcomes
  - KRI Development to be completed in AY 2021-22
  - Tasked ASK
    - Develop a rubric based on behavioral competencies associated with Critical Thinking and Effective Communication
    - Invite academic departments to adopt the rubric in program-level assessment of graduating cohorts
    - Provide input on how results can be reported at institutional level
  - Report out: in preparing for this discussion, ASK revises its direction to each assessment team to ensure this year's assessment activities including measurable competences for the two ILOs; anticipate that different assessment teams will hear/understand this direction; also discussed how results can be aggregated from the planning and reading reports into college-wide measures; a concern raised regarding measuring "mastery" vs measuring "progress" – agreed on reporting "achievement" for reporting out to external groups; not yet determine how to implement this but decide to use this year's assessment data. ASK will review planning reports for possible patterns of competences from departments and focus on developing college-wide measurement on those competencies. Hope to come up with an achievement-type of rubric. X% students to be assessed met/exceeding ILOs at the defined competencies.
  - Discussion: acknowledge the complexity of college-wide reporting of various competencies; whether it is meaningful to incorporate course improvement survey data to this area – current version does not include any learning outcome info; need to be aware that course level learning outcome data may be useful but at different levels in terms of reporting.
  - Action: Allison's personal goal: in November 2021 – identify which competencies to measure at college level; include some reporting mechanism in the reading day report template (report due April 8 2022); by mid-summer 2022 finish analyses to provide measure definition, baseline, and possibly target.

# Improved College Sustainability: Stabilized Institutional Funding – Additional Input

Measure	Progress/Challenges
Contracts/Grants-to-Taxpayer Funds Ratio	<p>Business Office suggests an easier approach - using a fixed dollar amount obtained via various government and/or corporate grants.</p> <p>Other suggested indicators (pointing to institutionalize grant/resource development as a strategic initiative: (from Sinclair Community College article)</p> <ol style="list-style-type: none"> <li>1. <del>Total grant funding per year exceeds benchmark</del> ( grants are not about chasing money)</li> <li>2. Funding success: # grants funded divided by # proposals submitted (too many variables affecting a successful funding)</li> <li>3. Aligned Funding: # proposals submitted that support strategic initiatives divided by # proposals submitted</li> </ol>

Discussion: Betsy – bringing college up to speed about grant seeking needs to be part of the ‘initiative’ – institutional readiness to seek grant; could come up with a few measures by November. **Leveraging resources.** Allison – the ratio can be communicated as a range. Let’s see if we can focus on non-taxpayer funds component. Betsy – we don’t even have a grant-writing division. Could develop a measure related to readiness to proactive grant seeking. Allison – cautioned over-emphasis grants as the measurement, it is about leveraging the resources – having a diversified source of revenues.

Proposal: Betsy to work with Allison to come up with a timeline to get this KRI development completed. Betsy – Oct 11 2 proposed KRIs. Group agreed.

# Improved College Sustainability: Stabilized Institutional Funding - Updates

Measure	Progress/Challenges
<p>Satisfactory Outcomes of College Legislative Influence</p> <p>Tracking # bills per legislative session identified as priority to community colleges that result in favorable action by the legislature.</p>	<p>President's Office does not have this data. A website may have this information. How to define "satisfactory" – based on status?</p> <p><a href="https://www.ncsl.org/research/education/postsecondary-bill-tracking-database.aspx">https://www.ncsl.org/research/education/postsecondary-bill-tracking-database.aspx</a></p>

Discussion: as a college, we don't have much control in this area. There are many moving part (election year). We don't have baseline.

Proposal to remove this measure. The group agreed. Allison suggests raising this topic to LC periodically. Betsy – perhaps taking this as another stream of leverage resources.

# Improved College Sustainability: Increased Viability of College Program Portfolio

Measure	Progress/Challenges
Program Viability Index  2 ratios: Replacement ratio* Production ratio	Sharing some preliminary data Require some additional exploration and discussion with deans, VPLSS Office, and IE Office to evaluate readiness to use this indicator

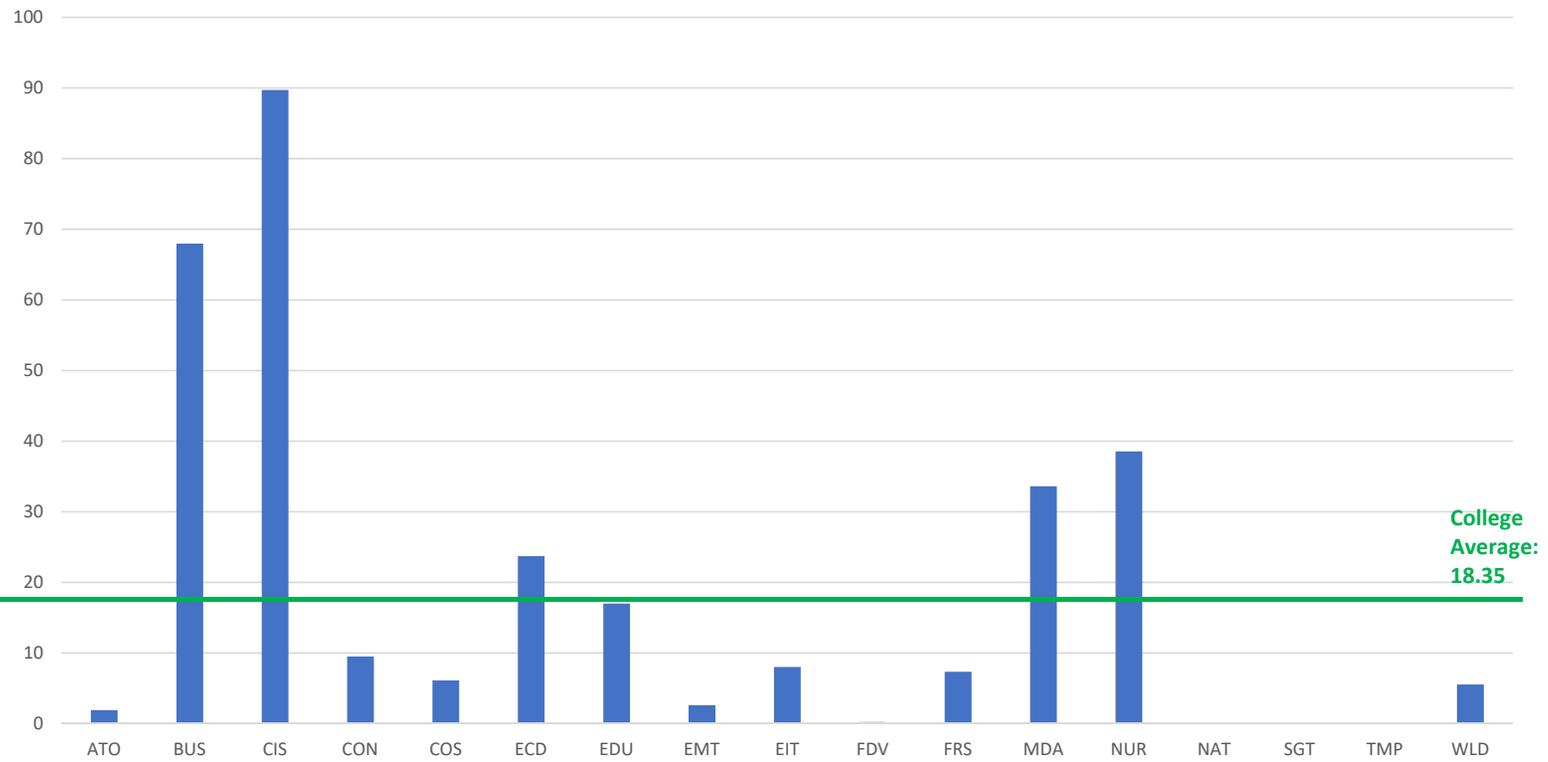
Replacement Ratio (# with Degree Intent: # Completers)

- What could a high replacement ratio mean?
- What could a low replacement ratio mean?

Production Ratio (# credit hours enrolled in Department: Institutional # credit hours)

- What could a high production ratio mean?
- What could a low production ratio mean?

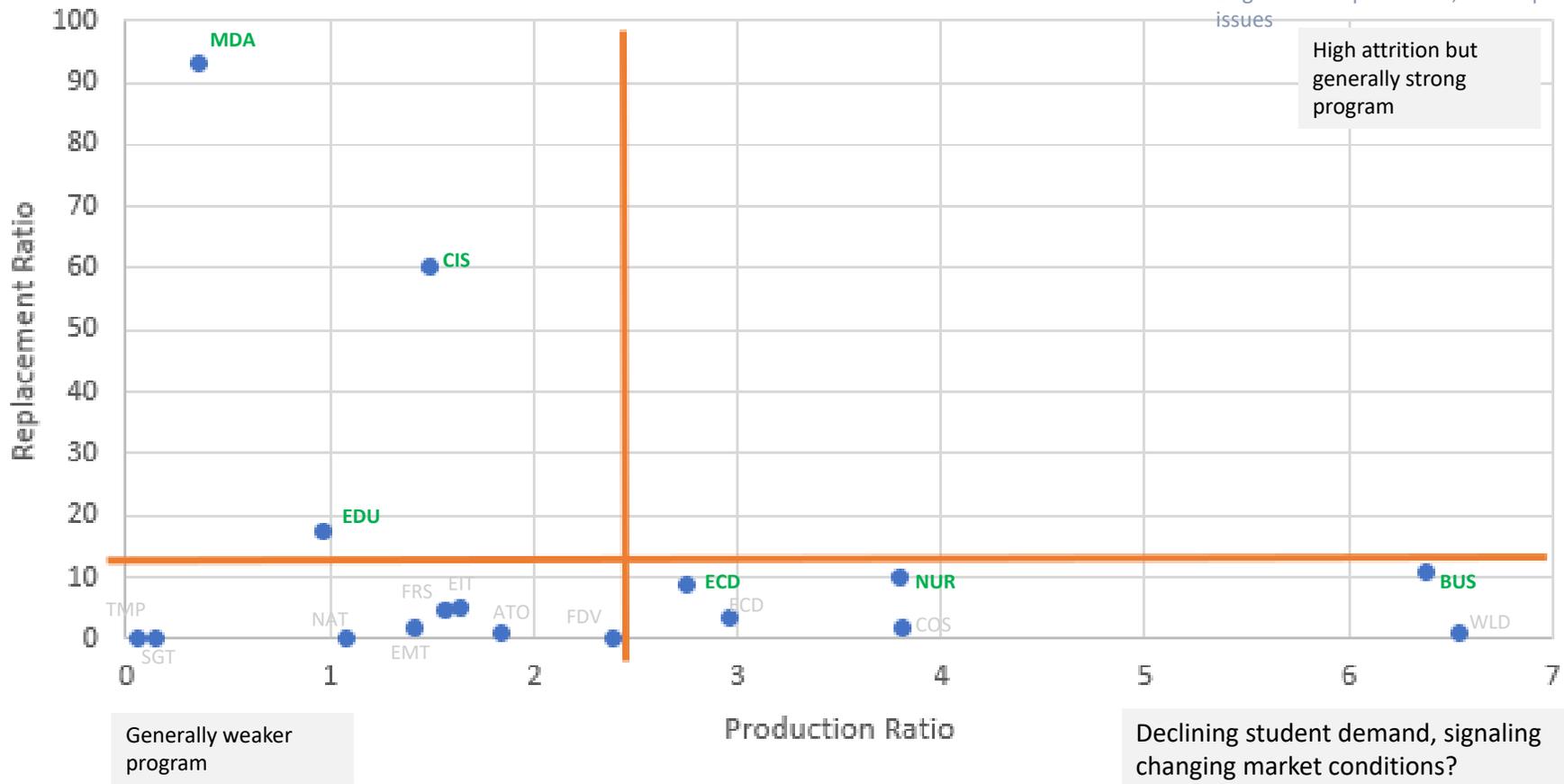
### AY 2020-21 Department-Level Viability Index



			AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21
Dept	CRS_PREFI X	Program Offerings	Viability Index				
Automotive Technology	ATO	Y	2.56	1.41	1.24	1.77	1.93
Business	BUS	Y	41.42	19.30	24.99	39.21	67.97
Computer Information System	CIS	Y	6.88	5.50	3.99	45.02	89.72
Construction Technology	CON	Y	16.23	7.48	7.98	14.36	9.53
Cosmetology	COS	Y	12.57	17.77	13.49	14.50	6.14
Early Childhood Development	ECD	Y	10.20	11.94	10.85	9.37	23.70
Education	EDU	Y	6.49	4.72	30.11	8.67	17.01
Emergency Med Technology	EMT	Y	8.05	17.23	11.64	28.68	2.63
Energy and Industrial Technology (active 03/07/2018)	EIT	Y	0.00	0.00	4.15	9.18	8.03
Film and Digital Video	FDV	Y	0.00	0.00	3.52	0.25	0.24
Fire Science	FRS	Y	10.66	8.45	8.23	6.26	7.36
Medical Assistant	MDA	Y	3.93	3.45	1.97	1.62	33.61
Nursing Assistant Training	NUR	Y	35.79	35.87	30.87	41.26	38.54
Nursing Assistant Training	NAT	Y	38.72	16.24	13.61	5.31	0.00
Surgical Technology (active 03/05/2019)	SGT	Y	0.00	0.00	0.00	0.00	0.00
Therapeutic Massage	TMP	Y	0.00	0.00	0.00	0.00	0.00
Welding	WLD	Y	6.83	8.07	6.74	5.34	5.56

# AY 2020-21 Viability Index

- 1. GST – Replacement Ratio: 16.02  
Production Ratio?
- 2. Accuracy of replacement ratio – changes in curriculum, Degree intent procedure; data capture issues



Generally weaker program

High attrition but generally strong program

Declining student demand, signaling changing market conditions?

# Proposed Timeline for Program Viability Index

Task	Estimated Completion Date
JR and JY looks at the preliminary data in detail	End of October 2021
JR and JY meet with other deans and VPLSS to discuss the concept of program viability index with preliminary data	Mid/late November 2021
Deans-VPLSS discussion on utility of the index, college readiness of using the index, propose how this can be incorporated in program review process	Before Winter Break 2021
Inform Instructional Council and Department/Program Chairs of the recommendation, collect initial input	February 2022
Recommendations from Deans-VPLSS on final decision to SPOC	March 2022
SPOC updates documentation	April 2022

JR – also likes to discuss with other deans to get their thoughts; the way we graduate our students may affect how the viability index is measured. May need to consider additional measures – combine to composite score.

# Improved College Sustainability: Improved Perception of NPC's Engagement in Communities

- Fall 2021 - Conduct research and collaborated with SBDC in developing a methodology to collect community perception data
- If start to collect data in Spring 2022, will use Spring 2022 data as baseline
- Report out: Gail and Betsy – needs to know more info from Chato on community engagement to determine proper perception survey – Chato suggests looking at readiness of developing partnerships (e.g., # engagements/community events attended by NPC) future measures will focus on improving partnership relationships; SBDC already has a survey from national office to determine how our business community clients view NPC;
- Discussion – need to include recruitment staff to come up with a simple measure e.g., # engagements/community participation by NPC by categories? (Betsy and Judy); Wei asked about industry advisory groups; satisfaction survey for industry advisory group?
- Proposal: Betsy and Judy – develop a measure before LC meeting? Explore satisfaction survey development and methodology for industry advisory group by end of year, include working with program chairs, deans) Group agreed.

# Improved College Sustainability: Improved Student Perception of NPC for Academic Excellence and Occupational Development

- Fall 2021 - Conduct research and collaborated with SSA, deans, various Student Services Departments, and IE Office to develop a methodology to collect student perception data
- If start to collect data in Spring 2022, will use Spring 2022 data as baseline
- Report Out: mentioned to SSA that the best way to collect this data would be similar to surveying employees.
- Proposal: Josh and Judy work together to identify/come up with a survey or a timeline before LC meeting; need to incorporate elements of perception on academic excellence and occupational development, not just student services. Group agreed.

# Improved College Sustainability: Improved Employee Perception of NPC as a Great Place to Work

- Will participate in the 2022 Great Colleges to Work for program. Surveys will commence in Spring 2022 to collect employee responses in 10 categories: collaboration, communication, confidence in senior leadership, diversity, inclusion & belonging; faculty and staff well-being; job satisfaction and support; mission and pride; performance management; professional development; and supervisor/department chair effectiveness
- Results available in August 2022 to set as baseline
- Recommended Targets:
  - By Year 3, at least one category is being recognized by NPC employees
  - By Year 5, at least two categories are being recognized by NPC employees
- Judy will work with interim CHRO to get input and move forward with survey participation

## Appendix 23

### Content of This Appendix

This appendix contains documentation showing that members of the Strategic Planning Oversight Committee shared the key result indicator development with two of the shared governance groups in the college—Faculty Association on its October 1, 2021 monthly meeting, and Classified Administrative and Staff Organization on its October 7, 2021 monthly meeting.

# Key Result Indicators

Overview – Information Sharing with Shared Governance Groups

## Key Result Indicators (KRIs) associated with the 3 Strategic Goal Areas approved by the DGB

- Increased Enrollment
- Improved Student Outcomes
- Improved Sustainability

# Defining KRIs

- KRIs are intended to provide an overall summary of the college's progress in strategic areas where improvement efforts are from multiple departments or teams within the college.

# Developing the KRIs

- Strategic Planning Task Force
  - Gail Campbell
  - Amber Hill
  - Dr. Allison Landy
  - Dr. Wei Ma
  - Jeremy Raisor
  - Joshua Rogers
  - Betsy Wilson

# KRIs at a Glance

Increased Enrollment	Improved Student Success	Improved College Sustainability
1. Student Headcount	Completion: <ol style="list-style-type: none"> <li>1. Number of Completers</li> <li>2. Enrollment-to-Award Ratio</li> <li>3. On-time Graduation Rate</li> </ol>	Stabilized Institutional Funding: <ol style="list-style-type: none"> <li>1. Contracts/Grants-to-Taxpayer Fund Ratio – revisiting</li> <li>2. Percent of Community College-Related Legislative Actions Passed – revisiting</li> <li>3. Composite Financial Indicator (with 4 sub-measures)</li> </ol>
2. Full-Time Student Equivalency (FTSE)	Transfer: <ol style="list-style-type: none"> <li>1. Transfer-Intent-to-University Enrollment Ratio</li> <li>2. Transfer Out Rate</li> </ol>	Increased Viability of College Program Portfolio: Program Viability Index – under consideration
3. Replacement Ratio (intent declarers : completers)	Student Goal Attainment: <b>TBD</b>	Improved Perception of NPC by community, students, and employees: <ol style="list-style-type: none"> <li>1. Community Engagement - <b>TBD</b></li> <li>2. Student Perception - <b>TBD</b></li> <li>3. Employee Perception (Great Colleges to Work For survey)</li> </ol>
	Mastery of Institutional Learning Outcomes: <b>TBD</b>	

# Increased Enrollment KRI

Measure	Fall 2020	Goal
Student Headcount	2,703 <small>*recommends using AY 21-22 to develop a more realistic baseline</small>	Year 1: 1.5 percent increase from baseline with goals to increase to 4 percent through year 4-5.
Full-Time Student Equivalency (FTSE)	1,307 <small>*recommends using AY 21-22 to develop a more realistic baseline</small>	Year 1: 1.5 percent increase from baseline with goals to increase to 4 percent through year 4-5.
Replacement Ratio (intent declarers : completers)	4.5 to 1 <small>*recommends using AY 21-22 to develop a more realistic baseline</small>	7 to 1 by the end of year 5

# Improved Student Outcomes

Completion	Transfer	Student Goal Attainment	Mastery of Institutional Learning Outcomes
<ol style="list-style-type: none"><li>1. Number of Completers</li><li>2. Enrollment-to-Award Ratio</li><li>3. On-Time Graduation Rate</li></ol>	<ol style="list-style-type: none"><li>1. Transfer Intent-to-University Enrollment Ratio</li><li>2. Transfer Out Rate</li></ol>	Indicators TBD based on fall 2021 work with the Student Success Alliance	Indicators TBD based on fall 2021 work with the Assessment of Student Knowledge subcommittee

# Improved Student Outcomes: Completion

Measure	Baseline	Goal
Number of Completers	513	*no target set - context indicator to other KRIs
Enrollment to Award Ratio	13.3 to 1	16:1 (25% improvement over 5 years)
On Time Graduation Rate	9%	*no target set - context indicator

# Improved Student Outcomes: Transfer

Measure	Baseline	Goal
Transfer Intent-to-University Enrollment Ratio	3.1:1	Cap around 4:1
Transfer Out Rate	14%	*no target set - context indicator

# Improved Student Outcomes: In-Progress Areas

- Student Goal Attainment
  - Consulted with SSA for input
  - Indicator development work to be completed in AY 2021-22
- Mastery of Institutional Learning Outcomes
  - Indicator development work to be completed in AY 2021-22
  - Tasked ASK
    - Develop a rubric based on behavioral competencies associated with Critical Thinking and Effective Communication
    - Invite academic departments to adopt the rubric in program-level assessment of graduating cohorts
    - Provide input on how results can be reported at institutional level

# Improve College Sustainability

Stabilized Institutional Funding	Increased Viability of College Portfolio	Improved Perception of NPC as a great place for community, students, and employees
<ol style="list-style-type: none"> <li>1. Contracts/Grants-to-Taxpayer Funds Ratio</li> <li>2. Satisfactory outcomes of college legislative influence</li> <li>3. Composite Financial Indicator</li> </ol>	<p>Indicators TBD based on additional fall 2021 collaborative work led by the task force.</p> <p>KRIs under consideration:</p> <ol style="list-style-type: none"> <li>1. Program Viability Index</li> </ol>	<p>Number of categories that achieve “Recognition” Status in the Great Colleges to Work For Survey</p> <p>KRI In-Progress areas:</p> <ol style="list-style-type: none"> <li>1. Community Engagement</li> <li>2. Student perception of NPC for academic excellence and occupational development</li> </ol>

# Improved College Sustainability: Stabilized Institutional Funding

Measure	Average 5-year	Target
<b>Composite Financial Indicator</b>	8.388	8.000
Primary Reserve Ratio	1.6846	1.700
Net Operating Revenue Ratio (%)	17.12%	15.00%
Return on Net Assets Ratio (%)	7.64%	7.00%
Viability Ratio	0.000	NA

# Improved College Sustainability: Increased Viability of College Program Portfolio

Measure	Progress/Challenges
<p>Program Viability Index</p> <p>2 ratios: Replacement ratio Production ratio (# credit hours generated by program to the total institutional credit hours)</p>	<p>Deans, VPLSS Office, and IE Office to examine historical data in developing a baseline and target.</p>

# Improved College Sustainability: Improved Perception of NPC's Engagement in Communities

- Fall 2021 - Conduct research and collaborated with SBDC in developing a methodology to collect community perception data
- If start to collect data in Spring 2022, will use Spring 2022 data as baseline
- September progress:
  - Utilize SBDC's national survey instrument for business community clients
  - Suggested measure: # community events participated by NPC (chamber/tribal meetings)
  - Explore the development of a satisfaction survey for industry advisory group

# Improved College Sustainability: Improved Student Perception of NPC for Academic Excellence and Occupational Development

- Fall 2021 - Conduct research and collaborated with SSA, deans, various Student Services Departments, and IE Office to develop a methodology to collect student perception data
- If start to collect data in Spring 2022, will use Spring 2022 data as baseline
- **September Progress:**
  - Student survey to include perception on student services and instructional environment

# Improved College Sustainability: Improved Employee Perception of NPC as a Great Place to Work

- Will participate in the 2022 Great Colleges to Work for program.
  - Surveys will commence in Spring 2022 to collect employee responses in 10 categories
    - collaboration, communication, confidence in senior leadership, diversity, inclusion & belonging; faculty and staff well-being; job satisfaction and support; mission and pride; performance management; professional development; and supervisor/department chair effectiveness
  - Results available in August 2022 to set as baseline
- Recommended Targets:
  - By Year 3, at least one category is being recognized by NPC employees
  - By Year 5, at least two categories are being recognized by NPC employees
- **September Progress:**
  - Initial contact with ModernThink to get more detailed info about the survey
  - Will work with interim CHRO to develop implementation plan

Friday, October 1, 2021  
Faculty Association (FA) Meeting  
11AM-1:30 PM  
Zoom: <https://npcedu.zoom.us/j/86173442711>

[Robert's Rules Cheat Sheet](#)

Recording:

### Friday, October 1 Faculty Association Meeting Agenda

- 1.) Sign-in Sheet: Roll-call via Zoom Chat and Zoom Log
- 2.) Amendments and Approval of September meeting minutes
  - a.) <https://npc0.sharepoint.com/:w:/s/FacultyAssociation/EesZKslEO65MhY8Xs2-euQsB1CTuUWZfuNe7YRZjKM4xyA?e=RN4Mxc>
- 3.) Treasurer's Report and sending dues electronically (Dr. Webb/Tony Hill)
- 4.) New Business:
  - a.) Presentation: Key Results Indicators (KRIs) and Strategic Planning Timeline with Dr. Yip-Reyes (30 minutes)
  - b.) Discussion: Dean Jackson on Compensation and the "Dean's Handbook"
  - c.) Discussion: Meaning/significance of moving from the executive team to the "President's Cabinet" (Dr. Hempsey)
    - i. [Administrative Personnel](#)
    - ii. From FA Leadership's 09/15 Meeting:
      - a. Previously - inconsistent language
      - b. Better communication
      - c. Redefining how Exec Team sees themselves - support, debate, broader view of issues (not just constituency)
      - d. Emphasize that the president doesn't make decisions alone, but with his key advisors
      - e. Have been inviting guests into President's Cabinet
  - d.) Discussion: Practice of dropping students for non-payment (Dr. Santillanes)
    - i.) From FA Leadership's 09/15 Meeting: This was also brought up by Dr. Hazelbaker as a priority that could be addressed through SSA's work

Commented [NM1]: Moved to November meeting.

- e.) Discussion: Grievance Procedure (Dr. Hoffman)
  - i.) [Procedure 2110: EQUAL OPPORTUNITY, HARASSMENT, AND NONDISCRIMINATION](#)
  - ii.) The importance of following the procedure and documenting incidents
  - iii.) Title IX concerns
    - (1) [https://npc0.sharepoint.com/:b:/s/FacultyAssociation/EZKzka\\_LYDVLrDtQfE\\_e5lgBaWi76G1iw3gk7EJE-NPriv?e=4RGMBJ](https://npc0.sharepoint.com/:b:/s/FacultyAssociation/EZKzka_LYDVLrDtQfE_e5lgBaWi76G1iw3gk7EJE-NPriv?e=4RGMBJ)
- f.) Update: Implementation of/moving forward with Bachelor's degrees from Instructional Council (Dr. Landy, Pat Lopez)
- g.) Update: FA Leadership 09/15 meeting with Dr. Hazelbaker
  - ii. Lancaster Leadership Resolution Update
    - 1. Response from Dr. Hazelbaker:  
<https://npc0.sharepoint.com/:w:/s/FacultyAssociation/EUhfaFtGmqZLrpQMECG6oqMBUeMlpBJSRiCbO3AwxenVng?e=8EZd5v>
  - iii. VPLSS Evaluation and Next Steps
    - 1. Editable link:  
<https://npc0.sharepoint.com/:w:/s/FacultyAssociation/EcWDJcCmAUNLunJkus5eR84B87dXwgfaS5KolgW7D-nVcA?e=CGPdtz>
  - iv. Email signatures
    - 1. Civility
  - v. Mobile Device Usage policy
  - vi. Equity at campuses and centers during the pandemic
  - vii. Flexibility in teaching styles
  - viii. Safety and Consistency of mask usage

5) Information:

- a) [Data Nerds Book Club](#) (contact Shannon Motter with questions)
  - i) Join the library for the October book *Small Teaching Online* by Darby Flowers and James Lang. This book covers great, and easy, ways to instruct your students that are proven to work and easy to implement. We meet October 21st at NOON. Copies available in the libraries. Upcoming: *Small Teaching* by James Lang will be discussed on November 18th at NOON.

You can learn more on the Innovation Connection October Newsletter:

<https://sites.google.com/mail.npc.edu/innovationconnections/newsletters/21-22/october>

ii)

b) [Tech Hub Lab Aid recruitment](#) (contact Shannon Motter with questions)

- i) We are looking for tech savvy students to work in the NPC Tech Hubs. These are located at all nine sites and offer technology resources and assistance for students and faculty. We are looking for someone to work at LCC, SCC, PDC (mornings), Hopi, Springerville, St. John, and Whiteriver.

Lab Aides work at times during the morning (times already set), and afternoon or evening around their class schedules.

Students can apply here:

<https://moodle.npc.edu/auth/saml2/sp/saml2-acss.php/moodle.npc.edu>

6) Old Business:

a.) Update: IRB Guidelines

- i.) From Dr. Yip-Reyes: While guidelines are available, I don't think the college has specific guidelines published as our own procedures. There are guidelines on how survey questions should be formulated, how surveys should be conducted, and how results should be disseminated.

Qualtrics is the official platform for NPC employees to develop and conduct surveys. Even when employees have their own Qualtrics accounts, all surveys need to go through IE for review and approval. This serves as a safeguard in screening questions that are potentially biased or harmful to survey respondents. This also gives IE an opportunity to discuss with the survey designers any questions about survey design and methodology.

If you or the Faculty Association have any suggestions on improving the college's process/process in this area, please do not hesitate to reach out to me.

b.) DGB Presentation Request: Volunteers for presenting at future DGB meetings - email Dr. Webb and Melody Niesen to be placed on a future DGB agenda

i.) Thank you, Dr. Broyles for sharing at September's meeting!

7) New Business from the Floor

- a.) The necessity for an additional two-hour meeting on October 22nd from 12-2 pm (time adjusted to account for the morning Instructional Council meeting).
- b.) Discussion: Plagiarism Checker (Ryan Jones)
- c.) Student Expectations during the pandemic (Pat Lopez)

**Agenda Contribution Deadline:** Monday, October 25<sup>th</sup> , 12:00PM, Arizona time

**Next FA meeting:** Friday, November 5th, 11AM-1PM, Arizona time

Classified Administrative Staff Organization (CASO)  
Northland Pioneer College  
October 7, 2021 2:00 pm  
AGENDA

Call to Order  
Welcome Guests  
Roll Call – ***please enter name and location in chat***

Welcome, everyone. *(This meeting is being recorded and will be sent out to the group, afterwards. If anyone wishes to discuss things off-recording, please let me know and we can do so at the end of the meeting).*

**Approve September minutes**

OLD BUSINESS

**Professional Development:** continued proposal w/Donna

**Future of Fundraising Update**

**CASO member for Outstanding Alumni Award committee**

New Business

**Ombuds Committee (Amber/Nicole)**

**KRIs (President Hazelbaker & Dr. Yip-Reyes)**

**DEI update (Dr. Yip-Reyes)**

**Compensation Committee**

Ongoing Business

**Meeting with President:** 3<sup>rd</sup> Wednesday of the month

ADJOURN: at 3:00 pm

**Upcoming Meetings:**

DGB – October 19

Leadership Council – October 15

CASO Monthly –November 4, 2021 2:00 pm

*'Join us as we continue to re-vision the role of CASO as a powerful voice for staff at NPC'*

## Appendix 24

### Content of This Appendix

This appendix contains the strategic planning timeline and planning cycle as an item on the Instructional Council October 22, 2021 meeting agenda where the Strategic Planning Oversight Committee (represented by President Hazelbaker and Director of Institutional Effectiveness). This is part of the communication approach to update different parts of the college its planning progress. Pages 14-17 show the content of the timeline, planning cycle, and next planning steps.

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

## **Instructional Council Meeting**

**10/22/21, WebEx Meeting, 8:30-11:30 a.m.**

**[Click to Join](#)**

### **Agenda**

1. Roll Call
2. Approval of 10/08/21 IC Minutes – Pat Lopez – (action)
3. Updates
  - a. DEI - Judy Yip-Reyes - (information)
  - b. SSA - Ryan Jones and Melody Niesen - (discussion)
    - i. Development of Student Success Module – content, load, connections to other initiatives etc.
    - ii. Instructional implications of changing “drop for non-payment” policy.
    - iii. Update on mapping, including mapping and program review overlap.
    - iv. Update on ideas about restructuring advising.
4. Curriculum
  - a. ACRES – 2 items to vote on
  - b. New Programs - None
  - c. Program Modifications - None
  - d. Program Deletions - None
  - e. Program Suspensions - None
  - f. Misc. Curriculum - None
5. Old Business (not related to curriculum)
  - a. Teach-out plan definitions and catalog language – Josh Rogers - (action)
  - b. TAS Update - Scott Estes - (information)
6. New Business (not related to curriculum)
  - a. Proposed Strategic Planning timeline – Judy Yip-Reyes and President Hazelbaker - (information)
7. Announcements & Reporting of Previous Tasks
8. Future Agenda Items
9. Adjournment

IC Minutes 10/08/21

## Northland Pioneer College

### Instructional Council (IC)

10/08/21

### Meeting Minutes

[Agenda Packet](#)

[Task List](#)

#### Voting Members Present:

Pat Lopez, Ruth Creek, Allison Landy, Brian Gardner, Dawn Johnson, Ferryn Sam as proxy for Wes King, Eleanore Hempsey, Wei Ma, Renee Freese, Gail Campbell as proxy for Rickey Jackson, Rachel Arroyo-Townsend

#### Advisory Members Present:

Michael Broyles, Cassie Dows, Michael Solomonson, Rebekah Wilson, Scott Estes, Donna Krieser, Shannon Motter

#### Guests:

Lia Keenan, Amelinda Webb, Alexander Henderson, Tamara Osborne, Jennifer Bishop, Joshua Lowry, Susan Hoffman, Susan Jensen, Victor Love, Christopher Cribbs, Josh Lowry, Diane Joe, Daphne Brimhall, Denise Rominger

1. Roll Call
2. Approval of 09/24/21 IC Minutes (02) – Pat Lopez – (action)
  - a. Page 3, #5. i.: The purpose of the CP and the CAS...does this need to be a future agenda item or discussion as it comes?
    - i. This will be brought back by Allison Landy at a future meeting.
  - b. **MOTION** by Allison Landy to accept the 09/24/21 minutes as submitted.
  - c. **SECOND** by Brian Gardner
  - d. **APPROVED** by majority vote
3. IC Subcommittees (action)
  - a. AS (03) - Jennifer Bishop - (action)
    - i. Mostly working on organizing and structuring
      1. Jennifer Bishop & Shandiin Deputee elected as co-chairs
      2. Recruited Alexander Henderson to the committee to have the required faculty involvement

- ii. Reviewing plagiarism-checking software with Faculty Association
- iii. Researching data regarding the usefulness of “D” grades as well as +/- grades
  - 1. We need to connect with Joshua Lowry when considering these grades and how Financial Aid will factor into these decisions.
- iv. Last year, the standing Procedure 2625 was split into 2625 – Non- Academic Misconduct Draft & Procedure 2628 – Academic Misconduct Draft.
  - 1. Paul Hempsey has a draft that includes markup with attorney’s and faculty’s feedback.
  - 2. Pat Lopez will meet with Jennifer Bishop and Shandiin Deputee to update them on the procedures. She also will share some suggestions on language that will be clearer.
  - 3. There is some confusion around the convening of a hearing panel.
  - 4. Faculty are interpreting the list as a step list, when in fact, they can choose any or all the options given.
  - 5. There needs to be a clear outline of who handles which sanctions.
  - 6. It should be researched to see what other institutions do in these cases.
  - 7. The prior VPLSS had made suggestions that the dean of the course department be the one to issue suspension from the class, and then an appeal would be raised to the level of the VPLSS.
  - 8. The Academic Misconduct procedure should be elevated to top priority.
- v. “D” & “+/-” grades could be put off to another year as the Academic Misconduct procedure is more important.
- vi. **MOTION** by Ruth Creek to accept the Academic Standards report
- vii. **SECOND** by Rachel Arroyo-Townsend
- viii. **DISCUSSION**
  - 1. At other institutions, after a certain number of academic misconduct events, it is automatically elevated to a hearing.
- ix. **APPROVED** by unanimous vote
- b. ASK (04) - Allison Landy - (action)
  - i. Reports are coming in at an unusually early rate.
  - ii. The committee has been approached by two departments already for assistance.
  - iii. Committee is progressing well, no questions for IC today.
  - iv. **MOTION** by Brian Gardner to accept the Assessment of Student Knowledge report
  - v. **SECOND** by Ruth Creek
  - vi. **ABSTAIN** by Allison Landy
  - vii. **APPROVED** by majority vote
- c. DE - no report
- d. LT (05) - Amelinda Webb - (action)
  - i. Group has met three times since the beginning of the semester.
  - ii. Currently down one faculty member; working to get that filled.
  - iii. Had some good discussion about redundant technologies
    - 1. Microsoft Office vs Google Suite; ZOOM vs. WebEx
      - a. A small group that is using redundant programs is collecting data for this discussion.
    - 2. Currently no plan to drop ZOOM, but it is something that we need to look at in case of budget cuts, just exploratory currently.

3. This is also an issue as students must switch between multiple products, which is not ideal.
  - iv. Continuing to give recommendations for best practice trainings.
  - v. No requests for peer review of courses currently.
  - vi. The committee will be tackling Distance Education Guidelines at the beginning of Spring semester.
  - vii. Doing a pilot of Ally with faculty volunteers with the intention to get training and be ready for rollout.
  - viii. Recommendation made at the last meeting to wait on assessing the addition of an NPC Friends and Family link on Moodle; the SSA is putting forward recommendations about developing a virtual success center that would be a better location for this link.
  - ix. Reviewing data from the Moodle utilization and information on other LMS survey from Spring '21.
  - x. Discussed some of the training options for Respondus
    1. There was a conflict with AZ Career Readiness credential being on computers that already had Respondus set up; this might cause issues with Respondus being loaded on all computers if they already have similar programming installed.
    2. May need to get with TAS to decide what computers might need to not have Respondus uploaded to avoid these issues.
  - xi. We need to better support LT as they have many charges to handle.
    1. We need to integrate the ITCS department with the work of LT; we need to realign expectations, duties, responsibilities, etc.
  - xii. Amelinda Webb will be stepping down as chair; the committee will be co-chaired by LaTonya Motley and Harshika Bhatt beginning at the next meeting. She will be staying on the committee.
  - xiii. **MOTION** by Allison Landy to accept the Learning Technologies report.
  - xiv. **SECOND** by Dawn Johnson
  - xv. **ABSTAIN** by Ruth Creek
  - xvi. **APPROVED** by majority vote
- e. PD - no report
4. Curriculum
    - a. ACRES
      - i. REMINDER – there is an ECD course ready for review. Please get into ACRES to vote.
    - b. New Programs
    - c. Program Modifications
      - i. AAEC Request to Proceed (06) - Allison Landy - (action)
        1. Discovered during graduation review last year, that our AAEC does not meet AGEC-A, even though it has been listed in the catalog as such.
        2. This is a relatively minor change, but it will align this degree with what our catalog already says.
        3. There are two courses that students need to choose from and only one meets the Contemporary Global, International or Historical awareness requirement.

4. HIS105 is an option that fulfills the teacher certification requirement; however, confusion came when it was being interpreted that HIS105 could not be used to fulfill more than one requirement.
5. Students must choose either POS 110 or HIS 105 to fulfill 3 credits for the SBS requirement. They can take both if they want, but they only must take one.
6. This will eventually be important when it comes to a B.S. degree for teacher certification. One course can serve multiple roles.
- ii. **MOTION** by Ruth Creek to approve the Request to Proceed for the Program Modification
- iii. **SECOND** by Rachel Arroyo-Townsend
- iv. **ABSTAIN** by Allison Landy
- v. **APPROVED** by majority vote
- d. Program Deletions
- e. Program Suspensions
- f. Misc. Curriculum
  - i. Teach-out plan catalog language (07) - Rebekah Wilson as proxy for Josh Rogers - (action)
    1. The Teach-Out definition is not listed anywhere in the catalog, so it would be helpful to add that for students to understand this language.
    2. We need to start with adding definitions (pg. 67) for the relevant terms in the catalog language and then move forward with voting on the teach-out plan language.
    3. **TASK** –Define terms being used in the language and bring back to IC - Josh Rogers
  - ii. **MOTION** by Allison Landy to ask Josh Rogers to define terms used in the catalog language before proceeding
  - iii. **SECOND** by Dawn Johnson
  - iv. **APPROVED** by unanimous vote
5. Old Business (not related to curriculum)
  - a. Baccalaureate Degrees at NPC (08) – Michael Broyles - (information)
    - i. Michael Broyles presented a report/guide to synthesize and comment “on some of the critical requirements for offering baccalaureate degrees.”
    - ii. This report does not replace SB1453 but is just to act as a guide in the process.
    - iii. Need to talk about the directionality of DGB approval; consent agendas, timelines of tuition proposal, and how we approach this.
      1. Recommendation would be to educate the DGB as the Ad Hoc committee progresses with decisions/questions; it might be a good idea to do this as a special retreat as it may need more time than a regular meeting.
    - iv. State licensure will vary according to the programs put forward.
    - v. The Ad Hoc committee is scheduled for twice-a-month meetings currently and will report to IC next month.
    - vi. Administrators need to start thinking about what entity will submit the 5-year report to the Joint Legislative Audit Committee.
    - vii. The Ad Hoc committee should work on how to tackle the additional elements of documentation right away.
    - viii. Under H.5.a., the guide should reference “see G.7” on the report, not “see G.9.”

- ix. Important to keep in mind, it will take HLC 3 to 8 months to approve a Baccalaureate degree program; the first one NPC does will be the most difficult.
- b. Process of Engaging Financial Aid for New and Modification Program Proposals (09) - Michael Broyles - (discussion/action if needed)
  - i. This is an item brought back from Spring '21 per IC request.
  - ii. Should there be a change of process in which the Director of Financial Aid be involved in new and modification of program proposals?
    - 1. Currently it is the responsibility of the proposer to contact the Director of Financial Aid via email and upload approval confirmation to the ACRES form.
    - 2. We need to keep in mind what makes a program Financial Aid eligible and make decisions with that knowledge in mind.
  - iii. Does the Director of Financial Aid need to be included in notifications regarding all approved program proposals? If so, when should they be informed?
  - iv. We are missing some key people in this discussion, Josh Rogers, Joshua Lowry, for example, who would have input needed.
  - v. Joshua Lowry is in the process of evaluating our past processes and plans to make some changes that will affect this.
  - vi. Financial aid involvement needs to be in the Instructions for Course Forms in ACRES.
  - vii. IC will review this again in Spring semester; request that the Financial Aid director give a presentation regarding this prior to action being taken.
  - viii. **TASK – Contact Joshua Lowry and request that he prepare a presentation for IC to be given sometime in the spring – Pat Lopez**
- 6. New Business (not related to curriculum)
- 7. Announcements & Reporting of Previous Tasks
  - a. Judy Yip-Reyes and President Hazelbaker will present a Strategic Planning timeline at the next meeting.
  - b. Next meeting will be all remote and the link will be different. Watch for the invites to be sent out soon (fingers crossed).
- 8. Future Agenda Items
- 9. Adjournment – (action)
  - a. MOTION by Ruth Creek
  - b. SECOND by Allison Landy

## DEI Working Group October Update

- **Highlights of October Get-Together** The group conducted its October monthly virtual get-together on October 9. We had two great presentations. One was from Dr. Michael Broyles on the History of Race and Racism, followed by President Hazelbaker's presentation on DEI and NPC's Strategic Goals. Both presentations were recorded during the meeting with video files posted on the DEI SharePoint site.

<https://npc0.sharepoint.com/sites/DEI/SitePages/Videos-and-Presentations.aspx>

- **Every Voice News Calling for Contributors** You are an important partner with the college to provide students an inclusive learning environment, as well as to help your colleagues build a psychologically safe working environment. The Fall 2021 edition of the *Every Voice News* is "Practicing Inclusion."
  - Please consider sharing how you practice inclusion in your classroom, your team, or your department. Another writing prompt include: "Tell us about a time when a person or group went out of their way to make sure you felt included."
  - We also welcome anyone who wants to write short pieces about any special commemorations or holidays happening this fall, such as Indigenous Peoples' Day, Hispanic Heritage Month, Native American Heritage Month, or any religious/spiritual/cultural events happening in the fall (Rosh Hashanah, Dia de los Muertos).
  - Your sharing does not need to be long (one or two paragraphs will do).
  - Please send your paragraphs to [DEI@npc.edu](mailto:DEI@npc.edu) and we will work with you to get it published! You can also invite your students to submit a short essay for Every Voice News.
  - The deadline for contributions is now extended to **November 12**.
- **Upcoming November Get-Together** Due to November 11 being a holiday for the college, the DEI Working Group will be meeting on November 18 from 2:30 p.m. to 4 p.m.

# Definitions

The terms below are used in the degree and certificate program and course descriptions throughout this catalog:

**Associate of Applied Science (AAS) degrees** are awarded at the completion of programs designed to prepare the graduate for employment. Public universities in Arizona now offer many AAS to BAS pathways. Visit [www.aztransfer.com](http://www.aztransfer.com) for more information or speak to your academic adviser.

**Certificates of Applied Science (CAS)** are awarded upon completion of specific program courses designed for employment skills.

**Certificates of Proficiency (CP)** are awarded for some shorter programs with a narrow focus to prepare students for specific employment-related skills.

**Certificates of Completion** are awarded to students from a specific division in some courses for successfully satisfying class requirements. For further information contact your instructor.

**General Education Requirements:** Courses, typically mathematics, English and others, from a predetermined list of discipline studies (see page 66) that provide students with a broad knowledge base. If specific courses are required, those are listed in the degree or program description.

**Core Requirements:** Courses specifically selected to educate the student in the essential knowledge of the individual program.

**Additional Requirements:** Non-disciplinary courses specifically selected to enlarge and enhance student's essential knowledge.

**Required Electives:** Courses specifically selected to supplement and expand the student's knowledge base in the individual program.

**Unrestricted Electives or Electives:** Any unduplicated course(s) at the 100-level or higher that the student may wish to select.

**Transferable Electives:** Courses that transfer to all three public Arizona universities as defined in the Course Equivalency Guide for the year in which the course is completed. You can access the Course Equivalency Guide here:

<http://aztransmac2.asu.edu/cgi-bin/WebObjects/CEG>.

**Teach-Out Plan:** A written plan created by faculty to ensure students are afforded the opportunity to finish their intended degree or certificate in the event that it is eliminated or changed.

**Prerequisite:** Course that must be completed or satisfactory placement score achieved prior to enrolling in the course.

**Co-requisite:** Indicates a course that can be taken prior to or at the same time as the listed course.

**Concurrent Requisite:** Concurrent courses must be taken during the same semester.

**Internship:** Work opportunities in which students fulfill limited-term positions within a company or organization in order to gain experience and develop career-specific skills.

**Lecture:** A formal sharing of knowledge in a learning environment, either in person or via technology in connected classrooms, engaging the audience through exposition and active-learning methods (demonstrations and questions) while encouraging critical thinking and personal introspection.

**Lab:** A hands-on learning environment including synchronous access to the instructor (either face-to-face or virtually) applying scientific methods, practical skills and/or creativity in the acquisition of knowledge. Some examples: painting, pipetting, tying knots, curling hair, sawing lumber, and computer programming.

**Practicum:** Field experiences in which students apply their learning in real-life situations and events. The purpose of practicum is to assist in the development of the essential skills, knowledge and dispositions of a profession through exposure to practical experiences in the field. Practicum includes both engagement in professional practice and reflective supervision with a college instructor to meet specified outcomes. The required number of hours and levels of supervision on site vary by program of study.

**Clinical:** An on-site work experience supervised by faculty allowing students to practice and demonstrate their developing client care skills and competencies. Students also participate in preceptorships when faculty assign them to a professional who instructs, supervises, and evaluates the students.

**Sunset Date:** The date established in a Teach-Out Plan as the date by which the degree or certificate must be completed.



# Graduation Requirements

## Graduation Requirements Continued

automatically award degrees or certificates for students without a graduation application.

To obtain the Associate of Arts, Associate of Arts in Early Childhood, Associate of Arts in Elementary Education, Associate of Business, Associate of Science, Associate of General Studies or Associate of Applied Science degrees from NPC, the candidate must:

1. Satisfy the degree requirements as published in the applicable NPC catalog prior to the date of graduation on which the degree is to be awarded. All petitions for degree requirement waivers must be submitted and approved prior to the Application for Graduation deadline listed on page 57.
2. File an Application for Graduation with the Records and Registration Office by the deadline listed on page 57.
3. Be credited with not less than 64 applicable semester credits in the Records and Registration Office (except for the AAS Paramedicine degree where 63 credits are required and the AAS LPN to RN degree where 57 credits are required). No course numbered below the 100 level can be used to satisfy the requirements for any degree.
4. Have a cumulative grade-point average of 2.0 or better in courses taken at NPC. No 'D' credit will be allowed in the AA, AAEC, AAEE, ABus or AS degrees. For AGS or AAS degrees, (except for degrees with explicit requirements – refer to specific degree and certificate requirements for more details) no more than nine units of 'D' credit will be allowed and only in unrestricted electives.
5. Have no more than 12 credits of 'P' grade applied toward graduation credit for the AAS and AGS degree requirements. No 'P' credit will be allowed in the AA, AAEC, AAEE, ABus or AS degrees. Additional 'P' grades may only be applied toward a degree as allowed by the college for extenuating circumstances.
6. Have a minimum of 16 semester credits in residence at NPC that apply toward the degree being pursued and meet the requirements for the applicable NPC catalog (see "Applicable Catalog" for additional details). Credits obtained by assessment may not be used toward the residency requirement.

### Certificate of Applied Science (CAS)

A Certificate of Applied Science will be awarded to students who have completed an approved vocational program with all courses successfully completed with a grade of 'C' or better to indicate the achievement of technical skills and competence in a specific area of endeavor.

The candidate for the Certificate of Applied Science must:

1. Satisfy the certificate requirements as published in the applicable NPC catalog prior to the date of graduation at

which the certificate is to be awarded. All petitions for degree requirement waivers must be submitted and approved prior to the Application for Graduation deadline listed on page 57.

2. File an Application for Graduation with the Records and Registration Office by the deadline listed on page 57;
3. Have a minimum of 12 semester credits in residence at NPC that apply toward the certificate being pursued and meet the requirements for the applicable NPC Catalog (see "Applicable Catalog" for additional details). Credits obtained by assessment may not be used toward the residency requirement.

### Certificate of Proficiency (CP)

Certificates of Proficiency are approved programs that indicate specific vocational competencies. Any number of certificates may be awarded to a student who completes the requirements. A formal certificate will be sent to the applicant once the completion of requirements is certified. Normally these students do not attend commencement ceremonies. An exception is made for those students who complete a Certificate of Proficiency of 32 credits or more in two semesters.

Certificates of Proficiency will be awarded when the student:

1. Satisfies the requirements for the certificate as published in the applicable NPC catalog;
2. Files an Application for Graduation with the Records and Registration Office by the deadline listed on page 57;
3. Completes successfully, with a grade of 'C' or better, all courses to indicate the achievement of technical skills and competence in a specific area of endeavor;
4. Has a minimum of 75 percent of the credits required for the certificate in residence at NPC. Credits obtained by assessment cannot be used toward the residency requirement.

## Applicable Catalog

Students maintaining continuous enrollment at any public Arizona community college or university may graduate according to the requirements of the catalog in effect at the time of initial enrollment or according to the requirements of any single catalog in effect during subsequent terms of continuous enrollment. A student may maintain continuous enrollment whether attending a single public community college or university in Arizona or transferring among public institutions in Arizona while pursuing his or her degrees.

Regardless of continuous enrollment, students working towards degrees no longer in the current catalog must complete all required coursework by the sunset date of the teach-out plan established by the academic department. Teach out plans are only available to students who have the specific degree intent on file prior to implementation of the teach-out plan.

## Strategic Planning Timeline

### DRAFT for Discussion Only

#### Fall 2021

- Approve Key Result Indicators	
- Identify additional data points to be used as Key Performance Indicators that can be used internally to track progress toward KPI's	
- Reprioritization of Facilities Master Plan as part of Board of Governor's Retreat - Action item in November	
- Update the College and update the website and other documents with the 2021-2024 Strategic Plan <ul style="list-style-type: none"> <li>o Existing Mission, Vision, and Values</li> <li>o Add Strategic Goal Areas</li> <li>o Add Strategic Initiatives</li> <li>o Add Key Result Indicators</li> </ul>	Led by Strategic Planning Oversight Committee in conjunction with Shared Governance Groups

#### Spring 2022

- Developing Project Plans/Proposals/Structure /FY 2023 Budget Alignment <ul style="list-style-type: none"> <li>o Reprioritized Facilities Master Plan</li> <li>o Work with President's Cabinet on aligning Divisional Plans with Strategic Plan</li> </ul>	

#### Summer 2022

- Develop Framework for developing the 2024-2029 Strategic plan	Strategic Planning Oversight Committee

#### Fall 2022

- Fall Convocation – Present Framework for developing 2024-2029	
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- Work on reviewing and potentially revising Mission, Vision, and Values	

## Spring 2023

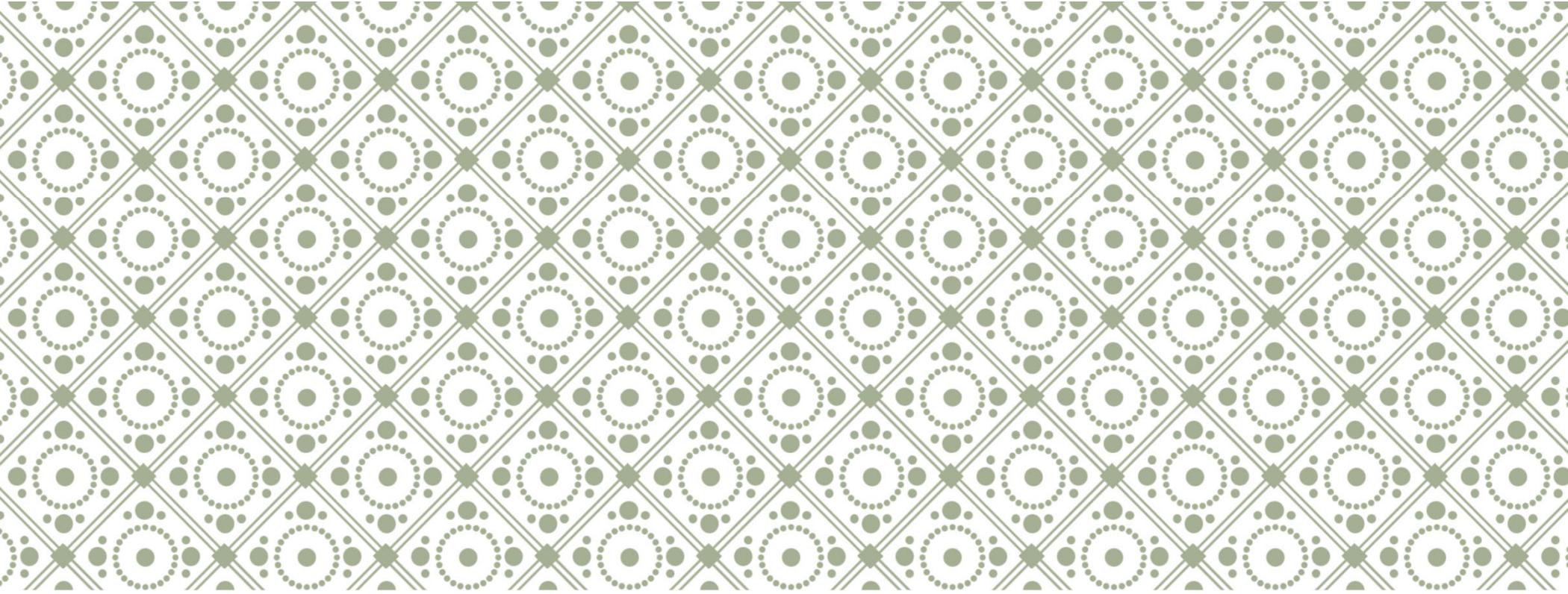
- Finalize or Re-affirm Mission, Vision, and Values	
- Begin work in developing strategic initiatives	

## Fall 2023

- Finalize Strategic Initiatives	

## Spring 2024

- Align Divisional Operational plans with 2024-2029 strategic plan to include developing priority projects that are part of new strategic plan	



# STRATEGIC PLANNING CYCLE

Information & Input Gathering  
from Leadership Council  
October 15, 2021

# STRATEGIC PLAN DEVELOPMENT — OVERLAPPED PROCESSES



# PROPOSED YEAR-TO-YEAR PLANNING & IMPLEMENTATION

FALL

I. Initiative  
Development

LC, SSA, Division/Dept. explore and research ideas (brainstorm with shared governance groups)

II. Proposal &  
Budget  
Development

Cabinet shares initiatives at Convocation  
Cross-functional teams draft workplan & budget

III. Initiative  
Implementation  
& Review

Cross-functional teams update appropriate stakeholders/shared gov'n  
After Year 1, produce annual reviews to adjust workplan and budget

SPRING

LC, SSA, Division/Dept. submits idea-proposal with rough timeline and budget to President's Cabinet

Cross-functional teams submit workplan & budget; share with stakeholders/shared gov'n

Cross-functional teams submit workplace & budget; update appropriate stakeholders

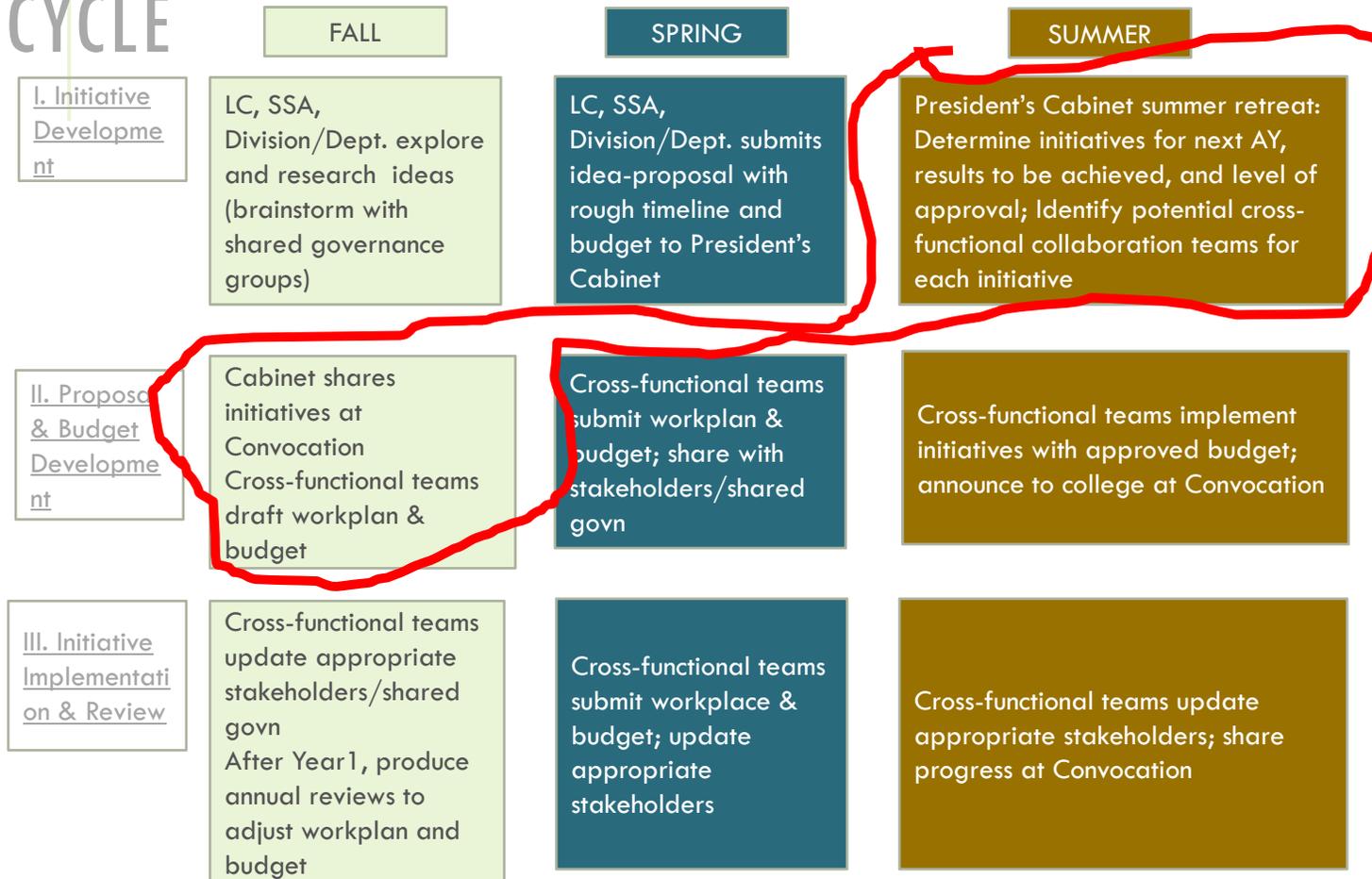
SUMMER

President's Cabinet summer retreat: Determine initiatives for next AY, results to be achieved, and level of approval; Identify potential cross-functional collaboration teams for each initiative

Cross-functional teams implement initiatives with approved budget; announce to college at Convocation

Cross-functional teams update appropriate stakeholders; share progress at Convocation

# AY 2021-22: TRANSITION YEAR TO ADJUST TO THE PROPOSED CYCLE



- Current initiatives (already started or to be started in AY 2021-22)
- Some planned initiatives would need budget for implementation
- Big initiative to begin implementation in FY 22-23 / AY22-23
- Essentially need to squeeze together work from some semesters into one to expedite stage II.

# AY 2021-22: TRANSITION YEAR PLANNING

FA 2021: Publish the 2021-24 Strategic Plan with the following contents:

- > Mission, Vision, Values
- > Strategic Goal Areas and Key Results Indicators
- > Strategic Initiatives

**FA 2021:** President's Cabinet: Identify current 5-6 initiatives/recommendations and develop cross-functional collaboration groups (initiative planning and implementation) associated with these initiatives; announce the official strategic plan at Spring 2022 Convocation

**SP 2022:** Cross-functional collaboration groups to submit proposal, budget, and timelines to Cabinet and appropriate departments (aligned with budget development process) for FY 22-23; communicate workplan to college and shared governance groups; some initiatives may be able to launch in Spring 2022.

**SU 2022:** Cross-functional collaboration groups implement initiatives with approved FY 22-23 budget; follow first year implementation under year-to-year planning cycle.

## Appendix 25

### Content of This Appendix

This appendix contains two strategic planning items that were placed on Leadership Council's October 15 meeting agenda.

- Key Result Indicator Development Update (pages 2-9) – Strategic Planning Task Force provided update to the Leadership Council of the progress made in those areas where ongoing development work is needed in academic year 2021-22.
- Strategic Planning Timeline and Year-to-Year Planning cycle (pages 11-17) – President Hazelbaker shared with Leadership Council the timeline to finalize the 2021-24 Strategic Plan as well as future timeline to set in stage the development of the 2025-29 Strategic Planning effort. The year-to-year planning cycle was also presented to the Leadership Council to solicit input.

# Leadership Council Meeting Agenda

Zoom

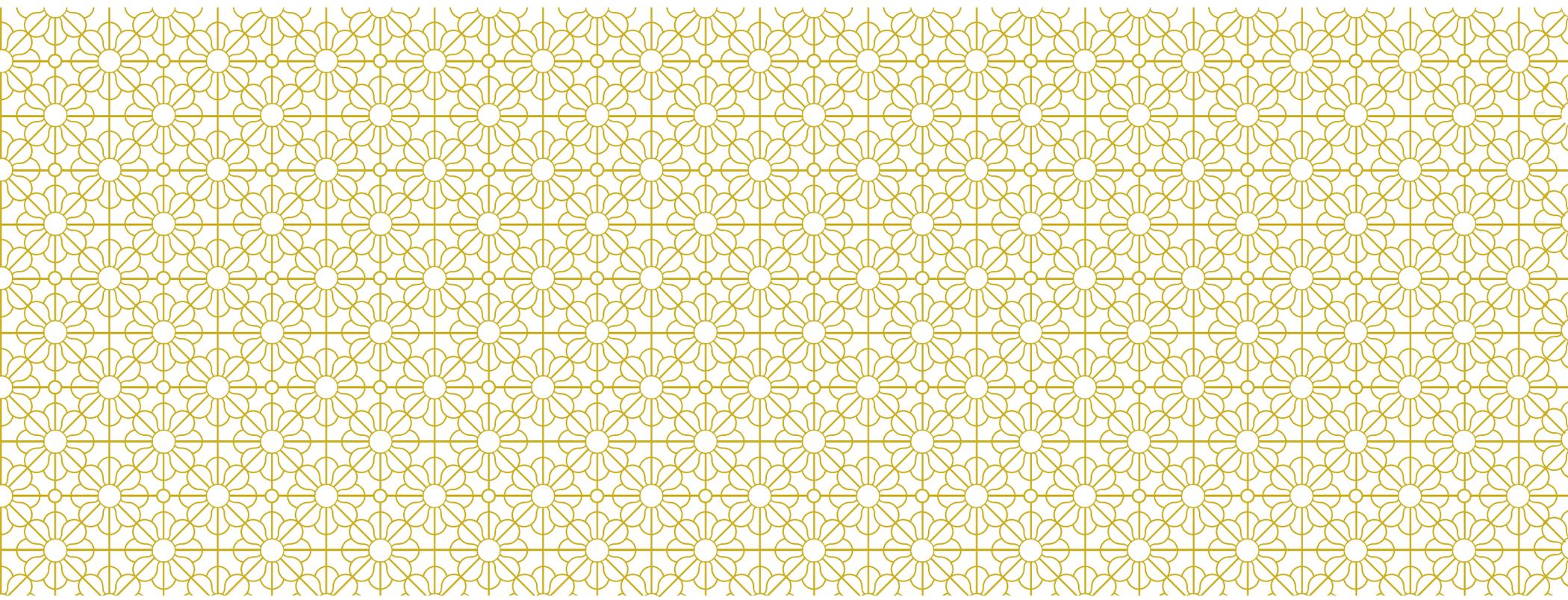
Date: October 15, 2021

Time: 9:00 a.m.

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<u>Item</u>	<u>Description</u>	<u>Resource</u>
1.	Call to Order and Reminders.....	Meeting Facilitators
2.	Roll Call and Quorum Check .....	Paul Hempsey
3.	Approval of Minutes from September 17 ..... (Action)	Meeting Facilitators
4.	Review of Tasks from September's Meeting..... - Share how salary calculations are made - Amber Hill	Meeting Facilitators
5.	Reports A. Diversity, Equity, and Inclusion.....	Judy Yip-Reyes
6.	New Business: A. Student Success Module ..... (Action) B. Dropping Students for Non-payment practice.....	Harshika Bhatt Amelinda Webb
7.	Old business: A. Strategic Planning Task Force Updates on KRI Development ..... B. Strategic Planning Timeline ..... C. Leadership Council Yearly Calendar ..... (Action) D. Procedure 2125..... (Action)	Judy Yip-Reyes Judy Yip-Reyes Meeting Facilitators Paul Hempsey
8.	Adjourn .....	Meeting Facilitators

Northland Pioneer College provides educational excellence that is affordable and accessible for the enrichment of communities across northeastern Arizona.



# **KEY RESULT INDICATOR (KRI) DEVELOPMENT**

October Updates to Leadership  
Council  
October 15, 2021

# KRI AT A GLANCE

Increased Enrollment	Improved Student Success	Improved College Sustainability
1. Student Headcount	Completion: 1. Number of Completers 2. Enrollment-to-Award Ratio 3. On-time Graduation Rate	Stabilized Institutional Funding: 1. Contracts/Grants-to-Taxpayer Fund Ratio <b>Back to Drawing Board</b> 2. Percent of Community College-Related Legislative Actions Passed <b>Back to Drawing Board</b> 3. Composite Financial Indicator (with 4 sub-measures)
2. Full-Time Student Equivalency (FTSE)	Transfer: 1. Transfer-Intent-to-University Enrollment Ratio 2. Transfer Out Rate	Increased Viability of College Program Portfolio: Program Viability Index <b>In Progress</b>
3. Replacement Ratio (intent declarers : completers)	Student Goal Attainment: <b>In Progress</b>	Improved Perception of NPC by community, students, and employees: 1. Community Engagement <b>In Progress</b> 2. Student Perception <b>In Progress</b> 3. Employee Perception
	Mastery of Institutional Learning Outcomes: <b>In Progress</b>	

# IN-PROGRESS: STUDENT GOAL ATTAINMENT

- Consulted with SSA for input; KRI Development to be completed in AY 2021-22
- Potential indicator structure: % students with <goal category> indicated they met this goal by <date>.
- Data collection needed to be started with new students during their earlier stage of onboarding with either recruiters/enrollment advisors/academic advisors, with ongoing conversation with advisors later in the semester.

## Upcoming Tasks

Josh R. and Judy to determine data elements for the indicators and initial data collection process

Josh to obtain current goal categories in Jenzabar; inquire other colleges of similar categories;

Reporting mechanism to capture records of goals for students- Josh to check with

1. Rebecca/Frank on HubSpot's ability
2. TAS on Dynamic Forms
3. Hobson on Starfish capability

Work with Judy to finalize initial reporting mechanism

Josh to work with Dawn and Donna to pilot-test by incorporating data collection in their current advising session

Josh to provide Judy data to look at first round of data collected and revise process accordingly

# IN-PROGRESS: MASTERY OF INSTITUTIONAL LEARNING OUTCOMES

- KRI Development to be completed in AY 2021-22; Tasked the Assessment of Student Knowledge Subcommittee to develop behavioral competence rubrics for the 2 ILOs and a process to aggregate department/program results to the college level
- ASK will review planning reports from departments in the current assessment year for possible patterns of competences and focus on developing college-wide measurement on those competencies. The goal is to come up with an achievement-type of rubric. Proposed measure in discussion: X% students to be assessed met/exceeding ILOs at the defined competencies.

Tasks Performed by ASK Subcommittee	Estimated Completion
Identify patterns of competencies to be assessed by departments in current year's planning day reports	Nov/Dec 2021
Design competence category and ILO reporting mechanism in Reading Day report template	Feb 2022
Collect Reading Day Reports from departments; Begin analysis of ILO behavioral competence	April 8, 2022
Finish analyses; prepare proposal to KRI measure definition, calculation methodology, baseline, and potential target	End of July 2022

# BACK TO DRAWING BOARD: 2 INDICATORS IN STABILIZED INSTITUTIONAL FUNDING

## 1. Contracts/Grants-to-Taxpayer Fund Ratio

- Challenges: suggest fixed dollar amount instead of a ratio due to fluctuation in both components; increasing grant revenue may oversimplify the goal of leveraging resources
- Other indicators “in the works”: # partnerships;

### Next Steps:

> Invite VPAS/CFO to this discussion (collect data and identify appropriate indicators)

## 2. Percent of Community College-Related Legislative Actions Passed (Satisfactory Outcomes of College Legislative Influence)

- Tracking # bills per legislative session identified as priority to community colleges that result in favorable action by the legislature.
- Challenges: no readily available data; subjectivity in defining “favorable” legislative actions
- Task Force suggestion: remove this indicator; bring the topic back to Leadership Council periodically for discussion

# IN-PROGRESS: INCREASED VIABILITY OF COLLEGE PROGRAM PORTFOLIO

Task	Responsibility	Estimated Completion Date
Review existing program review data and preliminary program viability data elements	Jeremy, Judy	End of Oct 2021 (completed Oct 5)
Gather input related to strong programs from deans/department chairs	Jeremy	End of Oct 2021
Review deans/department chairs input; develop proposed scoring methodology	Jeremy, Judy	Early Nov 2021
Discuss scoring methodology with preliminary data elements; how to incorporate into program review process	Jeremy, Judy, VPLSS, other deans	Mid/late Nov 2021
Complete initial draft of the program viability composite	Jeremy, Judy, deans, and VPLSS	Before Winter Break 2021
Communicate and input-gathering from Instructional Council and Department/Program Chairs	Jeremy, deans, VPLSS	February 2022
Make final recommendations to President's Cabinet	Deans/VPLSS	March 2022
President's Cabinet reviews and approves/rejects recommended composite measure	President's Cabinet	April 2022
Add composite measure to KRI documentation	Strategic Planning Oversight Committee	April 2022

# IN-PROGRESS: IMPROVED PERCEPTION OF NPC'S ENGAGEMENT IN COMMUNITIES

Fall 2021 - Conduct research and collaborated with SBDC in developing a methodology to collect community perception data. If start to collect data in Spring 2022, will use Spring 2022 data as baseline.

## Progress:

Consulted with SBDC: a survey from national office to determine how our business community clients view NPC

Consulted with President Hazelbaker: a preliminary measure to gauge # community events or meetings attended by NPC staff to build relationships, eventually leading to # of partnership built (tied to Resource Leveraging)

Explore the feasibility to develop a survey for industry advisory groups (working with program chairs/deans)

# IN-PROGRESS: IMPROVED STUDENT PERCEPTION OF NPC FOR ACADEMIC EXCELLENCE AND OCCUPATIONAL DEVELOPMENT

Fall 2021 - Conduct research and collaborated with SSA, deans, various Student Services Departments, and IE Office to develop a methodology to collect student perception data

If start to collect data in Spring 2022, will use Spring 2022 data as baseline

## Upcoming Tasks

Josh R. and Judy to review an existing student survey (Revealing Institutional Strengths and Challenges Survey) and brainstorm additional areas to be included in a student perception/satisfaction survey

Josh to obtain from all student services departments open-ended lists of positive and negative comments/feedback/struggles from students in their respective areas – the lists will be used to create categories for the survey

For student's perception on instructional environment – IE will provide categories based on open-ended comments from course improvement surveys (multiple semesters).

Draft survey and data collection process will be shared with affected/relevant departments for input.

## Strategic Planning Timeline

**DRAFT for Discussion Only**

Fall 2021

- Approve Key Result Indicators	
- Identify additional data points to be used as Key Performance Indicators that can be used internally to track progress toward KPI's	
- Reprioritization of Facilities Master Plan as part of Board of Governor's Retreat - Action item in November	
- Update the College and update the website and other documents with the 2021-2024 Strategic Plan <ul style="list-style-type: none"> <li>o Existing Mission, Vision, and Values</li> <li>o Add Strategic Goal Areas</li> <li>o Add Strategic Initiatives</li> <li>o Add Key Result Indicators</li> </ul>	Led by Strategic Planning Oversight Committee in conjunction with Shared Governance Groups

Spring 2022

- Developing Project Plans/Proposals/Structure /FY 2023 Budget Alignment <ul style="list-style-type: none"> <li>o Reprioritized Facilities Master Plan</li> <li>o Work with President's Cabinet on aligning Divisional Plans with Strategic Plan</li> </ul>	

Summer 2022

- Develop Framework for developing the 2024-2029 Strategic plan	Strategic Planning Oversight Committee

Fall 2022

- Fall Convocation – Present Framework for developing 2024-2029	
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- Work on reviewing and potentially revising Mission, Vision, and Values	

Spring 2023

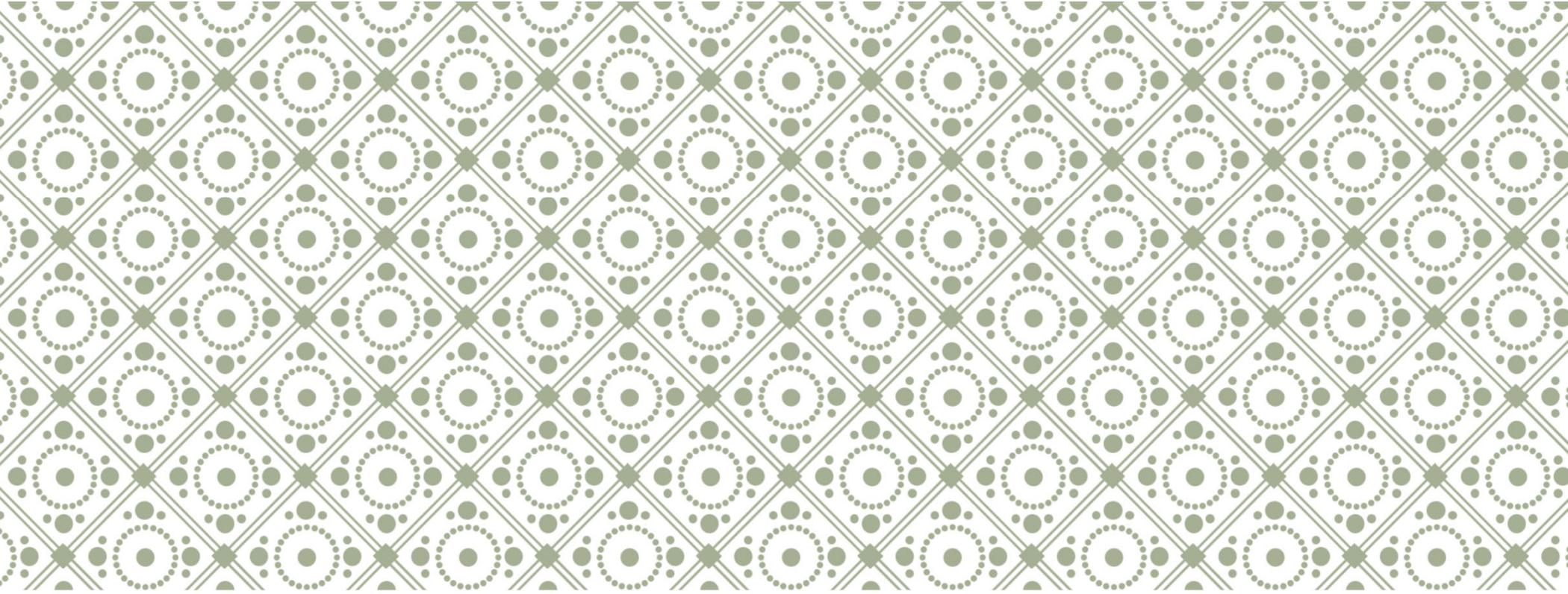
- Finalize or Re-affirm Mission, Vision, and Values	
- Begin work in developing strategic initiatives	

Fall 2023

- Finalize Strategic Initiatives	

Spring 2024

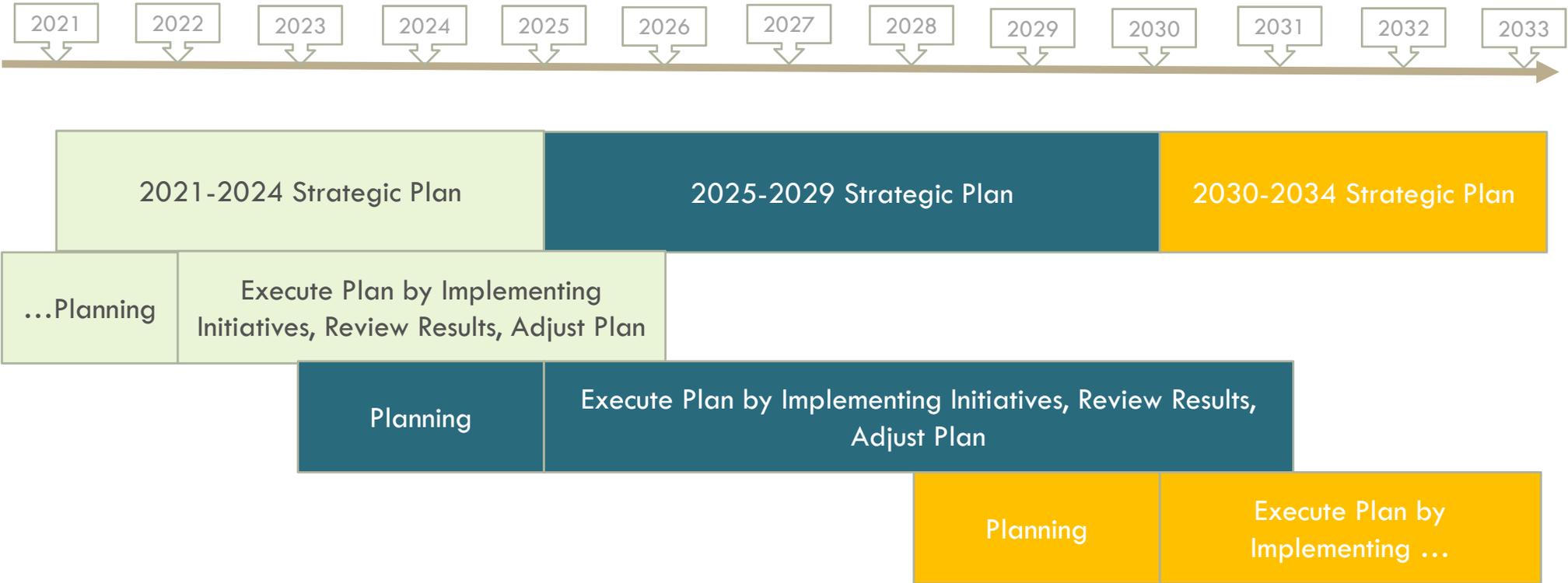
- Align Divisional Operational plans with 2024-2029 strategic plan to include developing priority projects that are part of new strategic plan	



# STRATEGIC PLANNING CYCLE

Information & Input Gathering  
from Leadership Council  
October 15, 2021

# STRATEGIC PLAN DEVELOPMENT — OVERLAPPED PROCESSES



# PROPOSED YEAR-TO-YEAR PLANNING & IMPLEMENTATION

FALL

SPRING

SUMMER

I. Initiative  
Development

LC, SSA, Division/Dept.  
explore and research  
ideas (brainstorm with  
shared governance  
groups)

LC, SSA, Division/Dept.  
submits idea-proposal  
with rough timeline and  
budget to President's  
Cabinet

President's Cabinet summer retreat:  
Determine initiatives for next AY, results  
to be achieved, and level of approval;  
Identify potential cross-functional  
collaboration teams for each initiative

II. Proposal &  
Budget  
Development

Cabinet shares initiatives  
at Convocation  
Cross-functional teams  
draft workplan & budget

Cross-functional teams  
submit workplan &  
budget; share with  
stakeholders/shared gov'n

Cross-functional teams implement  
initiatives with approved budget;  
announce to college at Convocation

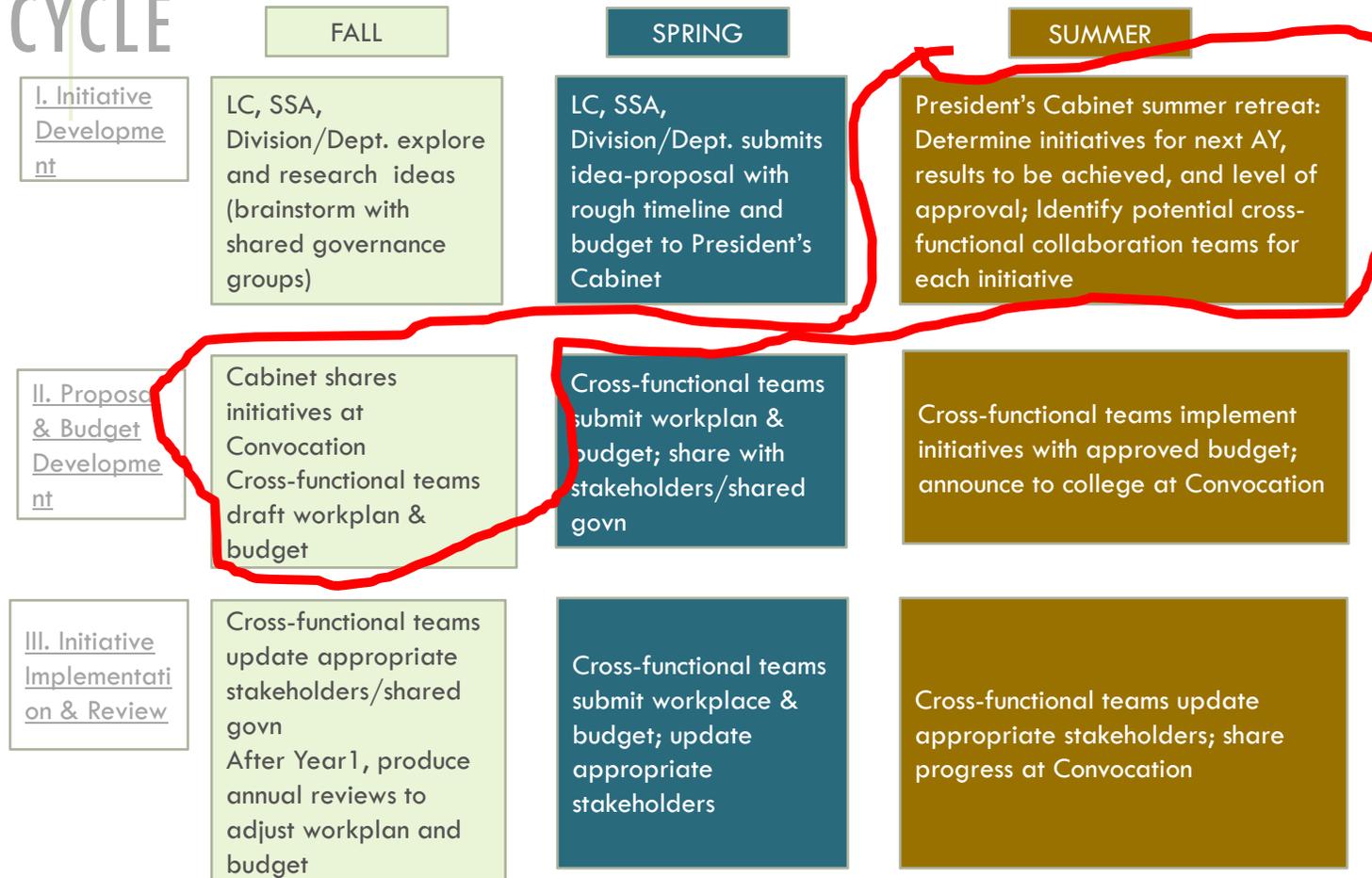
III. Initiative  
Implementation  
& Review

Cross-functional teams  
update appropriate  
stakeholders/shared gov'n  
After Year 1, produce  
annual reviews to adjust  
workplan and budget

Cross-functional teams  
submit workplace &  
budget; update  
appropriate stakeholders

Cross-functional teams update  
appropriate stakeholders; share progress  
at Convocation

# AY 2021-22: TRANSITION YEAR TO ADJUST TO THE PROPOSED CYCLE



- Current initiatives (already started or to be started in AY 2021-22)
- Some planned initiatives would need budget for implementation
- Big initiative to begin implementation in FY 22-23/AY22-23
- Essentially need to squeeze together work from some semesters into one to expedite stage II.

# AY 2021-22: TRANSITION YEAR PLANNING

FA 2021: Publish the 2021-24 Strategic Plan with the following contents:

- > Mission, Vision, Values
- > Strategic Goal Areas and Key Results Indicators
- > Strategic Initiatives

**FA 2021:** President's Cabinet: Identify current 5-6 initiatives/recommendations and develop cross-functional collaboration groups (initiative planning and implementation) associated with these initiatives; announce the official strategic plan at Spring 2022 Convocation

**SP 2022:** Cross-functional collaboration groups to submit proposal, budget, and timelines to Cabinet and appropriate departments (aligned with budget development process) for FY 22-23; communicate workplan to college and shared governance groups; some initiatives may be able to launch in Spring 2022.

**SU 2022:** Cross-functional collaboration groups implement initiatives with approved FY 22-23 budget; follow first year implementation under year-to-year planning cycle.

## Appendix 26

### Content of This Appendix

This appendix shows one of the examples where President Hazelbaker shared progress in strategic planning to the college via an AIINPC email.

## Yip-Reyes, Judy Y.

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**From:** Hazelbaker, Chato  
**Sent:** Tuesday, October 26, 2021 1:55 PM  
**To:** AIINPC  
**Subject:** A few Presidential updates

Colleagues,

As we enter the second half of the semester, I wanted to give you some updates. Going forward, I am working on an internal communication plan that I will roll out at or around Spring Convocation, but in the meantime, I wanted to send this email to get us as aligned as possible on some big initiatives.

### Strategic Initiatives

In an effort to complete the 2021-2024 Strategic Plan, Strategic Initiatives are being discussed with Shared Governance groups throughout October and November. These initiatives represent the priority projects and actions we will take in order to improve in the Key Result Areas. The projects will align with the goals of Increased Enrollment, Improved Student Outcomes, and Improved Sustainability. I will share a draft of the Strategic Initiatives with entire college via email in early December after they have worked through the Shared Governance groups.

### Upcoming Interest-Based Bargaining Training

On Wednesday, November 3 at the All College meeting I will be presenting a training on Interest-Based Bargaining. That meeting will occur via Zoom at 12 p.m. I believe that the Interest-Based Bargaining approach is a good baseline for addressing civility, ongoing discussions about supervisor training, and is a tool we can all use in our daily work.

### Ongoing Supervisor Training

Several divisions of the college have reported back that supervisors have completed the Safe College's Conflict training and have had discussions in their divisions. In November the President's Cabinet will be discussing this training and the feedback from each of the divisions. Additionally, we are monitoring the completion of other trainings including the Title IX training required for all employees of the college. This is the first, small step in improving our Supervisor Training.

### Please Help Promote Scholarships:

Over the past several weeks we have gotten a lot of really positive news about what our students are accomplishing and how the college is contributing to their success. Now is the time to be promoting NPC Friends and Family Scholarships in the hallways, classrooms, course shells or any other way you can think of. NPC Friends and Family has over \$60,000 to award to all different kinds of students, and just having them email Betsyann Wilson at [betsy.wilson@npc.edu](mailto:betsy.wilson@npc.edu) or directing them to the website at <https://www.npc.edu/scholarships?keywords=npcfriendsandfamily> is a good first step. The deadline is Wednesday, November 10 at 12:00 noon MST.

Here is one example of how Northland Pioneer College's Financial Aid Office and TAS folks impacted a student through the Technology Scholarship, <https://www.npc.edu/scholarships/2021-22-northland-pioneer-college-technology-scholarship>, which provides awardees with a new laptop. A recent recipient of this scholarship sent the following email to Betsy Wilson, who had notified her of the award and coordinated her receipt of the laptop:

*Dear Friends and Family of NPC,*

*I hope everyone is well, I feel so grateful for all of you, so I had to get a note back to everyone. I want to send you a sincere thank you for the new laptop I received for the NPC Technology Scholarship. Thank you for this beautiful laptop, I really appreciate it so much and I wanted you all to know how appreciated you are. I am 61 and a returning student after a couple of very hard years. I lost my home in March of 2000, and lived on my own, with my dogs on the streets of Phoenix for 5 months, came up here where my grandchildren live, to get out of the heat. The kindness of strangers has*

*turned my life around and I am back in college and now this, I hope you know what a difference you are making for people who are really in need and no words can really express the gratitude I feel. So thank you so much, again.*

Each and every one of you impacts the lives of students every day, directly and indirectly, in ways in which you may not even be aware. Please know, whether or not you hear it from students, your work is important, and you are deeply appreciated.

Sincerely,

Chato Hazelbaker, Ed.D  
President, Northland Pioneer College  
(928) 524-7420

## Appendix 27

### Content of This Appendix

This appendix contains a recommendation by President Hazelbaker to the President's Cabinet to put on its October 18, 2021 meeting agenda to discuss initial thoughts on the strategic initiatives for the 2021-24 Strategic Plan. The draft was written after President Hazelbaker talked with the other members of the Strategic Planning Oversight Committee. After collecting the Cabinet's thoughts on the strategic initiatives, the Strategic Planning Oversight Committee proceeded to share the strategic initiatives with various shared governance groups.

**Exec Team  
October 18, 2021**

**In Attendance: Chato Hazelbaker; Mike Solomonson; Maderia Ellison; Scott Estes; Judy Yip-Reyes; Kathy Hanson; Paul Hempsey.**

**Check In Question:**

**DGB:**

1. DGB Agenda:

- a. Current Month (November) - Deadline for Documents **12pm on Tuesday, November 9th**

Item	Area on Agenda	Responsible Party/Presenter(s)
Construction	Discussion	Director Huish
Enrollment Report	Discussion	Director Rogers
Human Behavioral Program Viability	Discussion	Dean Jackson (Moving Target)
Annual Report to Governor	Discussion	President
Budget Assumptions Action	Action	VPAS
Board Self-Assessment (Start process but action to move to January)	Action	President
AACCT Representation	Action	Board
Cancel December Meeting	Action	President
Non-Disclosure Agreement	Action	CIO
Back-to-Work IGA	Action	Dr. Solomonson

- b. Next Month (December) – **NO MEETING**

Item	Area on Agenda	Responsible Party/Presenter(s)

**Review of Tasks from Previous Meeting:**

-

**Personnel Matters:**

ITEM	Goal	Time

**VPLSS:**

ITEM	Goal	Time
2021-22 Goals	Information	20 minutes

**IE:**

ITEM	Goal	Time
2021-22 Goals	Information	20 minutes

**President's Office**

ITEM	Goal	Time
HLC Annual Conference	Discussion	5 minutes
CCBA Annual Conference	Discussion	5 minutes
Cabinet Process Review	Discussion/Direction	30 minutes
Strategic Initiatives	Discussion/Direction	30 minutes
Spring Convocation	Discussion/Direction	15 minutes

Northland Pioneer College provides educational excellence that is affordable and accessible for the enrichment of communities across northeastern Arizona.

**Exec Team  
October 18, 2021**

**Anything for All College this week?**

-

**Shark Tank Parking Lot:**

- Create Virtual Tour videos for each location
- Contract with external group on TAS projects like paperless forms or Jenzabar process/data clean-up
- Forgiveness of student debt
- Free Peats (AZ Western model)

**Tasks:**

-

-

**Future Agenda Items:**

**October 25 and beyond:**

- Conflict Management follow-up **Nov 8**
- Developing Key Performance Indicators **Nov 15**
- Differing Assumption of Risk statements and potentially standardizing plus what classes need them and how are they collected.
- Next Title III Grant Opportunity
- CAB/Data Governance
- Collegewide Professional Development
- Contracts & Office of Record
- Dynamic Forms – Revisit
- What is official communication
- Project Management

**Potential Training Items:**

- Campus Wide Effective Meeting Training
- WebEx Training (30 minutes)
- Project Management

- Form submitted by EOD Tuesday to be considered for the agenda
- Agenda developed by President and Assistant to the President by EOD Thursday
- Friday A.M. Agenda sent to Executive Cabinet in order to prepare for upcoming meeting

Executive Cabinet Agenda Item	
Goal or Intended Outcome	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion/Direction <input type="checkbox"/> Information Only
Recommendation/ Title/or Brief Introduction	Discussion of Strategic Initiatives
Recommended by (Person or committee)	Chato
Executive Sponsor (if applicable)	

### Pertinent Information

To include a historical look at the issue, and the data used to evaluate the issue and come to the recommendation (where applicable):

We currently have three strategic goal areas, and are close to finalizing key result areas. The next step in strategic planning would be to decide on strategic initiatives. In a typical year, we would do this much earlier and discuss them at Fall Convocation, but this year I'd like to get a few initiatives out so that we can discuss at Spring Convocation.

I think this would do two important things. The first is that it would help us start making progress on the 2021-2024 strategic plan. I think the second thing it would do is to give us a few key projects to start practicing some project management discipline.

Admittedly, I have talked about dozens and dozens of projects but as a starting point I would suggest the below under each category. There is a much larger list of "future" projects, but these are ones I would prioritize to be largely completed by May 2022, for implementation at the start of the Fall 2022 semester.

Also, please note that this is a discussion only document. I think many of these ideas need to be further defined and clarified with you and your team's feedback.

Increase Enrollment:

- Determine approval and implementation process for 4-year degrees
- Improve Student Intake Process (In process with committee)

Improve Student Success:

- Take Next Steps in Guided Pathways Implementation
  - o Develop “One Stop Shop” model to be piloted in Winslow
  - o Map 75% of academic programs
  - o Develop system to provide Individualized Academic Plans for all new adult students starting in Fall 2022 (HS Students to follow)

Increased Sustainability

- Restructure HR Office and hire permanent CHRO
- Review and Update Policies and Procedures related to grievances, supervisors and conflict management
- Implement new Supervisor Training (Summer 2022)
- Set new ERP implementation timeline, assign resources, and take first key steps toward a new ERP
- Complete WMC Skills Center (Fall 2022)

The goal would be for President’s Cabinet to finalize a list, get it approved through Shared Governance this fall, and then assign a “lead” for each item along with identified the group that is going to tackle it. This overlaps with the “Project Plan” format I am assigned to come up with soon.

Anticipated Cost(s) and Funding Source(s)

- None

**StAlignment with Strategic Goal Area(s)**

Check all that apply:  
 X Increase Enrollment X Improve Student Outcomes X Improve College Sustainability  
 Narrative (Description of how the project/decision will meet the objectives of the goal area  
 (Please attach and supporting documentation)

**Approval**

Approved	<input type="checkbox"/> Yes <input type="checkbox"/> No	Notes/Next Steps	
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## Appendix 28

### Content of This Appendix

This appendix contains a set of slides shared with NPC's Student Success Alliance by the Director of Institutional Effectiveness (one of the members in the Strategic Planning Oversight Committee) on October 26. Slides #3 and #4 pertain to the strategic planning process and proposed strategic initiatives. The presentation was meant to improve communication with the college's planning process and to gather input from different parts of the college.

Introducing the Institutional  
Readiness Subgroup  
to Student Success Alliance  
October 26, 2021

# Purpose

- Student Success Alliance – advisory group; silo-spanning/breaking group; idea storehouse
- The readiness subgroup functions as a bridge between ideas and potential implementation of those ideas by supporting SSA subgroups
  - Opening a dialogue space to evaluate institutional readiness for their ideas
  - Assistance in putting their ideas into proposals
  - Moving the ideas/proposals along the input-review-feedback-send/off pipeline

Current proposed planning cycle as being shared in Leadership Council and shared governance groups

## PROPOSED YEAR-TO-YEAR PLANNING & IMPLEMENTATION

	FALL	SPRING	SUMMER
<u>I. Initiative Development</u>	LC, SSA, Division/Dept. explore and research ideas (brainstorm with shared governance groups)	LC, SSA, Division/Dept. submits idea-proposal with rough timeline and budget to President's Cabinet	President's Cabinet summer retreat: Determine initiatives for next AY, results to be achieved, and level of approval; Identify potential cross-functional collaboration teams for each initiative
<u>II. Proposal &amp; Budget Development</u>	Cabinet shares initiatives at Convocation Cross-functional teams draft workplan & budget	Cross-functional teams submit workplan & budget; share with stakeholders/shared gov'n	Cross-functional teams implement initiatives with approved budget; announce to college at Convocation
<u>III. Initiative Implementation &amp; Review</u>	Cross-functional teams update appropriate stakeholders/shared gov'n After Year 1, produce annual reviews to adjust workplan and budget	Cross-functional teams submit workplace & budget; update appropriate stakeholders	Cross-functional teams update appropriate stakeholders; share progress at Convocation

## Proposed Initiatives in 2021-24 Strategic Plan (Still in Discussion, as being shared in Leadership Council and shared governance groups)

### **Increase Enrollment:**

- Explore the opportunity and implementation process for 4-year degrees
- Improve Student Intake Process
- Explore Expansion of Adult Education and Community Programming opportunities

### **Improve Student Success:**

- Take Next Steps in Guided Pathways Implementation
  - o Develop “One Stop Shop” model
  - o Begin the process of mapping academic programs and develop timeline for completion of all programs
  - o Develop system to provide Individualized Academic Plans for all new adult students starting in Fall 2022 (HS Students to follow)
  - o Take next steps in ACIP (Spell out)
    - Working toward creating a relational model versus transactional model for advising
    - Explore and implement changes in advising to align with Pathways and Faculty Advising
  - o Continue to develop Student Success Alliance
    - Develop communication plan
    - Implement and Assess Institutional Readiness Sub-Group

# Membership

- Dr. Alexander Henderson
- Ann Hess
- Amber Hill
- Rebecca Hunt
- Tiffani Martin
- Jeremy Raisor
- Dr. Gary Santillanes
- Dr. Judy Yip-Reyes

# Meeting Times and Upcoming Tasks

- Currently Twice a Month, may vary depending on ideas put forth by SSA groups
  - First and Third Tuesday Afternoon from 1 p.m. to 2:30 p.m.
- Upcoming tasks:
  - Review any formal recommendation brought forth from other SSA subgroups
  - Develop a idea proposal template for subgroup to organize their ideas
  - Develop a process to help subgroups move their proposals along the pipeline
  - Review and tailor Laramie County Community College's Campus Communication and Engagement Plan for our own use

## Appendix 29

### Content of This Appendix

This appendix contains an abbreviated list of community outreach events participated by Dr. Hazelbaker since he became NPC President in July 2021.

\*\*\*\*\*

Since starting as NPC's 9<sup>th</sup> president in July 2021, Dr. Hazelbaker has prioritized reaching out in-person to meet the communities that are served by NPC. These outreach activities can be divided into three categories: presentations to town council meetings; presentations to focus groups (mayors; school superintendents; community groups); informal meet-and-greet events on NPC campuses. During these outreach activities, Dr. Hazelbaker listened to community needs and shared his vision as well as the college's strategic goal areas to the public. The long-term goal is to connect with the communities and to establish potential partnership opportunities.

#### **Presentations to Town Council Meetings**

July 27 – Winslow

August 3 – Show Low

September 7 – Snowflake

September 16 – Pinetop-Lakeside

October 5 – Eagar

October 6 – Winslow – Private session with town council, mayor, and town manager

December 2 – Taylor

#### **Presentations to Focus Groups**

3rd Tue of the month - Navapache Superintendents' meeting (schedules allow)

August 12 – Painted Desert Kiwanis Club

August 17 – Ground Breaking at White Mountain Campus

September 8 – Scholarship night at The House

September 17 – NPC Booth at the Navajo County Fair

September 29 - Kayenta Township, including township manager and economic development director

October 6 – Good Morning Winslow

October 21 - Winslow Rotary Club

October 21 - Navapache Mayors' Council

November 10 - Winslow Mayor

November 10 - Winslow Economic Development Director

#### **Informal Meet-and-Greets on NPC Campuses**

September 12 – White Mountain Campus

September 20 – Silver Creek Campus

October 6 – Little Colorado Campus

October 6 – Painted Desert Campus

## Appendix 30

### Content of This Appendix

This appendix contains the latest 2021-24 Strategic Plan presented to the Leadership Council on November 19, 2021 by President Hazelbaker. The Strategic Plan contains the college's revised mission, vision, and values; strategic goals areas; overall strategy; and strategic initiatives. Input was solicited from the Leadership Council on the Strategic Plan.

# Leadership Council Meeting Agenda

Zoom

**Date:** November 19, 2021

**Time:** 9:00 a.m.

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<u>Item</u>	<u>Description</u>	<u>Resource</u>
1.	Call to Order and Reminders.....	Meeting Facilitators
2.	Roll Call and Quorum Check .....	Paul Hempsey
3.	Approval of Minutes from October 15 ..... <b>(Action)</b>	Meeting Facilitators
4.	Review of Tasks from September's Meeting..... - How salaries are pro-rated – Amber Hill and Nicole Ulibarri - Add Salary calculations to November meeting agenda – Paul Hempsey - Provide motion from Non-payment discussion to Co-chairs – Paul Hempsey	Meeting Facilitators
5.	On the Table: A. Student Success Module .....	Meeting Facilitators
6.	New Business: A. Focused Student Engagement and Feedback .....	Melody Niesen/Ryan Jones
	B. Onboarding Proposal .....	Rebecca Hunt/Josh Rogers
	C. HLC Interim Report.....	Judy Yip-Reyes
	D. Strategic Initiatives.....	Chato Hazelbaker
7.	Old business: A. Salary Calculations.....	Nicole Ulibarri
8.	Adjourn .....	Meeting Facilitators

**Northland Pioneer College provides educational excellence that is affordable and accessible for the enrichment of communities across northeastern Arizona.**

**Northland Pioneer College**  
**Strategic Plan**  
**2021-2024**

Since January 2020, Northland Pioneer College has begun its conversations to a more systematic and integrated strategic planning process, starting with reviewing and revising the college’s mission, vision, and values. This document includes our new mission, vision, and values and describes the strategic goals, objectives, overall strategy, and initiatives for academic years 2021-2024.

**Mission**

Northland Pioneer College provides educational excellence that is affordable and accessible for the enrichment of communities across northeastern Arizona.

**Vision**

NPC continually responds to the needs of our communities by cultivating generations of learners. By 2030, NPC will transform lives by advancing student success and socio-economic well-being through a spirit of innovation, partnership, and creative problem-solving.

**Shared Values**

NPC will live our vision through the following Shared Values. At NPC, we value:

Integrity

*By Integrity, we mean consistently taking responsibility for our actions and preserving the trust communities place in us. We demonstrate Integrity by:*

- Setting achievable and measurable goals.
- Maintaining transparency in project planning, implementation, and reporting while honoring the college’s shared governance process.
- Being consistently truthful and fair in our internal and external interactions.

Inclusion

*By Inclusion, we mean empowering all people – regardless of individual differences and/or historical under-representation – to have the right to be involved, engaged, respected, and appreciated as valuable members of our communities. We demonstrate Inclusion by:*

- Ensuring all individuals, regardless of race, color, religion, national origin, gender, or sexual orientation have opportunities to equitably engage with, participate in, and benefit from the NPC community.
- Recruiting individuals and partnering with organizations that reflect and represent the diverse backgrounds, perspectives, and interests of our area.
- Using diverse perspectives to make better-informed decisions.

Adaptability

*By Adaptability, we mean a commitment to being agile in responding to the ever-changing needs of our diverse communities through collaboration, innovation, and informed risk-taking. We demonstrate Adaptability by:*

- Keeping an open mind to learn or develop new ways to respond to changes.
- Experimenting with different styles of working and adjusting as needed.
- Using valid and reliable data to make decisions with confidence and efficiency.

#### Civility

*By Civility, we mean maintaining one's own beliefs and perspectives without demeaning the beliefs and perspectives of others<sup>1</sup>. We demonstrate Civility by:*

- Using active listening and acknowledgment without judgment while interacting with others, even when there are deep-rooted and fierce disagreements.
- Seeking common ground as the starting point for dialogue about differences.
- Modeling, teaching, and promoting the practices of civility and expecting others to do the same.

#### Access

*By Access, we mean striving to minimize barriers to lifelong learning. We demonstrate Access by:*

- Striving to keep costs low and connect students with available resources and financial support.
- Offering education, student services, information, and resources in multiple formats to optimize equitable opportunities across our communities.
- Implementing the principles of universal design<sup>2</sup> to promote access to campus spaces, events, and activities.

### Strategic Goal Areas and Objectives (Key Result Areas)

NPC faculty, staff, and the District Governing Board affirmed three strategic goal areas in the spring of 2021. These broad strategic goals provide three focus areas for the college.

**Increase Enrollment:** NPC is currently in the midst of a slow, but steady enrollment decline. With educational attainment rates in the district well below the national average, and the mission to serve the needs of students in northeastern Arizona, it is critical that NPC reverse this trend.

**Improve Student Outcomes:** A majority of the students who attend NPC come intending to complete a degree or certificate, or transfer to a 4-year university. With the mission of serving students, we need to make sure that students have clear pathways to reach their goals, and, for the good of the community, we need to encourage students through to completion.

**Improve College Sustainability:** NPC has a nearly fifty-year history in northeastern Arizona and is a critical part of the community. We provide not only education and training to district residents but also contribute to the economic development and cultural vitality of the region.

Ensuring NPC is around for another fifty years and has the resources needed to meet new challenges is a critical component of the strategic plan.

Progress in those goal areas will be measured by reviewing the Key Result Indicators (KRI's) that were developed by the college and affirmed in fall of 2021. KRI's represent how NPC is to measure its success in achieving the three goal areas. They are intended to provide an overall summary of the college's progress in strategic improvement efforts that are from multiple departments or teams within the college. Under each goal area, several KRI's are established to gauge the college's success in accomplishing the specific goal area.

Increased Enrollment	Improved Student Success	Improved College Sustainability
<p><b><u>Student Headcount:</u></b> This KRI measures the number of registered students.</p> <p><b><u>Full-Time Student Equivalency (FTSE):</u></b> Since students have different course loads within a semester, this measure attempts to compare a student's actual course load against the standard full-time course load of 15 credits/semester.</p> <p><b><u>Replacement Ratio:</u></b> The replacement ratio is calculated by comparing the number of students with a program intent to the number of students who complete at NPC for a particular year.</p>	<p><b><u>Number of Completers:</u></b> This KRI measures the number of students who complete an NPC program in an academic year.</p> <p><b><u>Enrollment-to-Award Ratio:</u></b> This KRI describes the number of students who enroll at NPC relative to the number of degrees or certificates awarded for a particular year.</p> <p><b><u>150% On-Time Graduation Rate:</u></b> This KRI measures the number of students who complete their program within one and half amount of time required to complete their program.</p>	<p><b><u>Contracts/Grants-to-Taxpayer Funds Ratio:</u></b> This KRI measures the comparative amount of funds obtained via contacts and grants relative to the amount of taxpayer funds allotted to the college.</p> <p><b><u>Composite Financial Indicator:</u></b> This KRI measures the relative financial health of the institution. It is derived in a weighted manner using four ratios: primary reserve ratio, net operating revenues ratio, return on net assets, and viability ratio.</p> <p><b><u>Number of categories that achieve "Recognition" Status in the Great Colleges to Work For Survey</u></b></p>

### Overall Strategy: Building Relations, Removing Barriers

For years, what set us apart from other postsecondary educational institutions in our service areas have been small in-person class size and dedicated staff and faculty in taking care of our students. We recognize the challenges and struggles our students go through, and we go above and beyond to help them achieve their goals. When COVID-19 hits our service areas, our focus in helping students to complete their goals remains unchanged. Yet, we need to question our assumptions and current practices in light of the new post-vaccine landscape.

Throughout the fall of 2021, multiple presentations and dialogues were initiated with division heads, directors, different shared governance groups and committees such as Student Success Alliance, and even with special task forces created for grant applications. We hear ourselves emphasizing the need to move from a transactional model to a relational model of advising. We recognize how our diverse

student populations require personalized and flexible instructions and services to meet their needs. An overall theme emerged from these conversations has been a commitment to “Building Relations, Removing Barriers” for our students and our communities. This overall theme recognizes the importance of the relational impacts of our instructions and services to our students as well as our need to build a vibrant and thriving workplace where we are united to serve our students. It represents the strategy we will commit our resources in when focusing on how we are to achieve our strategic goal areas.

### Strategic Initiatives

The Strategic Initiatives are specific actions, or tactics, the college will take on in order to improve the KRI’s. Each summer, the President’s Cabinet will determine a list of strategic initiatives, picked from a pool of idea proposals put forth by any college department, shared governance group, or committee. The Cabinet will appoint special teams to oversee planning and implementation of these initiatives. As initiatives are accomplished, they will be replaced with new initiatives to move the college closer to its strategic goal area fulfillment. It is the hope of NPC leadership that this strategic plan remains a living plan where regular dialogue, planning, measurement, and implementation will take place on an ongoing basis for continuous improvement.

College-wide strategic initiatives require the college significant resources and active collaboration from multiple departments and are either aligned to at least two of three strategic goal areas or part of the president’s goals. Individual departments, committees, task forces may still have their own strategic initiatives. All initiatives will be required to undergo budget development and resource prioritization process. The initiatives listed below are either underway or will begin in the spring of 2022. Several may continue into the 2022-2023 Academic Year. These initiatives have gone at least beyond the ideation or feasibility evaluation stage and have obtained college-wide commitment as well as support from NPC leadership.

	Increased Enrollment	Improved Student Success	Improved College Sustainability	Presidential Goals
<b>Student-focused initiatives</b>				
I. Improve Student intake/onboarding process	✓		✓	
II. Develop student one-stop-shop	✓	✓		
III. Restructuring advising with the Ask-Connect-Inspire-Plan principle	✓	✓		
IV. Completing WMC Skills Center Construction	✓		✓	
<b>Employee Capacity and Climate Building Initiatives</b>				
V. Revisioning HR function			✓	✓
VI. Developing a healthy culture/climate via training and mentoring (e.g., supervisor training)			✓	✓
VII. Developing criteria for evaluating new ERP		✓	✓	

## Closing Remarks

One of the ways to measure the success of our strategic plan is whether the college's strategy goal areas, KRI's, strategy, and the actual initiatives find their way into our day-to-day processes and conversations.

## Appendix 31

### Content of This Appendix

This appendix contains the draft college planning procedure, prepared by the Strategic Planning Oversight Committee. The procedure was shared with the Leadership Council first in fall 2020 and was re-introduced when President Hazelbaker came onboard to NPC in July 2021.

# Procedure XXXX College Planning

## Definition

The Society of College and University Planning defines integrated planning and strategic planning as follows.<sup>1</sup>

“Integrated planning is a sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change.”

“Strategic planning is a deliberate, disciplined effort to produce fundamental decisions and actions that shape and guide what an institution is, what it does, and why it does it.”

Strategy is an institution’s “intelligent allocation of limited resources through a unique system [or array] of activities” aligned to achieve its vision.<sup>2</sup>

## Purpose

One of the main features of integrated planning is its emphasis on horizontal and vertical alignment. Using an integrated approach to strategic planning would help Northland Pioneer College (NPC) to channel valuable resources, time, and energy to areas that are most critical for the College to fulfill its mission. It also garners college-wide commitment to a single focus.

This procedure describes how NPC implements the integrated approach to its strategic planning process. Major components include planning, budgeting, implementation, and evaluation. This procedure is developed in keeping with the requirements of the Higher Learning Commission’s Criteria for Accreditation, as well as College Policies 1100 and 1805.

## Roles and Responsibilities

**Central Planning Committee:** As NPC’s central shared governance group, the Leadership Council bears the primary responsibility of the integrated strategic planning process within the college. The composition and functions of the Leadership Council are elaborated in Procedure 2125 (Shared Governance).

The Leadership Council has the following integrated strategic planning responsibilities:

1. Set up the following entities with charges to support the integrated strategic planning processes from end to end:
  - a. Strategic Planning Oversight Committee
  - b. Strategic Planning Work Group

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<sup>1</sup> Society of College and University Planning, Integrated Planning Glossary, accessed November 12, 2020, <https://www.scup.org/resource/integrated-planning-glossary/>.

<sup>2</sup> Rich Horwath, *Deep Dive: The Proven Method for Building Strategy, Focusing Your Resources, and Taking Smart Action*, Austin, TX: Greenleaf Book Group Press, 2011.

- c. College Plan Task Forces (i.e., education master plan, technology plan, facility plan, and resource plan)
  - d. Resource Prioritization Committee
  - e. Project Management & Strategy Review Team
2. Engage the college and external stakeholders in the development of the college vision, goals, and strategy
  - a. Using a collaborative, participatory approach to craft the college vision, to be approved by the District Governing Board.
  - b. Oversee the development of the college's strategy and various college plans.
3. Communicate with the college and external stakeholders in the progress of the college's planning, implementation, and evaluation efforts
  - a. Develop a communication framework and ensure timely implementation of such framework (see College Involvement and Communications section below)
  - b. Receive and review reports submitted by the Project Management & Strategy Review Team, make decision on updating the college plans

**Process Owner:** The Strategic Planning Oversight Committee (SPOC) is designated by the Leadership Council to be the owner of the College's integrated planning process. Since the integrated planning process spans multiple departments/committees and include multiple process components, this often means that individual departments/committees only understand a small portion of the process. It is the responsibility of the process owner to promote vertical alignment between college vision, college plans, institutional initiatives, and department initiatives, as well as horizontal alignment between planning, budgeting, implementation, and evaluation. The SPOC communicates and coordinates how various process components fits into the bigger picture of the college operations and identifies opportunities for process improvement.

More specifically, the process owner has the following responsibilities:

1. Coordinate with the Leadership Council and various committees/task forces/departments to follow an agreed-upon timeline in implementing the various components of the integrated strategic planning process.
2. Creates and maintains documentation associated with the integrated strategic planning.
3. Provides various planning-related resources to the Leadership Council and designated planning entities as they engage in various types of college planning.

**Strategic Planning Work Group:** The Strategic Planning Work Group is created by the Leadership Council to develop the College's strategy in achieving its vision. This group is composed of no more than 8 members representing major areas of the college. Based on the approved vision, this Work Group develops strategic goals, corresponding key performance metrics, and the overall strategy for the college. The Work Group has the following specific responsibilities:

1. Identify strategic issues and opportunities that would impact the College's ability to achieve its vision (accomplished through different strategic planning tools e.g., situational analysis and SWOT analysis)

2. Determine long-term goals and objectives, as well as key performance indicators to gauge college's performance in resolving strategic issues and leveraging opportunities in achieving its mission
3. Develop strategy to meet these long-term goals
4. Produce a document to articulate the issues, goals and objectives, key performance indicators, and strategy; share the document with the Leadership Council and the District Governing Board for approval.
5. Once the strategy is approved by the District Governing Board, share the document with the college and the College Plan Task Forces.

**College Plan Task Forces:** Several task force groups are created by the Leadership Council to develop the education master plan, technology plan, facility plan, and resource plan. These various plans cover critical aspects of college operations in achieving the vision. The education master plan is developed first; all other college plans are developed based on the academic/instructional strategic directions set forth in the education master plan.

Each task force is comprised of employees with critical roles in the specific functional areas. These task forces are required to collaborate with one another to develop concerted college plans. These plans further operationalize and articulate the college's overall strategy to achieve the vision. More specifically, these task forces have the following responsibilities:

1. Develop prioritized list of actions in specific functional areas based on the board-approved strategy developed by the Strategic Planning Work Group
2. Propose estimated timeline in implementing those broad actions
3. Determine how these actions from different functional areas are to be aligned/synchronized to demonstrate measurable results in a timely manner relative to the long-term goals and key performance metrics
4. Produce individual college plans to the Leadership Council
5. Assist in sharing the college plans with the District Governing Board, external stakeholders, and the college

**Resource Prioritization:** The Resource Prioritization Committee is designated by the Leadership Council to ensure college resources are allocated in an efficient and aligned manner to achieve the college vision. The goal of this committee is to ensure planning and budgeting alignment of all initiatives and to maximize proposed resource utilization by reducing any duplication of efforts in implementing a particular college strategy by multiple departments. This committee has the following responsibilities:

1. Develop a resource prioritization framework including criteria/rubrics for the college to understand how resources are to be allocated
2. Work with the Business Office to provide input in the development of the budget calendar and assumptions, to be approved by the District Governing Board.
3. Work with the Business Office in developing the resource prioritization schedule within the budget calendar.

4. Review all budget proposals with components that tie to the vision and the college plans, provide recommendations to the Leadership Council and the Executive Team on budget priorities among various institutional and departmental initiatives

**Project Management Support:** To support institutional- and department-level strategy planning and implementation, the Leadership Council sets up the Project Management & Strategy Review Team. This team is composed of five members appointed by the Leadership Council from different parts of the college to be charged with the following tasks:

1. Serve as the information hub for the college on project planning and management
2. Develop project management standards for the college; provide project management trainings to departments/units
3. Support departments/units in initiating, planning, and drafting strategic proposals/projects; provide project management templates including planning and evaluation documents
4. Review strategic proposals by departments/units for scope, schedule, and budget development; make alignment-related recommendations to Leadership Council or designated task force
5. Review annual project updates from departments/units, make recommendations to Leadership Council or designated task force on updating college master plans
6. Communicate to the college on the annual integrated planning process, including college-level progress on goals and objectives
7. Monitor/oversee implementation and progress on Quality Initiative(s)

Membership is drawn from volunteered faculty/staff from the college or recommended individuals from representative units from the Leadership Council. Each member will serve a 4-year term and can serve up to two consecutive terms.

## Integrated Strategic Planning Framework

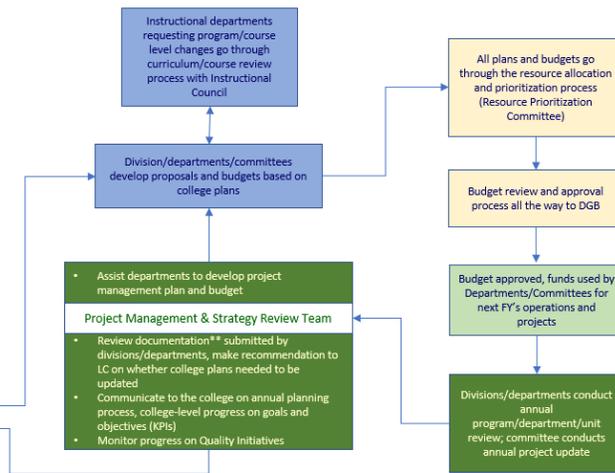
In April 2020, the Leadership Council approved the integrated strategic planning framework to guide the College in its strategic planning efforts.

### **Figure 1: NPC's Integrated Strategic Planning Framework**

## 10-Year Planning Cycle



## Annual Planning Cycle



## NPC Integrated Strategic Planning Process Framework

### Process Component Legend

- Strategy Formation (College Level)
- Strategy Formation (Department/Committee Level)
- Budget Alignment
- Strategy Execution
- Strategy Evaluation & Adjustment

Strategic Planning Oversight Committee supports Leadership Council and all departments/designated groups to implement the integrated strategic planning process.

\*The Education Master Plan should drive the major aspects of the other college-level plans.  
 \*\*Annual operational plans, budgets, decision from the Resource Prioritization Committee, final approved budget, and annual program/department reviews need to be submitted to the Project Management & Strategy Review Team.

The entire integrated planning process includes several stages: (1) Strategy Formation; (2) Budget Alignment; (3) Strategy Execution; (4) Strategy Evaluation and Adjustment. Each stage is described in more details below.

## Strategy Formation

### Institutional 10-Year Planning Cycle

At the institutional level, planning occurs every 10 years and begins with the Strategic Planning Oversight Team obtaining broad directions from the District Governing Board and communicating to the Leadership Council. The Leadership Council reviews the existing mission, values, and vision and develops a vision for the next 10 years. The visioning process involves conducting research about the college and its service areas, collecting input from the College and external stakeholders, and obtaining approval from the District Governing Board.

Based on the approved vision, the Strategic Planning Work Group develops the vision-driven strategy. More specifically, the Work Group sets long-term goals and develops key performance metrics, as well as a strategy to meet these goals. This process involves conducting situational analyses and identifying strategic issues and opportunities that would impact the College's ability to achieve its vision. This process also requires input from the college and approval by the District Governing Board.

Once the strategy developed by the Strategic Planning Work Group is approved by the District Governing Board, the Leadership Council designates subgroups to draft various kinds of college plans (i.e., education master plan, facility plan, technology plan, and resource plan) to align with the college's overall strategy. These plans have their own goals and key performance indicators to track for progress. These college plans are developed by the various College Plan Task Forces and approved by the Leadership Council. The Leadership Council is responsible for sharing

these plans with the District Governing Board, the College and external stakeholders. Departments develop their own initiatives based on these college plans.

#### Department-level Annual Planning Cycle

While institutional-level planning occurs every 10 years, department-level planning occurs annually. During the normal annual planning cycle, the Project Management & Strategy Review Team sets up meeting schedules in the fall to meet with individual departments/units to provide project management consultative assistance in developing proposals and project plans.

By early December, the Project Management & Strategy Review Team reviews all the proposals and project plans as a group to make sure that the proposed initiatives are in line with the strategic directions and the various college master plans. Recommendations will be made by the Project Management & Strategy Review Team, by mid-January of the following year, to the Leadership Council or its designated task force prior to the resource allocation and prioritization process during the budget development and review cycle.

#### Budget Alignment

As each department begins its budget development and planning for the next fiscal year, it reviews its internal performance as well as the college plans. This step encourages each department to develop plans to improve its operations through the lens of the college's strategy. This step is also to ensure alignments in two aspects:

- a. That department-level planning is aligned with the college strategy to achieve the vision.
- b. That college-level planning is aligned with the budget planning process, in that sufficient amount of resources are allocated to the college strategy.

Institutional-level initiatives require extensive collaboration from multiple departments. The Project Management & Strategy Review Team works with the responsible departments to develop operational proposal, performance indicators, and estimated timeline and budget. One of the involved departments is to be identified with primary implementation responsibility (PIR department). The Project Management & Strategy Review Team serves in an advisory role to support the PIR department on its project management process.

All budgets go through the College's budget cycle and calendar as developed by the Business Office. All budgets with a proposal that ties to the college strategy or specific college plans undergo a resource prioritization process in which the proposals and the requested budgets is reviewed by the Resource Prioritization Committee created by the Leadership Council. This process is to ensure the requested resources can be allocated efficiently to avoid any duplication of efforts in implementing a particular college strategy by multiple departments. The proposed budget goes through its review cycle and is eventually adopted by the District Governing Board.

#### Strategy Execution

The college strategy developed by the Strategic Planning Work Group and subsequent college plans will likely result in several multi-department collaborative initiatives. Others may reside in various departments as they improve their operations and working environment to achieve the

college vision. The various strategic proposals/plans will have different timelines for implementation.

Once the budget is approved by the District Governing Board, individual departments are responsible for implementing their own initiatives. The Project Management & Strategy Review Team will serve as a resource to guide each department on how to use project management best practices and tools to overcome implementation hurdles and to report project milestones.

### Strategy Evaluation and Adjustment

The evaluation process of the college planning is developed to be aligned with other evaluation or assessment processes occurring at the department level. The majority of the evaluation process occurs at the department level, where each department produces an annual report reviewing its operations and its initiatives. Since comprehensive review takes place in a 5-year cycle for instructional and non-instructional departments, the annual review is a miniature review process and will provide the college a snapshot of the implementation progress and outcomes associated with projects initiated in previous years.

The annual review reports prepared by each department will be reviewed by the Project Management & Strategy Review Team at the end of June/beginning of July. This review serves two purposes: (1) to summarize and share progress in implementing various initiatives at the college-level; (2) to recommend any updates/revision of college master plans to the Leadership Council.

By early fall, the Project Management & Strategy Review Team submits an annual report to the Leadership Council, summarizing the status and progress of all the strategic initiatives implemented by various departments/units at the college. This report also includes up-to-date statistics on the key performance indicators associated with the vision, as well as any recommendations to the Leadership Council of updates/revision in the college master plans. The Project Management & Strategy Review Team may also be requested to present college-level progress in reaching the vision at convocations.

### College Involvement and Communications

In order for the College to participate in the integrated planning process, it is imperative to develop an effective communication infrastructure that serves the following purposes:

1. Promotes transparent sharing of information and input throughout the college
2. Upholds the value of integrity and the principles of shared governance
3. Enables the college to deepen its dialogue across different departments to develop broad understanding of college performance, thereby building up its readiness for any upcoming challenges (Adaptability)
4. Improves the sustainability of the college planning process

The Leadership Council is to designate a special NPC webpage as one of the many communication venues to update the college and its stakeholders of progress related to college planning and performance. The webpage includes categories such as overall strategy and various college plans, long-term goals, key performance metrics, summary reports from the Project Management & Strategy Review Team. Based on the review of the institutional-level and department-level initiatives, the Project Management & Strategy Review Team proposes a metric update schedule that delineates the reporting schedule of each performance metrics. As the Leadership Council approves this schedule, the Project Management & Strategy Review Team coordinates with the PIR departments to update the metric.

The Leadership Council provides an annual presentation to the District Governing Board. This presentation will include an update on the College's progress and challenges in implementing the various college plans and key performance metrics.