

Notice of Public Meeting

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the members of the Navajo County Community College District Governing Board (Board) and to the general public that the Board will meet for a Regular District Governing Board Meeting and Retreat, both open to the public, on **January 17, 2023 beginning at 10:00 a.m.** The meetings will be held at the Northland Pioneer College Painted Desert Campus, Tiponi Community Center meeting room, located at 2251 E. Navajo Blvd., Holbrook, Arizona. The meeting can also be joined remotely using [WebEx](#). A passcode is required under certain circumstances and it is Jan23DGB.

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

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

The Board may vote to hold an executive session for discussion or consideration of a personnel matter(s) pursuant to A.R.S. §38-431.03(A)(1). The Board may vote to hold an executive session for the purpose of obtaining legal advice from the District's attorney on any matter listed on the agenda pursuant to A.R.S. §38-431.03 (A)(3). The Board may vote to hold an executive session for the purpose of considering its position and instructing its attorney regarding the public body's position regarding contracts that are the subject of negotiations pursuant to A.R.S. §38-431.03 (A)(4). Should the District's attorney not be present in person, notice is further given that the attorney may appear by speakerphone.

I, Paul Hempsey, certify that this notice of public meeting, prepared pursuant to A.R.S. § 38-431.02, was posted on or before the 16th day of January, 2023, at 10:00 a.m.

Paul Hempsey
Recording Secretary to the Board

NOTICE DISTRIBUTION

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

M I S S I O N

**NORTHLAND PIONEER COLLEGE
PROVIDES EDUCATIONAL
EXCELLENCE THAT IS AFFORDABLE
AND ACCESSIBLE FOR THE
ENRICHMENT OF COMMUNITIES
ACROSS NORTHEASTERN ARIZONA.**

V I S I O N

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.

V A L U E S

INTEGRITY
INCLUSION
ADAPTABILITY
CIVILITY
ACCESS

Governing Board Meeting Agenda

Painted Desert Campus, Tiponi Community Center
2251 East Navajo Boulevard, Holbrook, Arizona
Or you can join on [WebEx](#) (Passcode Jan23DGB).

Date: January 17, 2023

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

<u>Item</u>	<u>Description</u>	<u>Resource</u>
1.	Call to Order and Pledge of Allegiance	Chair Laughter
2.	Adoption of the Agenda (Action)	Chair Laughter
3.	Election of Board Officers and AACCT Representatives	Chair Laughter
4.	Emeritus Service Award – Terrie Shevat VPAS Ellison will present Terrie Shevat with the Emeritus Service Award.	VPAS Ellison
5.	Call for Public Comment Individuals may address the Board on any relevant issue for up to 5 minutes. At the close of the call to the public, Board members may not respond to any comments but may respond to criticism, ask staff to review a matter or ask that a matter be placed on a future agenda.	Chair
6.	Discussion Items:	
	A. Standing Presentations:	
	1. Financial Position	VPAS Ellison
	Vice President Ellison will provide a report on the financial position of the college for period July 1, 2022 to November 30, 2022	
	2. NPC Student Government Association (SGA)	No Report
	3. NPC Faculty Association	Instructor King
	Welding Instructor, Wes King, will provide a report from the Welding department and share news on student participation in Welding Thunder.	
	4. Classified & Administrative Staff Organization (CASO)	Written Report
	A written report has been provided in the packet.	
	5. Northland Pioneer College (NPC) Friends and Family	Director Wilson
	Friends & Family Director, Betsy Wilson, has provided a written report and will be present to expand on the information.	
	6. Human Resources	Written Report
	A written report is provided in the Board packet.	
	7. Construction Report	David Huish
	Director of Construction, David Huish, will provide an update from the ongoing construction projects at the college.	
	8. Arizona Association of Community College Trustees (AACCT) ..	Chair
	Report if available.	
	9. President’s Report	President Hazelbaker
	President Hazelbaker will provide a report on activities from the President’s office since the November meeting.	
	B. Assessment of Student Knowledge Annual Report	Written Report
	A written report has been provided in the packet.	
	C. One-Stop Shop Cross-Training	VPLSS Solomonson
	VPLSS Solomonson will provide requested information of the cross-training employees involved in the One-Stop Shop pilot are receiving.	
7.	Consent Agenda for Action	Chair
	A. November 22, 2022 Board Meeting Minutes	
	B. November 22, 2022 Board Work Session Minutes	
	C. Board Policies 1000 through 1099	
	D. Program Modification – Cosmetology Associate of Applied Science (AAS), Certificate of Applied	

- E. [Science \(CAS\) and Certificate of Proficiency \(CP\) Program Modification – Early Childhood Studies AAS, CAS, CP, & Associate of Arts in Early Childhood \(AAEC\)](#)
- F. [Program Modification – General Education Associate of Arts \(AA\), AAEC, Associate of Arts Elementary Education \(AAEE\), AAS, Associate of Business \(ABus\), Associate of General Studies \(AGS\), Associate of Science \(AS\), & CAS](#)

8. For Discussion and Possible Action:

A. Old Business

None.

B. New Business:

1. [Request to Approve External Hearing Officers](#)..... AVPHR Manuel
AVPHR Manuel will present a list of External Hearing Officers for approval.
2. [Board Member Travel for ACCT National Legislative Summit ...](#) President Hazelbaker
President Hazelbaker will request approval for Chair Laughter and Board Member Leslie to attend the Association of Community College Trustees National Legislative Summit.
3. [Request to Approve Bachelor of Applied Science, Early Childhood Education Degree](#) Assoc. Dean Landy
Associate Dean of Educator Preparation Programs, Dr. Landy, will provide an update on the efforts to offer Bachelor Degrees at NPC and request approval of the curriculum for a Bachelor of Applied Science, Early Childhood Education Degree.
4. [Request to Extend Contract with The Registry for Interim Associate Vice President of Human Resources](#)..... President Hazelbaker
President Hazelbaker will request approval to extend the contract with The Registry for AVPHR services.
5. [Request to Accept the Financial and Single Audit Report for Fiscal Year Ended June 30, 2022](#) VPAS Ellison
VPAS Ellison will present the named reports and ask the Board to accept.
6. [Request to Accept Additional Funds for Open Textbooks Grant](#) Dean Ma
Dean of Instructional Innovation, Dr. Ma, will request acceptance of additional funds related to the Open Textbook Grant.
7. [Request to Approve Purchase of Computer Equipment](#)..... President Hazelbaker
President Hazelbaker will request approval to purchase laptop computers.

9. **DGB Agenda Items and Informational Needs for Future Meetings**..... Chair

10. **Board Report/Summary of Current Events**..... Board Members

11. **Announcement of Next Regular Meeting**.....**February 21, 2023** Chair

12. **Adjournment**..... Chair

The District Governing Board may consider any item on this agenda in any order and at any time during the meeting. The District Governing Board may take action regarding any items in sections 5 and 6. The Board may vote to hold an executive session for the purpose of obtaining legal advice from the District's attorney on any matter listed on the agenda pursuant to A.R.S. §38-431.03 (A)(3). Should the District's attorney not be present in person, notice is further given that the attorney may appear by speakerphone.



Northland Pioneer College

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

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT

Statement of Financial Position
 July 1, 2022 to November 30, 2022

Budget Period Expired 33%

Tax Supported Funds				
Current General Fund				
	Revised Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
Primary Tax Levy	16,084,078	2,225,635	9,313,494	58%
State Aid:				
Maintenance and Operations	1,393,400	-	696,700	50%
Equalization	9,912,900	-	4,956,450	50%
Rural Aid	1,305,600	-	652,800	50%
Tuition and Fees	4,300,000	601,325	1,659,751	39%
Investment earnings	300,000	153,096	573,950	191%
Grants and Contracts	3,000,000	2,704	30,452	1%
Other Miscellaneous	170,000	20,903	109,195	64%
Fund Balance	1,500,000		-	0%
Transfers	(2,700,000)	(8,070)	(333,331)	12%
TOTAL REVENUES	\$ 35,265,978	\$ 2,995,593	\$ 17,659,461	50%
EXPENDITURES				
Salaries and Benefits	23,002,035	1,768,284	8,506,176	37%
Operating Expenditures	12,263,943	711,111	3,285,972	27%
TOTAL EXPENDITURES	\$ 35,265,978	\$ 2,479,395	\$ 11,792,148	33%
Unrestricted Plant				
		Current Month Actual	Y-T-D Actual	%
REVENUES				
State Aid:				
Capital/STEM	283,600	-	141,800	50%
Fund Balance	9,236,300	576,787	2,790,816	30%
Transfers In	2,000,000	96,438	850,739	43%
TOTAL REVENUES	\$ 11,519,900	\$ 673,225	\$ 3,783,355	33%
EXPENDITURES				
Capital Expenditures - WMC Facilities	9,236,300	576,787	2,790,816	30%
Capital Expenditures - Other	2,283,600	629,346	992,539	43%
TOTAL EXPENDITURES	\$ 11,519,900	\$ 1,206,133	\$ 3,783,355	33%

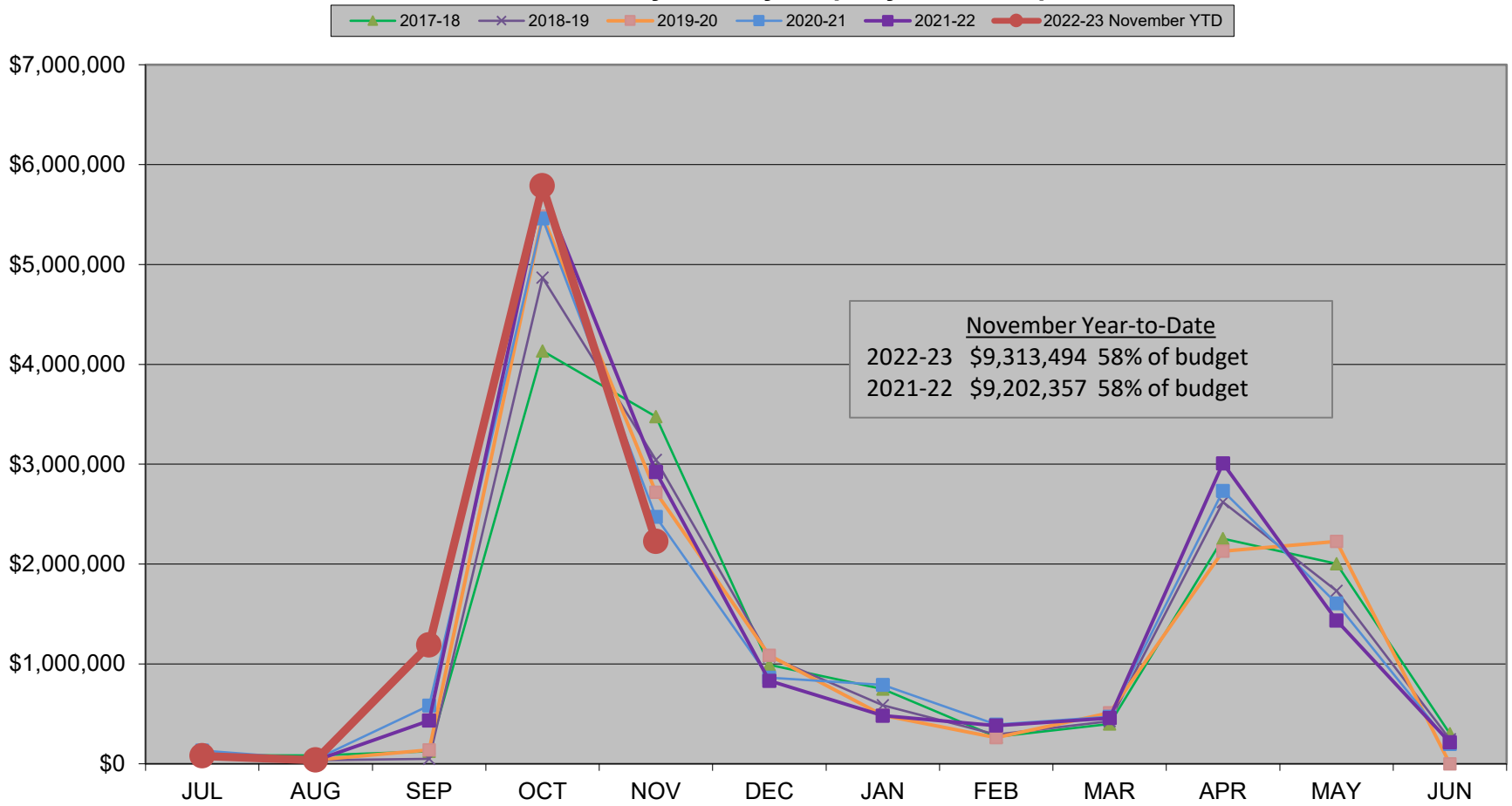
NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
Statement of Financial Position
July 1, 2022 to November 30, 2022

Budget Period Expired 33%

Restricted and Auxiliary Funds				
Restricted				
	Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
Grants and Contracts	10,700,000	955,713	1,586,778	15%
Fund Balance				
Transfers In	500,000	-	250,000	50%
TOTAL REVENUES	\$ 11,200,000	\$ 955,713	\$ 1,836,778	16%
EXPENDITURES				
Salaries and Benefits	1,526,522	150,505	759,341	50%
Operating Expenditures	9,673,478	30,655	1,827,456	19%
TOTAL EXPENDITURES	\$ 11,200,000	\$ 181,160	\$ 2,586,797	23%
Auxiliary				
	Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
Sales and Services	150,000	16,166	54,871	37%
Fund Balance				
Transfers	200,000	8,070	83,331	42%
TOTAL REVENUES	\$ 350,000	\$ 24,236	\$ 138,202	39%
EXPENDITURES				
Salaries and Benefits	217,497	11,602	61,100	28%
Operating Expenditures	132,503	12,634	77,102	58%
TOTAL EXPENDITURES	\$ 350,000	\$ 24,236	\$ 138,202	39%

Cash Flows	
Cash flows from all activities (YTD)	\$23,417,796
Cash used for all activities (YTD)	\$18,300,502
Net Cash for all activities (YTD)	\$5,117,294

Monthly Primary Property Tax Receipts



January 5th, 2023

To the Members of the District Governing Board,

With the beginning of the spring 2023 semester, CASO is making steady progress on its projects that we wanted to accomplish at the beginning of the academic year.

We're having the CASO non-food drive at Convocation on January 9th, and I will keep the board updated as the total raised during that event.

Although we were hoping to have the Gallagher Report on Compensation to guide our discussions about bringing a compensation proposal to the Board, the Faculty Association and CASO will be working together to bring a compensation proposal that is fair and reasonable. Next year, with the Gallagher Report will inform the process and decisions that go into compensation.

Another new procedure that I believe will be of great help to the college is the use of Academic Search to find competent qualified candidates for administrative positions. For instance, CASO and specific departments were consulted in the search for the CIO and the AVPHR positions by Academic Search. The employees who attended the meeting were asked specifically what qualifications were essential in these candidates and what kind of leadership their departments needed. As far as I am aware, this is the one of the first times that the employees of departments were consulted about qualifications of candidates, before the search for those candidates had even started. This process was helpful as it made the voices of employees heard and I personally hope that it continues for other administrative positions.

Sincerely,

Jodie Humphrey
Library Specialist III
CASO President

Transform your life!

January 2023 NPCFF Board/NPC DGB Report on Spring 2023 NPCFF Scholarships

The new, simplified process for submitting online applications for NPC Friends and Family (NPCFF) scholarships, multiple scholarship information classes, the online availability of both written and video tutorials for developing and scholarship essay (this has been in use for the past three semesters), and a concerted push to market scholarship opportunities has resulted in NPCFF receiving the most applications ever for a single semester. For spring 2023, a single, online application put students into consideration for all the NPC Friends and Family scholarships for which they were eligible. Because the single application put students into consideration for all the NPCFF scholarships for which they were eligible, this is the first semester we have asked students to self-identify their race, since several NPCFF scholarships are designated for Native American students only. This allowed for the most complete analysis of NPCFF applicants, applications, and awardees to date.

- We received applications from 67 unique students
- In the past 3 semesters, we got applications from 25-30 unique students, with most applying for multiple scholarships. In prior semesters, we had up to 20 unique students, submitting applications for multiple scholarships.
- Of the 67 applications received, 54 were complete and qualified for assessment by scholarship review committees comprised of members of the NPCFF board, NPC faculty, staff, and administrators.

Applicants by Program of Study

- Of the 54 qualified applicants, 26 (48%) were pursuing the Associate Degree in Nursing (ADN). This is not unusual. It is a challenging program with a number of additional costs for items such as scrubs, stethoscope, study guides, etc. With the program offered at two NPC locations, Show Low and Winslow, many students travel a considerable distance to attend classes and clinical rotations, and with fuel prices being so high, this is a significant challenge.
- 3/54 were students working toward the Arizona General Education Curriculum (AGEC)
- 5/54 were pursuing the Associate of Arts (AA) degree
- 5/54 were pursuing the Associate of Science (AS) degree
- 2/54 were pursuing the Associate of Business (ABUS) degree
- 3/54 were pursuing the Associate of Applied Science (AAS) in Welding (WLD)
- 3/54 were pursuing the AAS in Early Childhood Development (ECD)
- 3/54 were pursuing the AAS Cosmetology (COS)

Applicants by Race and Traditional vs Non-Traditional (Traditional = Graduated high school within the past two years)

Race of Applicant	# of Applicants Who Self-Identified	% of Applicants Who Self-Identified
White, non-Hispanic	24	44.4%
American Indian/Alaskan Native	21	38.9%
Hispanic/Latino	8	14.8%
Black, non-Hispanic	0	0%
Two or more races	0	0%
Asian	1	1.8%
Native Hawaiian or Other Pacific Islander	0	0%
Unknown	0	0%
		99.90%

- 21/54 applicants identified as Native American (38.9%) Of those, 18 (85.7%) are non-traditional students; 3 (14.3%) are traditional
- 8/54 applicants identified as Hispanic (14.8%); 6 (75%) are non-traditional; 2 (25%) are traditional
- 1/54 applicant identified as Asian – This student is non-traditional
- 24/54 applicants identified as White (44.4%); 19 (79.2%) are non-traditional; 5 (20.8%) are traditional

The table below shows the most current student race/ethnicity profile, which is used to provide an approximate comparison to the race/ethnicity profile among our scholarship applicants.

Student Race/Ethnic Diversity Profile, Fall 2022*

Race	% of NPC Credit-Bearing Students in Fall 2022
White, non-Hispanic	38%
American Indian/Alaskan Native	27%
Hispanic/Latino	16%
Black, non-Hispanic	1%
Two or more races	0%
Asian	0%
Native Hawaiian or Other Pacific Islander	1%
Unknown; Prefer not to Say	16%
	100%

*Source: Office of Institutional Effectiveness. These figures provide an *approximate* comparison only. They represent the ethnic distribution of all students who took at least one credit-bearing course in FA 2022, and not all students are eligible for scholarships. Also, due to some issues within the online application process, the race/ethnic data were not complete, resulting in a large percentage of students being reported as “unknown/prefer not to say”.

Number of Applications by NPC Location

NPC Location	Number of Qualified Applications	Total Scholarships Awarded	Total Scholarship Dollars Awarded
White Mountain Campus	27	32	\$31,700.00
Painted Desert Campus	8	10	\$8,000.00
Silver Creek Campus	3	3	\$3,000.00
Little Colorado Campus	5	6	\$6,000.00
Whiteriver Center	5	8	\$7,500.00
Hopi Center	1	2	\$1,500.00
Kayenta Center	0	0	0
St. Johns Center	2	3	\$2,500.00
Springerville/Eagar Center	1	1	\$1,000.00
TOTALS	52	65	\$61,200.00

Scoring Methodology

So many applications made the process very competitive. Applicants are scored on a personal essay that is evaluated based on criteria including the applicant’s sense of college and career goals and how well they are aligned, their resourcefulness with regard to college planning, their need for the scholarship, and their academic merit. Some were also required to submit letters of recommendation. Scholarship reviewers are provided with a scoring rubric to assist

them in assessing each applicant according to the criteria. For this particular round of scholarships, three teams, each comprised of 7 individuals, scored 18 applications each. To calculate each applicant's score, the high and low score for each applicant is discarded, and the remaining five scores are averaged.

Application Scoring Patterns

The cutoff score for receiving a scholarship award was 80.23%

Of the 54 complete applications received, 52 (96.3%) made the cutoff score for receiving at least one scholarship.

The average score among the 52 awardees was 85.79%.

The highest score among the 52 awardees was 94.35%

The lowest score among the 52 awardees was 80.23%

Three of the top ten scorers, (30%) identified as Native American; 2 (20%) identified as Hispanic; 5 (50%) identified as White.

Of the top half of scorers, 5/26 (19.2%) identified as Native American; 4/26 (15.4%) identified as Hispanic; 1/26 (4%) identified as Asian; 18/26 (69.2%) identified as White

Of the bottom half of scorers, 14/26 (53.8%) identified as Native American; 4/26 (15.4%) identified as Hispanic; 6/26 (23.1%) identified as White

Of the 54 qualified applicants, 35 (64.8%) consulted me on their scholarship essays; the two who did not make the cutoff score were offered assistance – and have been offered assistance/advice in past semesters - but elected not to take it. Nine of the top 10 scorers consulted me at least once on their scholarship essays. Eight of the top 10 are past NPCFF scholarship awardees; 29 of the 54 applicants (53.7%) and 27 of the 52 awardees (51.9%) are past NPCFF awardees.

Total Awards by Race

After review, it was determined that 52 students will receive a total of \$61,200.00 in NPCFF scholarships for the spring 2023 semester. Thanks to the generosity of our anonymous donor, who added \$25,000 in donations to the spring scholarship fund, all of the 52 awardees received at least one \$1,000.00 NPCFF scholarship.

- 38.4% of NPCFF scholarship dollars were awarded to students who identified as Native American
- 15.5% of NPCFF scholarship dollars were awarded to students who identified as Hispanic
- 1.6% of NPCFF scholarships dollars were awarded to the student who identified as Asian
- 44.5% of NPCFF scholarship dollars were awarded to students who identified as White.

Additional AY 22-23 scholarships, with the second half awarded in spring 2023, bring the total NPCFF scholarships awarded for spring 2023, as of this writing, to \$69,900.00.



Northland Pioneer College

EXPANDING MINDS • TRANSFORMING LIVESSM

HUMAN RESOURCES

MONTHLY REPORT

January 2023

EMPLOYEE RELATIONS AND STAFFING

Search committees are continuing to work with Academic Search for the Chief Information Officer (CIO) and the Associate Vice President of Human Resources (AVPHR) positions. Academic Search, along with Interim AVPHR Shenethia Manuel and Director of Employee Relations and Staffing Nicole Ulibarri, have met with multiple shared governance groups across the college. We were provided with a lot of good information about what skills and qualities the college community would like to see in these positions. This information has helped us in creating job advertisements that will be posted in the near future. We are scheduled to begin actively recruiting on January 11th with a mass e-mail sent directly to thousands of prospective candidates.

EMPLOYEE CENSUS DATA

The following employees have left the institution since the last report, we wish them luck in their future endeavors

- ❖ David Armstrong- Resigned
- ❖ Rebekah Wilson- Resigned
- ❖ Nolan Ybarra- Resigned
- ❖ Brenda Draper- Resigned
- ❖ Susan Jamison- Retired
- ❖ Malvina Reed- Resigned
- ❖ Gail Campbell- Retired
- ❖ Cassie Dows- Resigned
- ❖ Kayla Downs- Resigned

Turnover Rate For FY22/23 to Date	Employee Count	Terminated	Turnover Rate
Total Employees as of 7/1/2022	292	19	6.50%
Total New Hires from 7/1/2022 to 1/6/2023	55	n/a	n/a
Turnover Rate For the last 12 Months	Employee Count	Terminated	Turnover Rate
Totals as of 01/06/2023	376	49	13.03%

*Turnover Rate Calculated by dividing the number of separated employees during the period by the number of employees at the beginning of the period. This figure reflects contract employees only and excludes temporary employees

RECRUITMENT

Position- Location	# Qualified Applicants	Date Opened	Closing Date	Status
Adjunct Faculty in Psychology	104	10/19/22	Closed	
Admin Assistant to Dean of Instructional Innovation	5	12/19/22	Open Until Filled	
Assistant to the Campus Manager	44	12/07/22	Open Until Filled	
Budget Accounting Analyst	2	9/7/22	Open Until Filled	
Campus Monitor PT WMC	20	10/27/22	Closed	
Clerk to the Director of Public Safety Education	24	10/06/22	11/1/22	Offer in Progress
Course Schedule & Records Specialist	1	12/19/22	Open Until Filled	
Director of Total Rewards	1	9/27/22	Open Until Filled	
Faculty of Anthropology	29	9/30/22	Open Until Filled	
Faculty in Nursing LCC	1	11/30/22	Open Until Filled	
Faculty of Sociology	12	9/30/22	Open Until Filled	
Learning Assistant PT Kay Center	7	10/12/22	Open Until Filled	Offer in Progress
Maintenance II / Pest Control	13	12/12/22	Open Until Filled	
Maintenance Lead	6	12/12/22	Open Until Filled	
Manager of Financial Aid Operations	1	12/14/22	1/31/23	
Marketing Generalist	20	10/31/22	Open Until Filled	
Marketing Temp	33	12/2/22	Open Until Filled	
Nursing Coordinator	0	11/10/22	Open Until Filled	
Title III Project Director/Native American Student Success Coordinator	12	10/17/22	11/15/22	Offer in Progress

EMPLOYEE DEVELOPMENT

The following Supervisor Training Workshops are scheduled for the Spring Semester

Date	Workshop Topic	No. of Participants	Presenter
02/15/2023	Grant Seeking	Upcoming	Betsy Ann Wilson Judy Yip Reyes
03/08/2023	Topic TBD		

Interim AVPHR and the Director of Employee Relations are continuing to do work related to developing a comprehensive performance management and supervisor workshop program.

WELCOME AND RECOGNITION

We would like to welcome the following new employees to Northland Pioneer College

- | | |
|-----------------------------------|-----------------|
| ❖ Academic Advisor | Muriel Metcalf |
| ❖ Associate Dean of CCP | Tabitha Stickle |
| ❖ Audio/Video Support Technician | Benjamin Turner |
| ❖ Campus Office Clerk PT | Mariah Cook |
| ❖ Community Recruiter North | Dawayne Bahe |
| ❖ Faculty in Behavioral Health | Rachel Channel |
| ❖ Faculty of Nursing | Joanne Samuel |
| ❖ Payroll Specialist III | Sheila Foy |
| ❖ FISPE Early College Facilitator | Joshua Jeffery |
| ❖ Learning Assistant PT SPE | Jesse Chanley |
| ❖ Director of Financial Services | Russell Kupfer |

Congratulations to the below employees as they transition to new positions

- | | |
|---------------------------------------|------------------|
| ❖ Desktop Support Engineer | Kenneth Coggins |
| ❖ Director of Financial Aid | Marletha Baloo |
| ❖ Benefits & Compensation Coordinator | Anne Lang |
| ❖ Admin Assist to Dean of CTE | Jeanette Hancock |

Congratulations to the below employees on their upcoming retirement

❖ Gail Campbell	January 2023
❖ Terrie Shevat	February 2023
❖ Susan Jamison	January 2023

TOTAL REWARDS

This transition of Payroll into Human Resources is going well, and we are continuing to address improvements and efficiencies in both departments as we work more closely together. We have two new employees in our department and are looking forward to working with them.

Sheila Foy is the new Payroll Specialist III. She comes to NPC with work experience in similar roles at the Arizona Department of Corrections and Jackson Hewitt tax services. Sheila enjoys spending time with her children, grandchildren, family, and friends. Her Hobbies include going to football games, attending Zumba, and playing Bunco.

Anne Lang is the new Compensation and Benefits Coordinator. Anne has been with NPC for the last 4 years, with her most recent position being the Administrative Assistant to the CIO. Anne joins us with several years of HR experience and is presently working on her Master's Degree in Human Resources Management. She also recently received her Society of Human Resources Certified Professional certification.

Interviews were conducted for the Director of Total Rewards and we have decided to continue the search.

COMPENSATION

- ❖ The Compensation study is currently on schedule. We should receive the first round of data in January. HR will do its first review of the data once it is received.



Northland Pioneer College 2023 All-Arizona Academic Team Members

Northland Pioneer College has nominated four students to the **2023 All-USA/All-Arizona Academic Team**. Each will receive a tuition waiver for up to 60 credits, from the Arizona Board of Regents to complete their bachelor's degree at a state public university. The waivers save students over \$20,000 in tuition.

Team members will also receive a scholarship check from NPC, based on their ranking by national judges from business, civic, government, and education arenas.

NPC can nominate two students from each campus and center location to the All-Arizona team. A student must have taken a class at, or originating from, that location to be considered for one of the two nominations.

To qualify, a student must have a cumulative 3.5 or higher GPA, be in good academic standing working toward an associate degree, and have demonstrated college and community volunteerism and leadership. Applicants do not have to be members of Phi Theta Kappa, the international honor society of two-year colleges.

All-Arizona Academic Team members from throughout the state will be honored at an awards luncheon and ceremony, **Wednesday, February 22, 2023** from 12:00 p.m. to 2:00 p.m. at the Doubletree by Hilton (Phoenix-Tempe), 2100 S. Priest Dr., Tempe AZ, 85282.

For the past 26 years, Arizona has separately recognized the state's top two-year college students as a part of the All-USA Academic Team program, co-sponsored by the American Association of Community Colleges, Phi Theta Kappa International Honor Society (PTK), Follet Higher Education Group, the Coca Cola Scholars Foundation, and USA Today.

A complete list of past NPC recipients of the All-Arizona Academic Team honor can be viewed online at www.npc.edu/past-AllAZ.

Holbrook – Painted Desert Campus



Ashlyn Dighans

Ashlyn Dighans

Transferring to: U of A

Major (4-Year): Veterinary/Equine Science

Career Goal: Ashlyn has had a passion for horses her entire life. She plans to study at the AI-Marah Equine Center and attend the U of A. She hopes to one day become a veterinarian and equine chiropractor working with livestock and equine athletes.

College/Community Activities: Equine rescuer; wild horse and burro advocate; St. George Church and community volunteer

College Honors: Phi Theta Kappa Honor Society; NPC

President's List' recipient of NPC's Martia A. Smith Memorial Art Scholarship, the NPC Fill the Gaps Scholarship and NPC's Leg-Up Scholarship.

Self-Descriptive Tweet: I have defied the odds. I am proving that dreams are achievable no matter where you start or what path you take. It's okay to get up slowly as long as you get back up and keep going!

Show Low – White Mountain Campus



Deedra DeWitt

Deedra DeWitt

Transferring to: ASU

Major (4-Year): Nursing

Career Goal: Deedra will pursue a career in nursing. She plans to continue working with mothers and new babies in the obstetrics department. She will train in emergency medicine and hopes to work as a labor and delivery nurse and to possibly teach nursing herself one day.

College/Community Activities: Church and community volunteer work with children and young adults and musical theatre groups.

College Honors: Phi Theta Kappa Honor Society; NPC President's List.

Self-Descriptive Tweet: I am a proud wife and mother to four children. I enjoy working with youth in our community encouraging confidence in themselves. I love my job in the obstetric department where I get to be part a family's best day.



Emily Harris

Emily Harris

Transferring to: ASU

Major (4-Year): Psychology

Career Goal: Emily will continue her studies in the field of behavioral health and psychology. She plans to attend ASU's College of Interdisciplinary Arts and Sciences and hopes to enroll in their accelerated program and earn her master's degree. She wants to work with at-risk adolescents and trauma survivors in a clinical setting one day.

College/Community Activities: Created a pilot mental health and support text messaging network.

College Honors: Phi Theta Kappa Honor Society; NPC President's List' recipient of NPC's Fill the Gaps Scholarship and NPC's Jennifer Lee Witt Memorial Scholarship.

Self-Descriptive Tweet: I am a strong, dedicated, goal-driven woman. I have overcome trauma and will help others do the same. With my children as my inspiration, I am building a future for myself and my family. It's not enough to just survive. I will thrive!

Snowflake/Taylor – Silver Creek Campus



Paige McKenna

Paige (Teresa) McKenna

Transferring to: TBD

Major (4-Year): Communications & Journalism

Career Goal: Paige plans to study journalism, history and foreign languages including French. She hopes to travel the world one day covering major global events and topics of interest good and bad.

College/Community Activities: National Honor Society, musical theatre; teen court.

College Honors: Phi Theta Kappa Honor Society; recipient of the College Board's Rural and Small Town Recognition Award.

Self-Descriptive Tweet: I'm a hard worker and I'm super excited to move forward in my academic career and take this opportunity as I step into my adulthood.

Assessment of Student Knowledge Committee
Report to the District Governing Board
Respectfully Submitted by Dr. Michael Broyles, Committee Chair
January 17, 2022

The Assessment of Student Knowledge (ASK) Committee is a subcommittee of Instructional Council (IC). The committee facilitates the collection of data relevant to student success and supports all departments in their focus on student enrollment, retention, and completion. In partnership with ASK, departments determine their data collection and evaluation methods.

ASK Progress

The current charges for AY 2022-2023 are as follows. Our progress is in italics. Communicate and coordinate with the institution about ASK activities and events, including Planning Day, Reading Day, and Dialogue Day.

The ASK schedule has been established and our colleagues have been properly informed. Planning Day reports have been received.

- Review methods for reporting on the measuring, collecting, and disseminating of the assessment of Institutional Learning Outcomes reporting.

Initial assessments of Planning Day reports have begun. Subcommittee members are assessing and editing the report templates for next year.

- Facilitate Dialogue Day activities.

Subcommittee members are currently working on the agenda for Dialogue Day, which will take place on February 24

- Develop recommendations related to the definition and assessment of co-curricular activities at NPC in collaboration with non-faculty.

Assigned subcommittee members have been working on this definition and assessment. Some change in membership, among other factors, have delayed this a little, but we continue to move forward with this charge.

- Refine the assessment cycle process and propose changes

This is part of our members' reassessment of the templates. Likewise, we are in the process of assessing and redesigning the ASK SharePoint site.

- Provide department level support as requested to improve alignment of assessment activities and incorporate ILOs.

We have assigned members available for assistance. They have already reached out to chairs and deans, as has the ASK chair.

- Collaborate with the Dean of Arts and Sciences and NPC General Education Articulation Task Force lead to formulate an assessment approach for general education programs.

As AZTransfer, led by their Steering Committee, is working on an Arizona General Education Curriculum (AGEC) redesign, work in this regard requires us to wait until a new AGEC is approved. The ASK chair, Michael Broyles, is also NPC's lead member of the General Education Task Force and is keeping tracking of AZTransfer's process.

- Make recommendations for integrating ASK information into the Faculty Handbook and Faculty Mentor program to ensure new faculty learn about ASK at NPC.

All ASK members are collecting data on the process. We expect this data to reveal how to approach this charge. This may not come to fruition until next year.

Thank you!

Michael A.L. Broyles, PhD

ASK Chair

Navajo County Community College District Governing Board Meeting Minutes

November 15, 2022 – 10:00 a.m.
Painted Desert Campus, Tiponi Community Center
2251 East Navajo Boulevard, Holbrook, Arizona

Governing Board Member Present: Ms. Kristine Laughter; Mr. Frank Lucero; Mr. Everett Robinson; Mr. Derrick Leslie (Joined the meeting at 10:05 a.m.).

Governing Board Member Absent: Mr. Elias Jouen.

Others Present: President Chato Hazelbaker; Vice President for Learning and Student Services (VPLSS) Michael Solomonson; Vice President for Administrative Services (VPAS) Maderia Ellison; Associate Vice President – Human Resources (AVPHR) Shenethia Manuel; Director of Institutional Effectiveness Judy Yip-Reyes; Recording Secretary to the Board Paul Hempsey; Norvita Charleston; Betsy Wilson; David Huish; David Borofsky; Janice Childers; Gail Campbell; Rickey Jackson; Melody Niesen; Frank Orona; Lia Keenan; Kathy Bentley; Nicole Ulibarri; Steve Mills; Curtis Stevens; Dinah Gaddie; Jennifer Dryden; Allison Landy; Michael Jacob; Michael Broyles; Nichole Hendricks; Raeann Brittain; Robert Johnson; Ruth Zimmerman; Tamara Osborne; Talaina Kor; Josh Rogers; Justin White; Olivia Jaquez; Rebecca Hunt; Jeremy Raisor; Katie Matott.

Agenda Item 1: Call to Order and Pledge of Allegiance

Chair Laughter called the meeting to order at 10:01 a.m. and led the Pledge of Allegiance.

Agenda Item 2: Adoption of Agenda

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

Agenda Item 3: Call for Public Comment

None.

Agenda Item 4: Award of Emeritus and Meritorious Status

4.a. Gail Campbell

VPLSS Solomonson addressed the Board and offered a recommendation from President Hazelbaker that Gail Campbell receive Administrator Emeritus Status upon her retirement from the college in December.

Mr. Robinson made a motion to approve Administrator Emeritus status for Associate Dean Gail Campbell. Mr. Lucero seconded. The motion carried upon a roll-call vote with Mr. Lucero, Mr. Robinson, and Chair Laughter voting in favor. There were no votes against.



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

Agenda Item 5: Discussion Items

5.A. Standing Presentations:

5.A.1. Financial Position

VPAS Ellison addressed the Board and presented the monthly Financial Position report for the period to September 30th, 2022.

Mr. Lucero asked if VPAS Ellison knew the reason behind the jump in Property Tax receipts. VPAS Ellison noted that she had enquired to the county treasurer but had not received a response at this time.

5.A.2. NPC Student Government Association (SGA)

No Report.

5.A.3. Faculty Association

No Report.

5.A.4. Classified & Administrative Staff Organization (CASO)

Written Report.

5.A.5. Northland Pioneer College (NPC) Friends and Family

Betsy Wilson, Director of Friends and Family, addressed the Board and provided a report on recent foundation activities including a new application process for Friends and Family scholarships.

5.A.6. Human Resources

Written Report.

AVPHR Manuel addressed the Board and went over changes to the most recent report from Human Resources and provided additional information.

5.A.7. Construction Report

David Huish, Director of Construction, addressed the Board and provided a report on the construction projects at the college.

Mr. Lucero asked if the Skills Center in Show Low will be ready in time for the Spring Semester. Director Huish noted the initial substantial completion was December 27, 2022 but, the contractors have already requested a thirty-day extension due to weather conditions which the college would consider.

5.A.8 Arizona Association of Community College Trustees (AACCT)

Chair Laughter provided a report on the recent activities for AACCT.



5.B. IE Quarterly Report

Written Report.

5.C. Enrollment Report and Strategic Enrollment Management (SEM)

Director Frank Orona provided an in-depth report on enrollment for the Fall 2022 semester before presenting the plans to continue growing enrollment with a Strategic Enrollment Plan.

Chair Laughter and Mr. Leslie commented on the lack of student perspective and suggested Director Orona consider multiple ways to ensure it was incorporated moving forward.

Chair Laughter asked about the data currently being used in the plan and what data would be sought moving forward. Director Orona, with assistance from Director Yip-Reyes, provided the source for data mentioned in the current report. Mr. Lucero and Mr. Robinson suggested looking at national data for enrollment at community colleges and county demographics.

Mr. Leslie asked for clarification on the need for Title IV and Title IX compliance evaluations mentioned by Director Orona. President Hazelbaker noted that the college did not have any compliance issues with either area and provided clarification.

Mr. Leslie asked for details on the cross training involved in the One-Stop Shop efforts which VPLSS Solomonson offered to provide at the January meeting.

Mr. Leslie asked if there would be a process to continually evaluate the performance of the plan, and address issues as they were discovered, and if the Board could expect regular reports on progress. Director Orona responded that he had made notes on the feedback from the Board and would incorporate them in the plan which was a living document that would require constant evaluation and updates. With those updates he would plan to make regular reports to the Board moving forward.

5.D. Diversity Equity and Inclusion (DEI) Update

AVPHR Manuel provided an update on DEI efforts at NPC highlighting the new Belonging sub-committee of Leadership Council that would meet for the first time in a retreat this week.

Agenda Item 6: Consent Agenda

- A. October 18, 2022 Regular Board Meeting Minutes**
- B. 2022-24 Dual Enrollment Intergovernmental Agreement** between Navajo County Community College District and Kayenta USD.

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

Agenda Item 7: For Discussion and Possible Action

7.A. Old Business

None.

Navajo County Community College District Governing Board Meeting – 11/15/2022 – Page 3 of 6



Northland Pioneer College

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7.B. New Business

7.B.1. Request to Approve Fiscal Year 2024 Budget Assumptions and Guidelines

VPAS Ellison reviewed the information provided for the assumptions and guidelines that NPC will follow when creating the 2024 budget.

Mr. Leslie asked about the compensation report being completed by Gallagher and how it would be utilized moving forward. President Hazelbaker responded that he would cover the item in more detail during his report but noted the Gallagher report will not be available in time for this year's compensation discussions but would be evaluated for future budget assumptions.

Chair Laughter asked for an explanation on the calculation of Equalization funds NPC receives which VPAS Ellison provided.

Mr. Leslie and Mr. Lucero asked for clarification on the recent property tax levies the college had adopted and the phased approach to increasing property taxes in the future. VPAS Ellison described the college's recent adoption of levies under the maximum allowable and multiple ways a phased approach would look like with reasoning behind such an effort.

*Mr. Leslie made a motion to approve the Budget Assumptions and Guidelines for the fiscal year 2024 budget as presented. Mr. Lucero seconded. **The motion carried upon a roll-call vote with Mr. Lucero, Mr. Robinson, Mr. Leslie; and Chair Laughter voting in favor. There were no votes against.***

7.B.2. Request to Approve Construction Contract for the Low Voltage Data/Communication System

Director David Huish presented the results of an RFP to install a low voltage data and communication system in the Skills Center building at the White Mountain Campus with the recommended vendor being AMK Solutions who were the low bid of \$137,538.71.

*Mr. Robinson made a motion to award a construction contract as presented. Mr. Lucero seconded. **The motion carried upon a roll-call vote with Mr. Lucero, Mr. Robinson, Mr. Leslie; and Chair Laughter voting in favor. There were no votes against.***

7.B.3. Request to Approve Renewal of Moodle Learning Management System

VPLSS Solomonson recommended a three-year renewal of services with eThink for the Moodle Learning Management System for a total cost of \$169,880.26.

*Mr. Lucero made a motion to approve the 3-year renewal of Moodle Learning Management System as presented. Mr. Leslie seconded. **The motion carried upon a roll-call vote with Mr. Lucero, Mr. Robinson, Mr. Leslie; and Chair Laughter voting in favor. There were no votes against.***

7.B.4. Request to Cancel the December Regular Meeting



President Hazelbaker noted that there were currently no planned agenda items needing action in December and requested the Board cancel the regular meeting, with the caveat that a special meeting could still be called if needed.

Mr. Robinson made a motion to cancel the regular District Governing Board meeting in December. Mr. Leslie seconded. The motion carried upon a roll-call vote with Mr. Lucero, Mr. Robinson, Mr. Leslie; and Chair Laughter voting in favor. There were no votes against.

Agenda Item 8: President's Report

President Hazelbaker addressed the Board and provided a report on topics including: the award of the Certificate of Achievement for Excellence in Financial Reporting received; Little Women performances at the Performing Arts Center; Eagle Club activities; The Small Business Development Center's "Peeking Into The Future" event; and progress on strategic initiatives.

Mr. Leslie asked for more information on the compensation study being completed by Gallagher and President Hazelbaker asked AVPHR Manuel to provide the most recent information.

Mr. Leslie asked for regular updates on the progress of selecting a new Enterprise Resource Planning ERP software.

Agenda Item 9: DGB Agenda Items and Informational Needs for Future Meetings

Mr. Leslie asked for a report on cross training efforts related to the One-Stop Shop pilot as well as regular reports on Enrollment Management and progress on selecting a new ERP.

Agenda Item 10: Board Report/Summary of Current Event

Mr. Robinson announced the upcoming Christmas concerts by the White Mountain Symphony Orchestra and High-Country Barbershop Chorus.

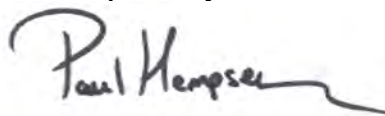
Agenda Item 11: Announcement of Next Regular Meeting

Regular District Governing Board meeting on Tuesday, January 17, 2023 at 10 a.m.

Agenda Item 12: Adjournment

The meeting was adjourned at 12:07 p.m. upon a motion by Mr. Robinson and a second by Mr. Lucero. The motion carried upon a roll-call vote with Mr. Lucero, Mr. Robinson, Mr. Leslie; and Chair Laughter voting in favor. There were no votes against.

Respectfully submitted,



Paul Hempsey
Recording Secretary to the Board

Draft

Navajo County Community College District Governing Board Meeting – 11/15/2022 – Page 6 of 6



Northland Pioneer College

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Navajo County Community College District Governing Board Work Session Minutes

November 15, 2022 – 12:19 p.m.
Painted Desert Campus, Tiponi Community Center
2251 East Navajo Boulevard, Holbrook, Arizona

Governing Board Member Present: Ms. Kristine Laughter; Mr. Frank Lucero; Mr. Everett Robinson; Mr. Derrick Leslie.

Governing Board Member Absent: Mr. Elias Jouen.

Others Present: President Chato Hazelbaker; Recording Secretary to the Board Paul Hempsey; Dr. David Borofsky; Curtis Stevens; Robert Johnson; Justin White; Michael Jacob.

Agenda Item 1: Call to Order

Chair Laughter called the meeting to order at 12:19 p.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. Lucero, Mr. Robinson, Mr. Leslie, and Chair Laughter voting in favor. There were no votes against.

Agenda Item 3: Discussion

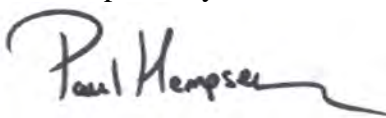
3.A. Board Self-Evaluation

Dr. David Borofsky addressed the Board and presented the results from the self-evaluations he received. Dr. Borofsky facilitated discussion amongst the Board on strengths, weaknesses, future goals, and offered advice on specific questions and comments from members.

Agenda Item 4: Adjournment

The meeting was adjourned at 1:11 p.m. upon a motion by Mr. Lucero and a second by Mr. Leslie. The motion carried upon a roll-call vote with Mr. Lucero, Mr. Robinson, Mr. Leslie, and Chair Laughter voting in favor. There were no votes against.

Respectfully submitted,



Paul Hempsey
Recording Secretary to the Board



Policy 1000 Election of District Governing Board Members

The Navajo County Community College District is governed by a five-member board consisting of Trustees, each representing a district whose boundaries are set by the county's Board of Supervisors following each decennial census, and are elected for staggered six-year terms. Trustees must reside within the district they represent for at least one year prior to their election. Neither the Trustee, nor their spouse, can be an employee of the College District. (A.R.S. [§15-1441.H](#), and [§38-503.D](#))

The District Governing Board delegates to the college president, or designee, the authority to see that the procedures, as outlined by state statutes and the Navajo County Board of Supervisors, are followed in the election of new Board members.

(Revised 05/17/2022)

Policy 1001 Vacancy Within District Governing Board

Vacancies within the District Governing Board shall be filled according to A.R.S. [§15-1441.E](#),

Vacancies shall be filled by appointment by the county school superintendent for the unexpired term for the district where the vacancy occurs, except that if the unexpired term is two years or longer, the county school superintendent may do one of the following:

1. Make an appointment for a term which shall be until the next regular election for district board members, at which time a successor shall be elected to serve the unexpired portion of the term.
2. With the approval of the district board, leave the vacancy until the next regular election for governing board members, at which time a successor shall be elected to serve the unexpired portion of the term.

(Revised 5/17/2022)

Policy 1002 Powers and Duties of the District Governing Board

In order to carry out District Governing Board duties as outlined in A.R.S. [§15-1444](#), the Board shall elect such officers and adopt such rules governing its meetings and members, as it deems necessary. The Board will also determine duties and responsibilities of its members. (See Procedure 2035)

(Revised 5/17/2022)

Policy 1003 District Governing Board Code of Ethics

The District Governing Board adopts the following Code of Ethics, which shall be signed annually at the January meeting of the Board, or at the regular meeting immediately following

appointment to said Board. The Board's Recording Secretary shall maintain a file of signed documents for the duration of the Trustee's term of office.

1. The primary focus of the board is to create a learning environment that welcomes and promotes the success of a diverse student body.
2. The District exists to serve students. The Board shall protect the interest of students in every decision and assure the opportunity for high-quality education for every student.
3. The board sets the tone of the college. Trustees will follow all board and college policies. Board decisions and interactions should reflect the mission, vision and values of the college.
4. The board's primary function is to establish the policies by which the college shall be administered. Authority to initiate policy recommendations, administer academic programs, conduct college business and implement board actions is delegated to the college president. Trustees will respect the delegation of authority to the president to administer the college.
5. The board is responsible for creating and maintaining a spirit of cooperation and a mutually supportive relationship with its president. Trustees will promote a healthy working relationship with college president through respectful, supportive, open and honest communication. Trustees will refer contacts from employees, students and community residents to the president.
6. Authority rests with the entire board. The board's voice is expressed through the policies and actions it takes in the official meetings. Once the board has decided on a policy or position, a trustee must be prepared to support it publicly. As individuals, trustees have no legal authority to determine policies, programs or procedures or to direct staff.
7. Trustees will demonstrate a commitment to informed, ethical decision-making by reviewing board materials provided, attending scheduled meetings and requesting data and information through protocols established by the board and in conjunction with the president.
8. Deliberations of the board in closed session are confidential and not for release or discussion in public without the prior approval of the board by majority vote. Trustees will establish and maintain the trust of fellow board members by maintaining confidentiality.
9. Trustees will communicate and promote the needs of the community to the college and the needs of the college to the community. Within all communication, trustees will respect established roles and procedures for communicating with the media and other community groups.
10. Trustees will devote time to activities that will enhance knowledge of the college, the community college system and higher education issues. Trustees will engage in a regular and ongoing process of professional development and continuous improvement and participate in college events as appropriate.
11. It is essential for District Governing Board members to attend all meetings unless prevented by illness or unforeseen and unavoidable circumstances. Absences from meetings must be excused by the Board Chair either prior or as soon as possible after such meeting is missed. If the Board Chair finds it necessary to be absent at a meeting, the Secretary to the board will function as the reporting individual. Board members should make every effort to attend a board meeting and can avoid unnecessary absences

by connecting to the meeting telephonically. For the purpose of this policy, board meetings include regular, study sessions and special meetings.

If a board member is absent, without excuse from the chair, 50% of meetings in a calendar year or 3 or more consecutive meetings, the board shall invoke the processes outlined in Policy 1004. If unresolved, the board has the obligation to declare the board seat vacant and call for action, (ARS [§38-291](#)), on the part of the Navajo County School Superintendent, to fill the board vacancy. The board's decision to declare a seat vacant due to unexcused absences must be conducted by voice vote.

(New 5/17/2022)

Policy 1004 District Governing Board Ethics Violations Process Policy

The District Governing Board and its members are committed to faithful compliance with the provisions of the Board's governing policies. To uphold the Board's integrity and reputation, the Board will constructively address perceived violations of these policies, using the following process:

- The concerned Board Member is encouraged to have a conversation in a private setting with the Board Member whose actions are perceived to be non-compliant with Board policies. If a complaint pertaining to a Board Member's conduct is conveyed to the president by an outside party, the president shall, as soon as practical, refer the complaint to the Board Chair for appropriate action (as outlined herein). If the complaint involves the Board Chair, the president shall refer the matter to the Board Vice-Chair for necessary action.
- Second, if the concerned party is not comfortable pursuing such a discussion, or if the conversation does not produce sufficient resolution as agreed on by the concerned parties, either party shall apprise the Board Chair, who may choose to address the situation individually with the involved party, or advance to #C below. If the concern involves the Board Chair's actions, the Board Vice-Chair shall be similarly informed.
- Third, if the first two steps don't produce sufficient resolution, or if in the estimation of any of the concerned parties there remains a credible concern that the incident may cause legal or reputational jeopardy to the District, the full Board will be apprised of the situation. The Board may request that the president arrange for an independent review to be conducted for the purpose of advising the Board if noncompliance with its own policies has occurred by an appropriate individual(s). After receipt of the results of the review, or if the Board deems itself to have adequate information without the review, the Board will make a subsequent determination, by vote, as to whether the Board Member's actions were consistent with Board policy.

If the Board determines that there was no violation of the expectations set forth in the Board's Governing Policies, the issue shall be considered resolved.

If, in the judgment of the majority of the Board, Board policy has been violated, the Board shall take what it considers to be appropriate steps to remedy the situation and protect the interests of the District. These may include:

- Reminding the Board Member of the expectation and fiduciary duty to cease such actions/behaviors.
- Limiting any authority that has been delegated to the Board Member to represent the Board.
- A resolution publicly admonishing the action/behaviors.
- A resolution requesting the Board Member's resignation.
- If the party deemed to be in violation of Board policy is an officer, removal from the elected officer position.

(New 5/17/2022)

Policy 1006 Conflict of Interest

No member of the District Governing Board shall directly or indirectly receive any compensation or derive any profit or gain by reason of his membership on said Board or by reason of services to the college district. (A.R.S. §[38-503](#) and §[15-323](#)). Board members shall annually file a Statement of Substantial Interest Disclosure Form.

(Revised 5/17/2022)

Policy 1007 District Governing Board Meetings

All meetings at which three (3) or more members of the Board are present shall be public meetings. All minutes of such meetings as are required by law shall be properly and accurately recorded and open to public inspection, except as provided by policy concerning executive sessions.

Executive sessions may be held subject to the following conditions:

1. Such sessions will be called only for purposes as outlined in A.R.S. §[38-431.03](#).
2. Such sessions shall not be used to defeat the purposes as set by state law.
3. Such executive sessions may be called only by a majority vote of the members of the Board.
4. No official action shall be taken.

(Revised 5/17/2022)

Policy 1008 Policy Creation and Review

It is the responsibility of the District Governing Board to provide leadership, guidance, and direction to govern the current and future affairs of the college. Toward this end, the Board deliberates and acts on matters of enduring significance to the college. Such actions, when

approved by the Board, shall be articulated as statements of Board policy and shall be incorporated into a single, unified and comprehensive compilation of all Board policy statements.

1. When articulating policy, the Board shall strive for brevity, clarity and continued expression of a positive and future-oriented tone.
2. The Board may approve new Board policies or revise existing policies, with the exception of Board policies relating to employee wages, benefits or working conditions, at any meeting by action of a majority vote of the entire Board. Upon the request of any member, action shall be deferred for one meeting.
3. The Board, when approving new policies or revising existing policies related to employee wages, benefits, or working conditions, shall take action following a second reading of such policy.

It is intended that Board policies be living documents. Toward this end, all Board policies shall be reviewed on a regular basis to ensure that they continue to be pertinent. The president shall establish a procedure for the review and/or revision of Board policies.

(Revised 5/17/2022)

Policy 1009 Delegation to and Accountability of President

1. The District Governing Board's sole official connection to the operational organization, its achievements, and conduct shall be through the college president.
2. Only officially passed motions of the Board shall be binding on the president. Accordingly, decisions or instructions of individual Board members, officers or committees shall not be binding on the president except in rare instances when the Board has specifically authorized such exercise of authority.
3. The president shall be the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the Board is concerned, shall be considered the authority and accountability of the president. Accordingly,
 - o Pursuant to ARS §[15-1444](#)(A)(6) & (8)(4), the Board hereby delegates to the college president all of its authority to employ, specifically, it delegates all of its authority to enter into, amend, or terminate all employee contracts on behalf of the College, without the need for the Board to approve such actions before they are effective, except for any actions taken with regard to a contract of employment for the position of college president. The college president may designate others serving under the president to assist with the duty; however, the college president shall continue to be responsible to the Board for the satisfactory execution of the delegated duty. This delegation may be rescinded in whole or in part at any time by the Board.
 - o The Board shall not evaluate, either formally or informally, any staff other than the president.
4. In the case of Board members or Board committees requesting information or assistance without authorization, the president shall refuse such requests that require, in the president's opinion, a material amount of staff time or funds or are disruptive.

5. The Board shall instruct the president through written policies which prescribe the organizational priorities to be achieved, allowing the president to use a reasonable interpretation of these policies. Accordingly,
 - Board Priorities – The Board shall develop policies instructing the president to achieve certain results for certain recipients at a specified cost. These policies shall be developed systematically from the broadest, most general level to more defined levels, and shall be called Board Priorities.
 - Presidential Roles – The Board shall develop policies which define the latitude the president may exercise in choosing appropriate organizational means. These policies shall be developed systematically from the broadest, most general level to more defined levels, and they shall be called Presidential Roles policies.
 - As long as the president shall use a reasonable interpretation of the Board's Priorities and Presidential Roles policies, the president shall be authorized to establish all further college operational policies, make all decisions, take all actions, establish all practices, and develop all activities.
 - The Board may change its Priorities and Presidential Roles policies, thereby, shifting the boundary between the Board and presidential domains. By doing so, the Board changes the latitude of choice given to the president. But, as long as any particular delegation is in place, the Board shall respect and support the president's choices.

(New 5/17/2022)

Policy 1010 Definition of Decentralization

The District Governing Board is committed to providing the college programs, activities, and services throughout the service area via decentralization. Components of decentralization will include the following:

1. Designating campuses where enrollment, programming and related services are sufficient to fulfill all objectives of the college's mission.
2. Designating centers and course sites where enrollment, programming and related services are insufficient to fulfill all objectives of the college's mission.
3. Allowing campuses and centers to grow according to the unique changes and needs identified within their respective communities.
4. Since high cost programs and services may not be possible for all college locations, these programs may be limited to single sites. These would become magnet programs attracting students to them from throughout the service area.
5. The delivery of instructional and student services via alternative, flexible multiple modalities.
6. Some administrative services must be centralized to be cost effective.

(Revised 5/17/2022)

Policy 1011 College Service Sites

Northland Pioneer College provides services throughout a large, but sparsely populated community college district. It does so with a decentralized network linking instructional services, student services, and administrative services to campuses and additional locations.

A campus must meet the following criteria:

1. It is designated a campus by the District Governing Board.
2. It provides full-service instructional programming that culminates in the awarding of degrees/certificates, consistent with the comprehensive college mission.
3. It provides access to a full complement of student support services.
4. It has a leased or owned physical plant that is staffed on a full-time basis, according to the calendar of the college district.
5. It must maintain an enrollment sufficient to warrant its continued operations and expenditures.

An additional location must meet the following criteria:

1. It is designated an additional location by the District Governing Board.
2. It provides limited instructional programming that will usually not permit the awarding of degrees/certificates, and may not reflect the entire scope of the comprehensive college mission.
3. It provides access to a full complement of student support services, albeit on a limited basis.
4. It has a leased or owned physical plant that may be staffed on a full-time or part-time basis, and the hours of operation may be less than those specified in the calendar of the college district.
5. It must maintain an enrollment sufficient to warrant its continued operation and expenditures.
6. An additional location may still be referred to as a "Center" in college documents as that term is locally recognized.

(Revised 5/17/2022)

Policy 1012 District Administrative Headquarters

The District Administrative Headquarters shall be designated as the District Administrative address, as well as being the location for district functions as determined by the president.

(Revised 5/17/2022)

Policy 1013 Naming of College Facilities

The District Governing Board is responsible for naming all college facilities. This policy serves as a guideline when naming a building to recognize the achievements of an individual or a substantial donation to the college.

1. The naming of a Northland Pioneer College building must meet an ethical criterion in that the nominee must reflect the mission, values, and best interests of the college.
2. The District Governing Board may name a building to recognize the substantial achievements of an individual.
3. A building may be named to recognize a donor's financial gift to the college when the gift represents approximately 25 percent of the total cost for construction.
4. A name may be proposed for an existing building in recognition for a financial gift that represents approximately 25 percent of its original cost.
5. A name may be proposed for an existing building in recognition for a financial gift that represents approximately 100 percent of the appraised value of an improvement or renovation to that facility.
6. The District Governing Board may also consider naming rooms in recognition of substantial donations or individual achievements.

(Revised 5/17/2022)

Policy 1014 Advisory Board of an Unorganized County

The District Governing Board recognizes the need for counsel from those unorganized counties to which the District provides service. In an effort to keep communications open and allow an appropriate avenue for concerns and direction, the Board will establish a local advisory board from said unorganized county. The purpose of the Advisory Board shall be to provide advice and guidance to the District on educational programs offered, and to recommend action on District policies, regulations, and procedures as they relate to the services and programs being offered in said unorganized county.

Membership of the Advisory Board shall consist of a minimum of seven and a maximum of ten (10) members representing the following constituencies:

- Board of Supervisors designee (ex officio)
- Primary county industry
- Local public school administration
- Small business
- Other groups as may be appropriate

Members will serve for a three-year term (except ex officio). They shall be appointed by mutual consent of the District Governing Board and the County Board of Supervisors of said unorganized county. When Advisory Boards are initially established, membership terms will be staggered for one – three-year terms.

The Board hereby delegates authority to the president, or designee, to act in its place and stead for all matters related above. The president will report to the District Governing Board on all substantive issues and concerns expressed by the Advisory Board.

(Revised 5/17/2022)

Policy 1015 Building Sales and Leases

The District Governing Board will approve all sales of college-owned buildings. The Board will also approve all annual leases that commit the college to fifty thousand dollars or more.

(Revised 5/17/2022)

Policy 1016 Agreements that Bind the College

The District Governing Board shall approve all contracts and settlement agreements in excess of fifty thousand dollars (\$50,000) and all intergovernmental agreements. The Board may authorize the president, or designee, to execute such contracts and agreements as agent on behalf of the Board.

The president, or designee, is authorized to sign other agreements and contracts on behalf of the college.

(Revised 5/17/2022)

Policy 1017 Emergency Response

The safety and security of the college community are of vital concern. Northland Pioneer College (NPC) is committed to providing and maintaining a safe environment for all employees, students, visitors, and guests. The District Governing Board directs the college president or designee to adopt reasonable and practical means to prevent, deter and respond to campus emergencies.

The preparation of the Emergency Response Plan (ERP) and the allocation of resources to support the plan are part of the commitment NPC has for the college community.

In order to provide a safe environment, the college will:

- Ensure that employees, students, and others are adequately informed of the Emergency Response Plan that is maintained on the MyNPC website.
- Provide appropriate training to the college community.
- Allocate resources to provide a safe and secure campus.
- Coordinate with local law enforcement agencies.
- Maintain a balance between safety and retaining the openness of a college campus.

Provide and maintain an emergency notification system to keep employees, students, visitors, and guests informed of emergencies.

(Revised 5/17/2022)

Policy 1018 Non-College Property

The District Governing Board shall not be liable for non-college property lost, stolen, or damaged, while individuals are participating in college activities either in college facilities or rented facilities.

(Revised 5/17/2022)

Policy 1019 Institutional Memberships

The District Governing Board authorizes the president to provide opportunity for institutional membership in certain professional associations and organizations developed at the local, state, regional, and national levels for the purpose of promoting welfare and development of community colleges and their component programs and services.

(Revised 5/17/2022)

Policy 1020 President's Job Description

The president shares responsibility for the total organization and administration of the college, with the District Governing Board, and has been delegated authority for administering the laws and policies governing the college. The District Governing Board authorizes the president to form such committees as the president deems necessary to assist in the operation of the college.

1. The president has the responsibility to make the necessary recommendations or implement adopted policies required to create and maintain effective and efficient college programs and activities.
2. The president has the responsibility and the authority to make all the necessary decisions for the development and implementation of procedures required to create and maintain effective and efficient college programs and activities.
3. The president is responsible to approve all personnel for employment, according to Board guidelines. The president shall direct, organize, reorganize, transfer, assign, reassign, continue or dismiss all personnel in a manner which in the judgment of the president best serves the college, according to Board guidelines, and in accordance with the law.

The District Governing Board and the president shall determine by June 1st the president's goals and strategies for the upcoming year, and formally approve them at the June District Governing Board meeting.

(Revised 5/17/2022)

Policy 1021 District Governing Board's Evaluation of President

The chair of the District Governing Board will assume the role of the president's supervisor for purposes of implementing the evaluation system. The material developed will be shared with the entire Board.

(Revised 5/17/2022)

Policy 1022 Delegation of Authority

In order to assure that the college has an administrator in charge at all times, the District Governing Board authorizes the president to designate an administrator in charge in the president's absence.

(Revised 5/17/2022)

Policy 1025 Grant Procurement

The president, or designee, shall develop a procedure for making application for Federal, State, and local grants. The District Governing Board shall accept the awarded funds.

(Revised 5/17/2022)

Policy 1040 Accreditation

It shall be the policy of Northland Pioneer College to conform to the fullest extent possible with the accreditation requirements and guidelines of the [Higher Learning Commission](#). All employees shall be under a continuing duty to comply with accreditation requirements, as they arise.

(Revised 5/17/2022)

Policy 1041 Instructional Program

Northland Pioneer College is a comprehensive community college offering educational programs for career preparation, transfer to four-year colleges and universities, developmental studies, and a range of extended services to meet the life-long learning needs of its citizens. It is the policy of the college's instructional programs to strive to adhere to the Guiding Principles as established by the District Governing Board and those of any accreditation bodies with which it is formally associated.

(Revised 5/17/2022)

Policy 1042 Approval of Programs, Degrees, and Certificates

The District Governing Board will approve all new programs, degrees and certificates offered by the college.

(Revised 5/17/2022)

Policy 1043 Deferred Payments

The District Governing Board authorizes the president, or designee, to allow students to defer payment of educational costs.

(Revised 5/17/2022)

Policy 1044 Student Grievance Procedure

The District Governing Board authorizes the president, or designee, to provide for a student grievance procedure.

(Revised 5/17/2022)

Policy 1045 Appeal of Grade Procedure

The District Governing Board authorizes the president, or designee, to develop and implement procedures regulating the student appeal of grades.

(Revised 5/17/2022)

Policy 1046 Student Code of Conduct

The District Governing Board authorizes the president, or designee, to establish procedures for the establishment, implementation, and enforcement of a student code of conduct.

(Revised 5/17/2022)

Policy 1047 Speakers at Campuses or Centers

The District Governing Board authorizes the president, or designee, to approve who may be invited to speak on college-owned or controlled properties. Clearances for all speakers must be made prior to the issuance of the invitation to the speakers.

(Revised 5/17/2022)

Policy 1048 Free Expression

Arizona Revised Statutes [§15-1866](#) requires the District Governing Board to adopt and implement the following language regarding free expression:

1. The primary function of an institution of higher education is the discovery, improvement, transmission and dissemination of knowledge by means of research, teaching, discussion and debate. This statement shall provide that, to fulfill this function, the university or community college must strive to ensure the fullest degree of intellectual freedom and free expression.

2. It is not the proper role of an institution of higher education to shield individuals from speech protected by the first amendment, including, without limitation, ideas and opinions that may be unwelcome, disagreeable or deeply offensive.
3. Students and faculty members have the freedom to discuss any problem that presents itself, as the first amendment allows and within the limits of reasonable viewpoint and content-neutral restrictions on time, place and manner of expression that are consistent with this article and that are necessary to achieve a compelling institutional interest if these restrictions are clear, are published and provide ample alternative means of expression. This statement shall specify that students and faculty members may assemble and engage in spontaneous expressive activities if those activities are not unlawful and do not materially and substantially disrupt the functioning of the university or community college.
4. There is a range of disciplinary actions for a student who is subject to the jurisdiction of a university or community college and who engages in individual conduct that materially and substantially infringes on the rights of other persons to engage in or listen to expressive activity.
5. In all disciplinary proceedings involving students, including proceedings involving expressive conduct, a student is entitled to a disciplinary hearing under published procedures that include, at a minimum, all of the following:
 1. The right to receive advanced written notice of the allegations.
 2. The right to review the evidence in support of the allegations.
 3. The right to confront witnesses who testify against that student.
 4. The right to present a defense.
 5. The right to call witnesses.
 6. A decision by an impartial person or panel.
 7. The right to appeal.
 8. If either a suspension of more than thirty days or expulsion is a potential consequence of a disciplinary proceeding under this section, the right to active assistance of counsel.

(Revised 5/17/2022)

Policy 1050 Policies as Conditions of Employment

The District Governing Board policies and their designated procedures will be deemed incorporated into each agreement of employment, executed on behalf of the college, as terms and conditions of employment. Violation of any of these policies will be sufficient cause for disciplinary action, as outlined in associated college procedures. The Board reserves the right to modify, add, or eliminate any policy whenever it appears practicable or appropriate. The provisions of the District Policy and Procedure Manual are applicable to all persons on the effective date of the change.

(Revised 5/17/2022)

Policy 1051 Salary Schedule

The president is responsible for the development of procedures that will allow the District Governing Board and staff to develop Board-approved salaries.

(Revised 5/17/2022)

Policy 1052 Extended or Extra Duty Contracts

The District Governing Board authorizes the president to issue extended or extra duty contracts to those personnel who may elect to provide instructional services over and above that required by their regular contract.

(Revised 5/17/2022)

Policy 1053 Salary Deductions

The District Governing Board authorizes the president, or designee, to establish procedures for payroll deductions from employees' salaries in accordance with Federal and State law and District Governing Board policy.

(Revised 5/17/2022)

Policy 1054 Official Holidays

The official college Academic Calendar shall be approved by the District Governing Board.

(Revised 5/17/2022)

Policy 1055 Leave of Absence

The District Governing Board authorizes the president, or designee, to grant leave according to established procedure.

(Revised 5/17/2022)

Policy 1056 Due Process

The president shall provide for the establishment of due process procedures for enforcement of ordinances, rules, and regulations pertaining to governance of the college. Whenever the president is procedurally removed from the process, the District Governing Board shall be the final review and decision authority.

(Revised 5/17/2022)

Policy 1057 Interim Suspension

The District Governing Board authorizes the president, or designee, to suspend (interim suspension) members of the faculty, staff and students from the college when the conditions of behavior or circumstances that led to suspension include but are not limited to the following: when the continued presence of the subject person(s) on campus poses a threat to the safety of students, other persons or their property, or threatens to disrupt college functions or activities.

(Revised 5/17/2022)

Policy 1058 Communicable Diseases

The District Governing Board authorizes the president, or designee, to develop and implement procedures for the prevention of the spread of communicable diseases within the college.

(Revised 5/17/2022)

Policy 1059 Insurance for District Governing Board Members

The District Governing Board authorizes the president, or designee, to develop and implement procedures to allow Board members, their spouses, and dependents, to participate in the college's plan providing health, accident, life, and disability benefits, in any or all parts, as they choose, and that is allowable. This policy incorporates by reference all provisions under A.R.S. [§15-1450B.1\(d\)](#).

(Revised 5/17/2022)

Policy 1075 District Governing Board's Self Evaluation

The Board will conduct a self-evaluation process annually in order to assess its effectiveness as a governing board, and individually as elected members. The District Governing Board, using the [evaluation instrument](#), will conduct a Board self-assessment by the December District Governing Board meeting each year.

(Reviewed only 5/17/2022)

Policy 1090 Tax Levy

The District Governing Board is responsible for approving the request to the Board of Supervisors of Navajo County for the District's annual property tax levy.

(Revised 5/17/2022)

Policy 1091 Budget Development

The president, or designee, is responsible for the preparation of college budgets for recommendation to the District Governing Board in accordance with A.R.S. [§15-1461](#) and the

Uniform System of Accounting and Financial Reporting for Arizona Community College Districts (USAFR).

(Revised 5/17/2022)

Policy 1092 Cash Reserve Policy

The District Governing Board recognizes the importance of maintaining adequate reserves in order to ensure financial and operational stability and has established the following cash reserve policy:

Northland Pioneer College will maintain actual June 30 general fund unrestricted and unallocated cash levels equal to at least twelve (12) months of budgeted general fund annual expenses. If these cash reserves fall below this level, the president shall present an action plan to the District Governing Board that will fully correct the shortfall within one year.

(Revised 5/17/2022)

Policy 1093 Issuance of Bonds

The District Governing Board shall authorize negotiable bonds by resolution. The issuance of bonds shall be in accordance with the Arizona Revised Statutes, [Title 15](#), Chapter 12, Article 5.

(Revised 5/17/2022)

Policy 1094 Future Capital Reserve

The District Governing Board recognizes the importance of maintaining adequate reserves in order to ensure future capital financial resources and to reduce the cost of capital acquisitions and has accordingly established the following Future Capital Reserve policy:

The District will establish annually an appropriate and specific dollar amount to be designated as future capital reserves in conjunction with the annual adoption of the capital fund budget. The Future Capital Reserve designation will occur by June 30 of each year.

(Revised 5/17/2022)

Policy 1095 Payment of Expenses

The District Governing Board grants authority to the president, or designee, to pay all properly authorized expenses.

1. Payments made by checks will be signed by the president, Chief Financial Officer, or Director for Financial Services/Controller. In lieu of actual signature, a facsimile signature plate may be used.

2. Payments made by electronic transfer require approval by the president, Chief Financial Officer, or Director for Financial Services/Controller.

(Revised 5/17/2022)

Policy 1096 Procurement

Northland Pioneer College purchasing procedures shall substantially follow the rules and regulations of the Arizona State Procurement Code.

A.R.S. [§15-1444](#) describes general powers and duties of district governing boards and allows for district boards, in conjunction with other districts, to establish policies for the procurement of goods and services.

According to A.R.S. [§15-1445](#), the administrative powers and duties of the District Governing Board include adopting policies for the governance of the community college district under its jurisdiction.

Additionally, under A.R.S. [§15-1473](#), the auditor general, in conjunction with the community college districts, shall prescribe a uniform system of accounting as provided in section [41-1279.21](#) for use by all community college districts in Arizona.

Under these statutes and system of accounting, the District Governing Board is responsible for the establishment of broad purchasing and competitive bidding policies and designates the president to develop a Purchasing procedure.

The president, or designee, will recommend and administer purchasing procedures in order to arrive at the best value for the college to provide sound fiscal stewardship for all stakeholders of the District.

Additionally, as expenditures of federal assistance or contract funds occur, the college shall comply with all applicable state and federal regulations.

(Revised 5/17/2022)

Policy 1097 Check Approval Authorization

The District Governing Board grants authority to the president, or designee, to authorize and release checks.

1. All checks for amounts less than twenty-five thousand dollars will be released upon one signature on the check which may be a facsimile signature.
2. All checks for amounts more than twenty-five thousand dollars will be released upon two signatures on the check. One signature may be a facsimile signature with authorized signatories including the president, Chief Financial Officer and Director for Financial Services/Controller, of which one must be an original signature.

(Revised 5/17/2022)

Policy 1098 Contracting with Equal Opportunity Employers

Prior to the signing of contract documents with any contractor to perform services or provide goods in excess of fifty thousand dollars, to be funded from Federal dollars, the District Governing Board shall require the submission of a letter of assurance that the contractor is an Equal Opportunity Employer in compliance with [Executive Order 11246](#).

(Revised 5/17/2022)

Policy 1099 Capital Asset Policy

The District Governing Board has established the following Capital Asset Policy in accordance with the Uniform System of Accounting and Financial Reporting for Arizona Community College Districts (USAFR) as required by the Office of the Auditor General.

Capitalization Thresholds:

Equipment, buildings, intangibles and improvements other than buildings valued at \$5,000 or more, and having a useful life of more than one year will be capitalized.

Land is capitalized upon acquisition and/or purchase or donation at market value.

If expenditures increase the utility or significantly extend the useful life of an asset, they will be capitalized and added to the recorded cost of the asset. If expenditures maintain the original condition of an asset, they will be classified as repair and maintenance. The distinguishing feature between a capital improvement and a repair and maintenance expenditure is that a capital improvement results in an improved asset.

Acquisitions:

Equipment purchases of \$5,000 or more unless specified by grant procedure and land, building and site improvements must be purchased from the Unexpended Plant Fund, the Current Restricted Fund or the Current Auxiliary Enterprises Fund.

"System purchases" should be capitalized as a whole unit; however items purchased in bulk will not be capitalized unless the unit cost is \$5,000 or greater.

Capital Grant Assets will be purchased from the Current Restricted Fund and capitalized.

Inventory and Maintenance:

A current Capital Asset Schedule will be maintained by the Chief Financial Officer or designee. This list shall include current year additions, deletions and impairments. Assets are placed on the

Master Capital Asset Schedule when they are purchased and removed from the listing when they are disposed.

Transfer and Disposition:

An Equipment Transfer/Disposition form is required to be completed and approved by the Director for Financial Services/Controller or their designee for all asset transfers and dispositions.

Assets transferred on a temporary basis meeting the capital asset threshold as defined above, will be tracked internally by the Dean, Director or Designee on a "check-out" sheet if the re-assignment is for less than one week.

Grant assets must follow this procedure and require additional approval from the Grant Administrator to ensure that any disposition requirements are fulfilled for items originally costing \$1,000 and greater.

(Revised 5/17/2022)

REQUEST TO APPROVE MODIFICATION OF THE COSMETOLOGY PROGRAM

Recommendation:

The Instructional Council (IC) recommends approval of modifications to the Certificate of Proficiency (CP), Certificate of Applied Science (CAS), and Associate of Applied Science (AAS) in Cosmetology.

Summary:

The Cosmetology Department proposes the removal of COS 236 (Advanced Skin Care III) from the CP, which will subsequently change the CAS and AAS. This change is in response to the State Board of Cosmetology's changes to the required hours for the Cosmetology License. The new required hours are 1,500 hours, replacing the former 1,600-hour requirement. The removal of COS 236 will accommodate this change.

They have also updated the program overview.

Cosmetology (COS)

Why Study Cosmetology?

Not many jobs offer you the chance to be creative every day and be paid for your skill and efforts. You generally work in clean, fun surroundings, providing personal care to individuals who appreciate your expertise in making them look their best. Personal care service is a growing field and cosmetology skills are always in demand. If you have an eye for appearance and style, personable communication skills, and good hand dexterity, this may be the career field for you.

Program Overview

The NPC Cosmetology Programs include: Cosmetology Instructor (**minimum** 350 hours); Nail Technician (**minimum** 600 hours); Hairstyling (**minimum** 1,000 hours); and Cosmetology (~~1,600~~ **minimum** 1,500 hours) CP, CAS, AAS.

The primary purpose of these programs is to train the student in the basic manipulative skills, safety judgments, proper work habits, and related theory necessary to obtain a license. ~~These courses will accommodate the new Hairstyling License along with the existing Nail Technician and~~

~~Instructor License and certificates and associate degree, if desired.~~ These courses will accommodate the Hairstyling, Nail Technician, and Instructor licenses and certificates, along with the Cosmetology AAS.

Cosmetology Instructor

This is a **minimum** 350-hour training that will prepare an individual in basic instructional methods and techniques for ~~the effective instructing~~ **teaching** in cosmetology, hairstyling, and nail technician. Upon successful completion, you will be prepared to take the Arizona State Board of Cosmetology Instructors Licensing practical and written examinations. A student must have a current cosmetology license and at least one year work experience.

Nail Technician

This is a **minimum** 600-hour program that will offer training in manicuring, pedicuring, nail enhancements, salon management, customer service, proper work habits, and related theory necessary to obtain a Nail Technician license. Students can use these courses to pursue in a linear movement ~~toward~~ a Cosmetology License and an associate degree, if desired.

Hairstyling

This is a **minimum** 1000-hour program that will offer training in shampooing, haircutting, hairstyling, haircolor, chemical texture services, safety judgments, proper work habits, and related theory necessary to obtain a license in Hairstyling. Students can use these courses to pursue in a linear movement ~~toward~~ a Cosmetology License and an associate degree, if desired.

Cosmetology

This is a **minimum** ~~1600-~~1500-hour program that offers training in hair care, skin care, nail care services, and related theory necessary to obtain a license in Cosmetology. By completing these courses, an individual can gain a Cosmetology CP, CAS or AAS.

Program Locations

NPC’s Cosmetology program is offered at three locations – White Mountain Campus in Show Low, Little Colorado Campus in Winslow and the St. Johns Center (NPC/NAVIT by airport).

Prospective students make application to the program, including a pre-admission interview. Admission is made on either a full- or part-time basis. Call the cosmetology department at (800) 266-7845, ext. 6161, for information on how to apply or see an academic adviser at a campus or center near you.

Career Opportunities

Job opportunities for licensed, entry-level cosmetologists are very favorable, says the U.S. Bureau of Labor Statistics (BLS). The BLS cites growing demand for expert personal appearance care and treatments. Competition for positions may be keen at higher-end salons with the edge going to licensed cosmetologists with training and experience in a range of services.

What’s in Required Kits

Students must purchase a professional lab kit, estimated costs listed, which includes all of the tools needed in the course and for a future job. Books are also included in most kits. Consumable supplies are furnished as part of an additional course fee.

Cosmetology Kit/Textbook • ± \$1,113

- Soft ‘n Style Smooth Roller Flat Pack, Assorted 12D 1 Package
- Soft ‘n Style Duck Bill Clips, Steel, 12/Bag 2 Bags
- Soft ‘n Style Dual Purpose Curl Clips, 80/Box 1 Box
- Soft ‘n Style Rubberized Super Grip Clips, 4/Pack 1 Package
- Tolco Shear Mist Trigger Bottle, Black Trigger 1 Each
- Soft ‘n Style Tipping Clips, 12/Box 1 Box
- Soft ‘n Style Tint Bowl, Black 1 Each

Salonchic 9-1/2" Pintail Carbon Comb, Fine Teeth..... 4 Each
 Soft 'n Style Dye Brush, 1" Nylon, Long Tail 5 Each
 Soft 'n Style Dye Brush, 2 1/2" Bristle, Extra Wide..... 2 Each
 Scalpmaster Tease Brush, Nylon Bristle, 3 Row 1 Each
 Comare Mark V Comb Lift, Stainless, Serrated Teeth..... 1 Each
 Hot Tools Marcel 1" 85W Jumbo Iron 1 each
 Andis Envy Combo 1 Each
 Queen Helene Almond Massage Creme, 15 oz. 1 Each
 Rayson Jumbo End Paper 2 1/2" x 4", 1000/Box..... 1 Box
 Satin Edge Professional Nail Slicer 1 Each
 Satin Edge Toe Nail Clipper 2 Each
 DL Pro Soft Bristle Manicure Brush 2 Each
 Soft 'n Style Classic Manicure Bowl, Black 1 Each
 DL Pro Plastic Cuticle Pusher..... 2 Each
 DL Pro 150 Grit White Buffing Block 2 Each
 Supernail Non-Acetone Polish Remover, 4-oz. Bottle 1 Each
 DL Pro Glass Dappen Dish 2 Each
 Aristocrat 8 1/2" Clipper Comb, White 1 Each
 Satin Edge Diouble Spoon Cuticle Pusher 2 Each
 DL Pro Professional Files 4 1/2" 120/240 Grit, 8/Package... 1 Each
 Fantasea Latex Free Foam Sponges, 8/Bag 1 Each
 Tweezerman Tweezerette, Stainless Steel – Slant 2 Each
 Soft 'n Style E-Z Flow Cold Wave Rods, Long Grey 2 Dozen
 Aristocrat 8 1/2" Clipper Comb, Black..... 1 Each
 Fantasea Facial Brush 2 Each
 Betty Dain Nylon Chemical Cape, 45" x 60", Black..... 1 Each
 Scalpmaster Vinyl Shampoo Cape, 54" x 36", Velco, Black.. 1 Each
 DL Pro Zebra Nail File..... 1 Each
 DL Pro 80/80 Grit Black Nail File 1 Each
 Supernail Cuticle Oil Softener/Moisturizer, 4 oz. 1 Each
 Satin Edge Foot File w/ 40 Replacement Pads 1 Each
 Rayon Triangle Veils, Black..... 1 Each
 Soft 'n Style 2" Bobby Pins, Bronze, 1 Pound 1 Each
 Soft 'n Style 2" Hair Pins, Bronze, 1 Pound..... 1 Each
 Aristocrat Afro Life Comb 1 Each
 Large Nylon Tote Bag, 22" x 11" x 12", Black 1 Each
 Soft 'n Style Neon Butterfly Clamps, 3" wide, 36 Count..... 1 Each
 Salonchic Ultra Chic Haircutting Cape..... 2 Each
 Wahl Flat-Top Styling Comb w/ Slide Glide 2 Each
 Scalpmaster Round Neck Brush, 7 Row, Black 6 Each
 Scalpmaster 1 1/2" Ceramic Thermal Indicator Brush 1 Each
 Scalpmaster 2" Ceramic Thermal Indicator Brush..... 1 Each
 Scalpmaster 2 1/4" Ceramic Thermal Indicator Brush 1 Each
 Scalpmaster 2 3/4" Ceramic Thermal Indicator Brush 1 Each
 Babyliss Pro Porcelain Ceramic 1" Flat Iron..... 1 Each
 Satin Edge Cuticle Nipper, 4" Half Jaw 1 Each
 Krest Cleopatra 7" Square E Larger Cutting Comb 24 Each
 Krest Cleopatra 8" Fine Tooth Rattail Comb 24 Each
 Celebrity Super Clamp Adjustable Holder 1 Each
 Salonchic 7" Marcel Hard Rubber Comb..... 2 Each
 Satin Edge 3 1/2" Stork Scissor 1 Each
 Gold Magic 3-N-1 Comb..... 1 Each
 Gigi Hand Sanitizer, 8 oz. Bottle..... 1 Each
 Scalpmaster Nylon Comb-Out Cape 28" x 28", Velco, Blue. 1 Each
 Supernail Cuticle Softener/Remover, 4 oz. Bottle..... 1 Each
 Celebrity Lauren Manikin 24-26" Brown Hair 1 Each
 Salonchic Ceramic Tunnel Vent Brush..... 2 Each
 Salonchic Rubber Base Styling Brush 1 Each
 Salonchic Ceramic Cushion Paddle Brush..... 1 Each
 Celebrity Sabrina Manikin 19-21" Blonde Hair..... 1 Each
 Satin Edge Cuticle Pusher 1 Each
 Aristocrat Barber Comb, 7 1/2" Thin Tapering..... 1 Each
 Betty Dain Vinyl Kiddie Cape..... 1 Each
 Babyliss Pro Ceramix Xtreme Dryer, 200W 1 Each
 TK2 Shear and Razor Kit..... 1 Each

DL Pro Premium Soft Practicing Hand	1 Each
Fantasea State Board Nail Polish Kit	1 Each

Hairstyling Kit/Textbook Bundle ± \$1,058

Soft ‘n Style Smooth Roller Flat Pack, Assorted 12D	1 Package
Soft ‘n Style Duck Bill Clips, Steel, 12/Bag	2 Bags
Soft ‘n Style Dual Purpose Curl Clips, 80/Box	1 Box
Soft ‘n Style Rubberized Super Grip Clips, 4/Pack	1 Package
Tolco Shear Mist Trigger Bottle, Black Trigger	1 Each
Soft ‘n Style Tipping Clips, 12/Box	1 Box
Soft ‘n Style Tint Bowl, Black	1 Each
Salonchic 9-1/2” Pintail Carbon Comb, Fine Teeth	4 Each
Soft ‘n Style Dye Brush, 1” Nylon, Long Tail	5 Each
Soft ‘n Style Dye Brush, 2 1/2” Bristle, Extra Wide	2 Each
Scalpmaster Tease Brush, Nylon Bristle, 3 Row	1 Each
Comare Mark V Comb Lift, Stainless, Serrated Teeth	1 Each
Hot Tools Marcel 1” 85W Jumbo Iron	1 Each
Andis Envy Combo	1 Each
Rayson Jumbo End Paper 2 1/2” x 4”, 1000/Box	1 Box
Aristocrat 8 1/2” Clipper Comb, White	1 Each
Aristocrat 8 1/2” Clipper Comb, Black	1 Each
Soft ‘n Style E-Z Flow Cold Wave Rods, Long Grey	2 Dozen
Betty Dain Nylon Chemical Cape, 45” x 60”, Black	1 Each
Scalpmaster Vinyl Shampoo Cape, 54” x 36”, Velco, Black..	1 Each
Rayon Triangle Veils, Black	1 Each
Soft ‘n Style 2” Bobby Pins, Bronze, 1 Pound	1 Each
Soft ‘n Style 2” Hair Pins, Bronze, 1 Pound	1 Each
Aristocrat Afro Life Comb	1 Each
Large Nylon Tote Bag, 22” x 11” x 12”, Black	1 Each
Soft ‘n Style Neon Butterfly Clamps, 3” wide, 36 Count	1 Each
Salonchic Ultra Chic Haircutting Cape	2 Each
Wahl Flat-Top Styling Comb w/ Slide Glide	2 Each
Scalpmaster Round Neck Brush, 7 Row, Black	6 Each
Scalpmaster 1 1/2” Ceramic Thermal Indicator Brush	1 Each
Scalpmaster 2” Ceramic Thermal Indicator Brush	1 Each
Scalpmaster 2 1/4” Ceramic Thermal Indicator Brush	1 Each
Scalpmaster 2 3/4” Ceramic Thermal Indicator Brush	1 Each
Babyliss Pro Porcelain Ceramic 1” Flat Iron	1 Each
Krest Cleopatra 7” Square E Larger Cutting Comb	24 Each
Krest Cleopatra 8” Fine Tooth Rattail Comb	24 Each
Celebrity Super Clamp Adjustable Holder	1 Each
Salonchic 7” Marcel Hard Rubber Comb	2 Each
Gold Magic 3-N-1 Comb	1 Each
Gigi Hand Sanitizer, 8 oz. Bottle	1 Each
Scalpmaster Nylon Comb-Out Cape 28” x 28”, Velco, Blue.	1 Each
Celebrity Lauren Manikin 24-26” Brown Hair	1 Each
Salonchic Ceramic Tunnel Vent Brush	2 Each
Salonchic Rubber Base Styling Brush	1 Each
Salonchic Ceramic Cushion Paddle Brush	1 Each
Celebrity Sabrina Manikin 19-21” Blonde Hair	1 Each
Aristocrat Barber Comb, 7 1/2” Thin Tapering	1 Each
Betty Dain Vinyl Kiddie Cape	1 Each
Babyliss Pro Ceramix Xtreme Dryer, 200W	1 Each
TK2 Shear and Razor Kit	1 Each

Nail Technician Kit/Textbook/Workbook ±\$819

Cuccio Pro Colour Student Treatment Kit	1 Each
Satin Edge Gel Remover & Cuticle Pusher	2 Each
Fantasea Lotion Warmer	1 Each
Fantasea Beauty Balls, 100/Bag	1 Bag
DL Pro Plastic Sterilizing Tray	1 Each
Debra Lynn Left & Right Manicure Hand	1 Each
Gena Pedi-Pak, 9-Piece Kit with Tote	1 Each
Cuccio Pro Fiberglass Kit – Intermediate	1 Each
Cuccio Pro Odorless Acrylic Kit – Intermediate	1 Each

DL Pro Safety Glasses.....	1 Each
City Lights Lockable Large Aluminum Case on Wheels.....	1 Each
Cuccio Pro 100 Grit White Polar Block	12 Each
DL Pro Plastic Cuticle Pusher.....	2 Each
DL Pro Disposable Foot File w/ 6 Replacement Pads	1 Each
Soft 'n Style Jewel Spray Bottle, Purple, 12 oz.	1 Each
Salonchic Nylon Crinkle Stylist Jacket, Black	1 Each
Supernail Nail Polish Thinner, 4 oz. Bottle	1 Each
Supernail Cuticle Softener/Remover, 4 oz. Bottle.....	1 Each
Supernail Pure Acetone Polish Remover, 4 oz. Bottle	1 Each
Tweezerman Nail Slicer w/ Replaceable Blade.....	1 Each
Tweezerman Rockhard 1/2 Jaw Cuticle Nipper.....	1 Each
DL Pro Nail Glue, 3 Gram, Clear	2 Each
DL Pro Nail Glue, 7 Gram, Clear	2 Each
PL Pro French Nail Tip Kit, 300 Piece.....	1 Each
DL Pro Soft Bristle Manicure Brush.....	2 Each
DL Pro Nail Tip, 250 Count, Clear	1 Each
DL Pro 3-Piece Nail Dotting Set.....	1 Each
DL Pro 3-Piece Nail Art Striping Brush Set.....	1 Each
Satin Edge Double Spoon Cuticle Pusher	1 Each
Satin Edge Nail Clipper.....	1 Each
Satin Edge Toe Nail Clipper	1 Each
DL Pro Orangewood Sticks, 7", Package of 144.....	1 Each
DL Pro Wood Core Professional File, 7", Black, 40/Bag.....	1 Bag
DL Pro Zebra Nail File.....	4 Each
DL Pro Nail File, Black, 240/240 Grit	8 Each
Fantasea Electric Nail File	1 Each
DL Pro Nail Art Striper Brush.....	2 Each
DL Pro 3-Way Buffer	4 Each
Cuccio Pro Naturale Butter Blends, 8 oz., M&H.....	1 Each
Tweezerman Tweezerette, Stainless Steel – Point.....	1 Each
Supernail Non-Acetone Polish Remover, 4 oz. Bottle	1 Each
DL Pro Grit Buffer, 220/280 Grit	4 Each
DL Pro Professional Files, 4 1/2", 120/240 Grit, 8/Bag.....	2 Bags
Cuccio Pro Toe Separator, Lavender	6 Each
Soft 'n Style Classic Manicure Bowl, Ivory.....	1 Each
DL Pro Triple Dappen Dish	1 Each
DL Pro French Manicure Clean-Up Brush.....	2 Each
DL Pro Pump Dispenser Bottle, 4 oz.....	2 Each
Soft 'n Style Bottle w/ Scales and Flip Top Cap, 4 oz.	2 Each
DL Pro Nail Tip Display, 32-Piece.....	1 Each
DL Pro French Deep C Smile Line Tool.....	1 Each
Cina Pro Master Kit.....	1 Each

Alternative Cosmetology Kit ± \$210

Soft 'n Style Duck Bill Clips, Steel, 12/Bag	1 Bag
Soft 'n Style Make-Up Mirror, Black.....	1 Each
Queen Helene Almond Massage Creme, 15 oz.	1 Each
Satin Edge Professional Nail Slicer	1 Each
Satin Edge Toe Nail Clipper	2 Each
DL Pro Soft Bristle Manicure Brush.....	2 Each
Soft 'n Style Classic Manicure Bowl, Black	1 Each
DL Pro Plastic Cuticle Pusher.....	2 Each
DL Pro Buffing Block, White, 150 Grit	2 Each
Supernail Non-Acetone Polish Remover, 4 oz. Bottle	1 Each
DL Pro Glass Dappen Dish.....	2 Each
Satin Edge Double Spoon Cuticle Pusher	2 Each
DL Pro Professional Files, 4 1/2", 120/240 Grit, 8/Bag.....	1 Bag
Fantasea Latex-Free Foam Sponges, 8/Bag.....	1 Bag
Tweezerman Tweezerette, Stainless Steel – Slant	2 Each
Fantasea Facial Brush	2 Each
DL Pro Zebra Nail File.....	1 Each
DL Pro Nail File, Black, 80/80 Grit	1 Each
Supernail Cuticle Oil Softener/Moisturizer, 4 oz.	1 Each
Satin Edge Foot File w/ 40 Replacement Pads	1 Each

Satin Edge Cuticle Nipper, 4" Half Jaw	1 Each
Satin Edge Stork Scissor, 3.5"	1 Each
Gigi Hand Sanitizer, 8 oz. Bottle.....	1 Each
Scalpmaster Nylon Comb-Out Cape, 28" x 28" Velcro, Blue	1 Each
Supernail Cuticle Softener/Remover, 4 oz. Bottle.....	1 Each
Satin Edge Cuticle Pusher	1 Each
DL Pro Premium Soft Practicing Hand.....	1 Each
Fantasea State Board Nail Polish Kit	1 Each

Certificate (CP & CAS) & AAS Degree Options

Hairstyling (CP) • 34 credits

COS 107 Business Skills I	3 credits
COS 108 Business Skills II	3 credits
COS 142 Introduction to Hair Care.....	6 credits
COS 143 Introduction to Basic Skin Care.....	2 credits
COS 145 Law and Ethics for a Beauty Professional.....	3 credits
COS 146 Scientific Concepts I.....	3 credits
COS 147 Scientific Concepts II.....	3 credits
COS 231 Advanced Hair Care I	3 credits
COS 232 Advanced Hair Care II	3 credits
COS 233 Advanced Hair Care III	3 credits
COS 240 Prepare for Licensure	2 credits

Cosmetology (CP) • ~~54~~ 51 credits

COS 107 Business Skills I	3 credits
COS 108 Business Skills II	3 credits
COS 142 Introduction to Hair Care.....	6 credits
COS 143 Introduction to Basic Skin Care.....	2 credits
COS 144 Introduction to Basic Nail Care	2 credits
COS 145 Law and Ethics for a Beauty Professional.....	3 credits
COS 146 Scientific Concepts I.....	3 credits
COS 147 Scientific Concepts II.....	3 credits
COS 231 Advanced Hair Care I	3 credits
COS 232 Advanced Hair Care II	3 credits
COS 233 Advanced Hair Care III	3 credits
COS 234 Advanced Skin Care I	3 credits
COS 235 Advanced Skin Care II	3 credits
COS 236 Advanced Skin Care III	3 credits
COS 237 Advanced Nail Care I.....	3 credits
COS 238 Advanced Nail Care II.....	3 credits
COS 239 Advanced Nail Care III.....	3 credits
COS 240 Prepare for Licensure	2 credits

Nail Technician (CP) • 22 credits

COS 107 Business Skills I	3 credits
COS 143 Introduction to Basic Skin Care.....	2 credits
COS 144 Introduction to Basic Nail Care	2 credits
COS 145 Law and Ethics for a Beauty Professional.....	3 credits
COS 146 Scientific Concepts I.....	3 credits
COS 237 Advanced Nail Care I.....	3 credits
COS 238 Advanced Nail Care II.....	3 credits
COS 239 Advanced Nail Care III.....	3 credits

Cosmetology Instructor (CP) • 12 credits

COS 243 Law and Ethics for a Cosmetology Educator	1 credit
COS 244 Safety Concepts for a Cosmetology Educator	2 credits
COS 245 Basic Teaching Skills for a Cosmetology Educator.....	3 credits

COS 246 Beauty and Wellness Disciplines
for a Cosmetology Educator 3 credits
COS 247 Professional Development for a Cosmetology Educator 3 credits

Cosmetology (CAS) • ~~60~~ 57 credits

Complete the Cosmetology CP ~~54~~ 51 credits

PLUS

Communications 3 credits

ENL 101 College Composition I 3 credits

Mathematics 3 credits

Select any course under the **Mathematics** General -Education Course Options (for CAS and AAS Degrees) on page 66

Cosmetology (AAS) • ~~70~~ 67 credits

Complete the Cosmetology CAS ~~60~~ 57 credits

PLUS

General Education Courses 3 credits

Communications 3 credits

Select any course under the **Communications** General Education Course Options (for CAS and AAS Degrees) on page 66

Discipline Studies 7 credits

(Select one course from the **Physical and Biological Sciences** and one course from either the **Arts and Humanities** or **Social and Behavioral Sciences** lists on page 66.)

(CP) Certificate of Proficiency

(CAS) Certificate of Applied Science

(AAS) Associate of Applied Science Degree

REQUEST TO APPROVE MODIFICATIONS OF THE EARLY CHILDHOOD STUDIES (ECD) PROGRAMS

Recommendation: The Instructional Council (IC) recommends approval of modifications to the Associate of Arts in Early Childhood (AAEC), Certificate of Proficiency (CP) in Early Childhood Studies, Certificate of Applied Science (CAS) in Early Childhood Studies, and Associate of Applied Science (AAS) in Early Childhood Studies.

Summary:

1. Updated program description language in the catalog.
2. Added language related to Level I Fingerprint clearance requirements.
3. Removed ECD 233 from programs and replacing with ECD 188.
4. Added a credit bearing practicum course to both the CP and the AAEC.
5. Added a Classroom Observation course (EDU 223) to the AAS.
6. Added the Early Childhood Capstone course (ECD 297) to the AAS.
7. Reduced the Early Childhood Elective credits to 6 to account for additional course requirements.

Changes to the CP in practice change the CAS.

Early Childhood Studies (ECD)

Why study Early Childhood?

The field of Early Childhood includes a wide variety of opportunities for professionals to profoundly impact the lives of children and families. NPC's Early Childhood programs prepare students to work in diverse and inclusive early childhood environments, including public and private schools, libraries, preschools, childcare, health programs, and other community settings that work with or on behalf of young children. Child-centered, developmentally effective, and culturally sensitive practices are emphasized throughout the program.

Through a combination of general and specialized areas of early childhood, we aim to enable our students to become outstanding educators, decision-makers, quality coaches, early interventionists, advocates, and intellectual and ethical leaders. Each of NPC's Early Childhood programs provides a comprehensive set of knowledge and competencies aligned with

state and national standards for early childhood professional preparation. NPC students interested in the field of Early Childhood have two **Associate degree, and one bachelor's degree** pathways available to them. Depending on the student's career goals, the student chooses either the Associate of Arts in Early Childhood (AAEC) or the Associate of Applied Science (AAS) in Early Childhood Studies. **Students who wish to pursue a bachelor's degree may then choose to continue on to the Bachelor of Applied Science in Early Childhood Education (BAS-ECE) (pending HLC approval).**

The AAEC **also** includes the AGEC requirements for ease of transfer to the a university teacher preparation programs. The AAEC supports students who wish to continue their education toward a Bachelor's **degree of Arts or a Bachelor of Science degree in early childhood education** with the intent of attaining early childhood teacher certification and/or endorsement.

The AAS in Early Childhood Studies is an appropriate option for individuals working directly with children. The AAS provides a pathway for students who are interested in working directly with children, including in the field of early childhood education.

children and who may not wish to attain teacher certification and/or endorsement **through an educator preparation program at a state university**. Examples of some of the early childhood professions and organizations that do not require **teacher** certification include: Head Start, home visitation programs (e.g. FACES, Healthy Families America, etc.), parent education programs, early intervention, and others. The AAS degree does not supply the AGEC (see page **XX**) requirements for university transfer to a BA or BS degree, but transfers smoothly for those in pursuit of a Bachelor of Applied Science (BAS) degree where offered, **including the BAS-ECE at NPC**. See your academic adviser to design an educational pathway that meets your educational and career goals if you wish to attain a BAS degree where offered.

The state of Arizona believes strongly in a highly qualified early childhood workforce. As such, there are state-funded programs that offer full tuition, fees, and textbook scholarships for individuals pursuing an Associate degree (AAEC or AAS) in Early Childhood. These scholarships also come with significant cash incentives for reaching educational milestones. See the Educator Preparation Programs Advisor for details. Early Childhood degree seekers are also eligible for the Claude M. Endfield Scholarship offered through NPC's Friends and Family Foundation. To apply search scholarships at npc.edu. Additionally, many students can qualify for financial aid if they take the time to submit the Free Application for Federal Student **studentaid.gov** ~~studentaid.ed.gov/sa/fafsa~~.

Degree Requirements

~~Both~~ **All certificates and degrees** the Associate of Arts in **offered through the** Early Childhood **Department** (AAEC) and the Associate of Applied Science (AAS) Early Childhood Studies degrees require a minimum of 64 earned course credits with a "C" or better in all courses **within the chosen program of study**. The certificate programs that lead to the AAS degree also require a "C" or better in all Early Childhood courses.

Some courses have placement requirements or prerequisites that may result in coursework beyond 64 credits **for Associate Degrees and 120 credits for Bachelor's Degrees**. These courses, too, require a grade of "C" or better. For information about prerequisites, check with your NPC academic adviser.

~~Most~~ **Much of the** Early Childhood coursework in the program is practicum-based. Students conduct assignments and receive observation and instruction at an early childhood location in or near where students work or volunteer.

Students in this program are required to complete 16–48 **32** hours of practicum for each Early Childhood course for which a practicum is a requirement. Level I Fingerprint clearance is required by practicum sites where students work or volunteer. **Prior to enrolling in Early Childhood courses, you must provide proof of current Level I Fingerprint clearance**. If you need assistance accessing fingerprint clearance, or you do not have access to an early childhood practicum setting, contact the Educator Preparation Programs Department before registering for classes.



Associate of Arts in Early Childhood (AAEC)

Associate of Arts in Early Childhood (AAEC) • 64 credits

The Associate of Arts in Early Childhood (AAEC) degree offers foundational knowledge and competencies aligned with state and national standards for early childhood educator professional preparation. In Arizona, certified and endorsed early childhood educators are required to have specific coursework and practicum experiences in early childhood. The AAEC supports students who wish to continue their education toward a bachelor's degree and who may have an interest in teaching in a public school (preschool-3rd grade) as a state certified and/or endorsed educator.

The AAEC degree is an appropriate option for students pursuing transfer to an Arizona Department of Education approved Educator Preparation Program.

The AAEC fulfills both the set of lower division general education requirements of the Arizona General Education Curriculum and a portion of Arizona's requirements for teacher certification and endorsement.

Completion of the 35 general education course credits fulfills requirements for the Arizona General Education Curriculum (AGEC-A) for the Associate of Arts in Early Childhood degree.

General Education Courses 35 credits

- Communications** 6 credits
 - ENL 101 College Composition I 3 credits
 - ENL 102 College Composition II 3 credits
- Mathematics** 3 credits
 - Select one of the following:
 - MAT 142 College Mathematics with Contemporary Applications 3 credits
 - MAT 152 Advanced Algebra 3 credits
 - Or any mathematics course for which MAT 152 is a prerequisite.
- Discipline Studies**
- Arts and Humanities** 9 credits
 - (Select three courses from at least two disciplines from the list on page 66)
- Physical and Biological Science** 8 credits
 - (Select two courses from the list on page 66)
- Social and Behavioral Sciences** 9 credits
 - (From the general education course list on page 66, select three courses from at least two disciplines and that includes one of the courses below. One of the three chosen courses must also meet the requirement for Contemporary Global, International, or Historical awareness by choosing any course with an asterisk from the list, including HIS105).
 - POS 110 American Government 3 credits
 - OR**
 - HIS 105 U.S. History to 1877 3 credits

Core Requirements 29 credits

- ECD 108 Observation and Assessment in Early Childhood 1 credit
- ECD 110 Building Relationships with Families 1 credit
- ECD 128 Culture, Language and Community 1 credit
- ECD 141 Healthy and Safe Early Childhood Practices 2 credits
- ECD 175 Professionalism 1 credit
- ECD 184 Early Social and Emotional Development 2 credits
- ECD 186 Effective Interactions for Learning 1 credit
- ECD 187 Supporting STEM in Early Childhood 1 credit
- ECD 188 Policies and Procedures in Early Childhood Programs** 1 credit
- ECD 200 Introduction to Early Childhood Education 3 credits
- ECD 217 Early Childhood Language and Literacy 1 credit
- ECD 222 Introduction to Early Childhood Special Education 3 credits
- ~~ECD 233 Policies and Procedures in Early Childhood Programs~~ 2 credits
- ECD 250 Survey of Child Development 3 credits
- ECD 290 Early Childhood Practicum I** 1 credit
- ECD 297 Capstone in Early Childhood Education 1 credit
- MAT 161 Algebra-based Mathematics for Elementary Teachers I 3 credits
- MAT 162 Algebra-based Mathematics for Elementary Teachers II 3 credits

Early Childhood Studies



Early Childhood Studies (CP, CAS, AAS)

The Early Childhood Studies degree is designed for individuals who wish to work directly with, or on behalf of, young children in a variety of settings including: health settings, childcare settings, faith-based settings, libraries, parent support or education programs and many others.

An AAS in Early Childhood Studies may be an appropriate option for individuals pursuing a career in early childhood or a related field, such as social work or child and family studies. The AAS Early Childhood Studies degree does not supply the AGEC requirements for university transfer, but does support pursuit of a Bachelor of Applied Science (BAS) degree at each of the three state public universities. See your adviser to design an educational pathway that meets your needs if you wish to pursue a BAS degree.

ECD – Early Childhood Studies (CP) • 19 credits

- ECD 108 Observation and Assessment in Early Childhood..... 1 credit
- ECD 110 Building Relationships with Families..... 1 credit
- ECD 128 Culture, Language and Community 1 credit
- ECD 141 Healthy and Safe Early Childhood Practices..... 2 credits
- ECD 175 Professionalism 1 credit
- ECD 184 Early Social and Emotional Development 2 credits
- ECD 186 Effective Interactions for Learning..... 1 credit
- ECD 187 Supporting STEM in Early Childhood..... 1 credit
- ECD 188 Policies and Procedures in Early Childhood Programs..... 1 credit**
- ECD 200 Introduction to Early Childhood Education..... 3 credits
- ECD 217 Early Childhood Language and Literacy..... 1 credit
- ~~ECD 233 Policies and Procedures in Early Childhood Programs..... 2 credits~~
- *ECD 250 Survey of Child Development 3 credits
- ECD 290 Early Childhood Practicum I..... 1 credit**

ECD – Early Childhood Studies (CAS) • 28 credits

Complete the ECD – Early Childhood CP 19 credits
PLUS

General Education Courses 6 credits

- Communications** 3 credits
- ENL 101 College Composition I..... 3 credits
- Mathematics**..... 3 credits
- Select any course under the Mathematics General Education Course Options (for CAS and AAS Degrees) on page 66

Core Requirements 3 credits

Select any course within ECD/CFS/EDU 3 credits

ECD – Early Childhood Studies (AAS) • 64 credits

Complete the ECD – Early Childhood Studies CAS 28 credits
PLUS

General Education Courses 16 credits

- Communications** 3 credits
- ENL 102 College Composition II 3 credits
- Discipline Studies** 13 credits
- Arts and Humanities 3 credits
- Physical and Biological Science..... 4 credits
- Social and Behavioral Sciences 6 credits

Core Requirements 11 credits

- ECD 222 Introduction to Early Childhood Special Education..... 3 credits
- EDU 223 Classroom Observation Skills..... 1 credit**
- ECD 297 Early Childhood Capstone..... 1 credit**
- PLUS**
- Select any courses within ECD/CFS/EDU..... 6 credits

Electives 9 credits

Select a minimum of 9 unduplicated non-ECD/CFS/EDU credits at 100 level or above. Students are encouraged to take university transferable General Education courses as described on page **XX**

REQUEST TO APPROVE MODIFICATION OF GENERAL EDUCATION

Recommendation

The Instructional Council (IC) recommends approval of modifications to the General Education Program. These changes affect the following degrees throughout Northland Pioneer College: Associate of Arts (AA), Associate of Arts in Early Childhood (AAEC), Associate of Arts Elementary Education (AAEE), Associate of Applied Science (AAS), Associate of Business (ABus), Associate of General Studies (AGS), Associate of Science (AS), and Certificate of Applied Science (CAS).

Summary

The Mathematics Department needed to create a new Introduction to Statistics Course (MAT 160), intended to replace the current MAT 125. In their discussion with the Mathematics Articulation Task Force, the public state universities requested that community college introductory statistics courses include a college algebra or precalculus prerequisite, which will be fulfilled by the inclusion of Advanced Algebra (MAT 152) as a prerequisite for MAT 160. Further, the Mathematics Department felt it appropriate to add in topics related to statistical software literacy.

Subsequently, they propose the following changes to the General Education Course Options. MAT 160 meets Northland Pioneer College's General Education Values (*NPC Catalog*, 55) and is intended to be transferable to all public state universities.

Addition of the following:

MAT 160 Introduction to Statistics 4 credits

Deletion of the following:

MAT 125 Introduction to Statistics 3 credits



Northland Pioneer College

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General Education Course Options

Completion of the required general education course credits fulfills requirements for the Arizona General Education Curriculum (AGEC) for the Associate of Arts (AA), Associate of Arts in Early Childhood (AAEC), Associate of Arts in Elementary Education (AAEE), Associate of Business (ABus) and Associate of Science (AS) degrees. (see What is AGEC? – page 65)

Communications 6 credits

ENL 101 College Composition I 3 credits

UNLESS OTHERWISE NOTED IN A SPECIFIC CERTIFICATE OR DEGREE PROGRAM, completion of any one of the following courses fulfills the **Communications** requirement for the **second** communications course for the Associate of Applied Science (AAS) degree.

ENL 102 College Composition II (required for AGEC) 3 credits

ENL 109 Technical Writing 3 credits

SPT 110 Fundamentals of Oral Communications 3 credits

SPT 120 Public Speaking 3 credits

Mathematics 3-4 credits

UNLESS OTHERWISE NOTED IN A SPECIFIC CERTIFICATE OR DEGREE PROGRAM, completion of any one of the following courses fulfills the **Mathematics** requirement for any Certificate of Applied Science (CAS) or Associate of Applied Science (AAS) degree:

BUS 133 Business Mathematics 3 credits

HES 101 Basic Technical Mathematics 3 credits

MAT 101 Basic Technical Mathematics..... 3 credits

MAT 103 Business Mathematics 3 credits

MAT 109 Algebra I: Introductory 3 credits

MAT 112 Algebra II: Intermediate..... 3 credits

~~MAT 125 Introduction to Statistics 3 credits~~

MAT 142 College Mathematics with Contemporary Applications 3 credits

MAT 152 Advanced Algebra..... 3 credits

MAT 160 Introduction to Statistics 4 credits

MAT 161 Algebra-based Mathematics

for Elementary School Teachers I 3 credits

MAT 162 Algebra-based Mathematics

for Elementary School Teachers II 3 credits

MAT 189 Pre-Calculus Algebra/Trigonometry..... 3 credits

MAT 211 Technical Calculus..... 4 credits

MAT 221 Calculus I 4 credits

MAT 231 Calculus II 4 credits

MAT 241 Calculus III..... 4 credits

Discipline Studies

Arts and Humanities 6-9 credits



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Select courses from at least two different disciplines, as listed under a specific degree.

ART 101 Understanding Art	3 credits
ART 115 Art History I.....	3 credits
ART 116 Art History II.....	3 credits
ART 215 Native American Art	3 credits
ENL 220 World Literature I.....	3 credits
ENL 221 World Literature II.....	3 credits
ENL 224 English Literature I	3 credits
ENL 225 English Literature II	3 credits
ENL 230 American Literature I	3 credits
ENL 231 American Literature II	3 credits
ENL 234 Native-American Literature.....	3 credits
ENL 238 Women’s Literature	3 credits
FDV 220 Film Aesthetics	3 credits
HUM 150 Humanities in the Western World I	3 credits
HUM 151 Humanities in the Western World II	3 credits
MUS 150 Music Appreciation	3 credits
MUS 250 World Music	3 credits
PHL 101 Introduction to Philosophy	3 credits
PHL 103 Introduction to Logic and Critical Thinking.....	3 credits
PHL 105 Introduction to Ethics	3 credits
PHL 150 Comparative World Religions.....	3 credits
SPT 130 Introduction to Theatre.....	3 credits
SPT 140 Principles of Drama	3 credits
SPT 150 Introduction to Film.....	3 credits
SPT 156 History of Television I	3 credits
SPT 157 History of Television II	3 credits

Computer Science

CIS 105 Computer Applications and Information Technology 3 credits

Physical and Biological Science

Select courses, as listed under a specific degree. Students may transfer either CHM 130 or CHM 151, **BUT NOT BOTH**; therefore, taking CHM 130 and CHM 151 will not satisfy the 8-credit requirement.

ANT 104 Biological Anthropology and Human Origins	4 credits
BIO 100 Biology Concepts	4 credits
BIO 105 Environmental Biology	4 credits
BIO 160 Introduction to Human Anatomy and Physiology.	4 credits
BIO 181 General Biology I	4 credits
BIO 182 General Biology II	4 credits
CHM 130 Fundamental Chemistry	4 credits
CHM 151 General Chemistry I.....	4 credits
CHM 152 General Chemistry II.....	4 credits
GEO 111 Physical Geography.....	4 credits
GLG 101 Introduction to Geology I - Physical Geology	4 credits
GLG 102 Introduction to Geology II - Historical Geology..	4 credits
GLG 110 Natural Disasters	4 credits
PHY 111 General Physics I.....	4 credits
PHY 112 General Physics II.....	4 credits

Social and Behavioral Sciences 6-9 credits



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Select courses from at least two different disciplines, as listed under a specific degree. (This applies to all transfer degrees, select at least one asterisk (*) course to meet requirements for Contemporary Global, International or Historical Awareness.)

- *ANT 102 Cultural Anthropology 3 credits
- ANT 120 Buried Cities and Lost Tribes3 credits
- ECN 211 Principles of Macroeconomics3 credits
- ECN 212 Principles of Microeconomics3 credits
- *GEO 110 World Regional Geography3 credits
- GEO 120 Human Geography3 credits
- HIS 101 World History: Prehistory to 1450 CE.....3 credits
- HIS 102 World History: 1450 CE to Present.....3 credits
- *HIS 105 U.S. History to 18773 credits
- *HIS 106 U.S. History Since 18773 credits
- *HIS 114 Introduction to Mexican-American History.....3 credits
- *HIS 155 European History to 17503 credits
- *HIS 156 European History since 17003 credits
- HIS 201 History of Women in America.....3 credits
- POS 110 United States Government3 credits
- PSY 101 Introduction to Psychology.....3 credits
- PSY 240 Developmental Psychology3 credits
- PSY 250 Social Psychology.....3 credits
- SOC 101 Introduction to Sociology3 credits
- SOC 121 Social Problems3 credits
- SOC 212 Sex and Gender in Society3 credits
- SOC 215 Ethnicity and Race3 credits
- SOC 225 Sociology of the Family3 credits



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Request to Approve External Hearing Officers

Recommendation:

Staff recommends approval of the attached list of external Hearing Officers for 2023.

Summary:

College Procedure 2755 requires that the District Governing Board approve a list of hearing officers on an annual basis (Procedure 2755, ll.C). The list of Hearing Officers is provided by the college attorney and these individuals have agreed to serve if called on.



FINAL LIST

NORTHLAND PIONEER COLLEGE

2023-2024

List of Hearing Officers/Investigators

- **Jamie Mayrose**
Rader Mayrose LLP
812 N. Second Avenue
Phoenix, Arizona 85003
602-384-2292
- **James E. Mannato**
6773 W. Olberg Rd. ·
Queen Creek, AZ 85142 ·
480-987-6115
- **Prudence Lee**
1023 E Country Gables Dr.
Phoenix, AZ 85022
602-758-9914
- **C. Benson Hufford**
Hufford Horstman Mongini Parnell & Tucker, PC
Tucson, Arizona (also has an office in Flagstaff)
928-226-0000
- **Pierce Coleman**
2020 North Central Ave., Suite 670
Phoenix, AZ 85004
Office 602-772-5506

Board Member Travel for ACCT National Legislative Summit

Recommendation:

Staff recommends approval for Chair Laughter and Board Member Leslie to attend the Association of Community College Trustees (ACCT) National Legislative Summit (NLS) in Washington, DC.

Procurement Process and Budget Information:

The approximate cost to send a participant will be around \$3800 and money is available in the college budget.

Summary:

Per Procedure 2036 – District Governing Board Travel “All travel for DGB members exceeding \$500 must be approved by the DGB prior to travel.”

The NLS is the premier community college advocacy event in Washington, DC, bringing together more than 1,000 community college leaders. The event shines a spotlight on the importance of our nation’s community colleges for Congress and the Administration.

The NLS is designed to inform and educate community college leaders on federal policy issues that impact postsecondary institutions and students. NLS participants will hear from members of U.S. Congress, leading political analysts, and other high-profile speakers about the current climate in D.C., recent elections, and legislative issues impacting community colleges.

Participants also have the opportunity to network with fellow community college leaders and meet with their U.S. representatives in Congress to advocate for their support for community colleges and their students. The ACCT NLS is the premier annual conference for community college leaders and the only national conference dedicated to community college trustees.

President Hazelbaker also plans to attend the summit this year.



Request to Approve Bachelor of Applied Science, Early Childhood Education Degree

Recommendation:

The Instructional Council (IC) recommends approval of the Bachelor of Applied Science, Early Childhood Education Degree.

Summary:

Beginning July 1, 2022, NPC created a new organizational structure to support students pursuing education professions. Early Childhood Development, Child and Family Studies, Elementary Education and Secondary Education programs and activities have been combined into a new division – Educator Preparation Programs.

One of the primary purposes of this reorganization was to set the stage for education program expansion with the development of baccalaureate degrees. We are ready to propose the first Bachelor of Applied Science, Early Childhood Education degree.

Summary of Proposal

- Implement a BAS in Early Childhood Education degree to be implemented during the 23-24 academic year pending HLC approval.
- Offer new courses with upper division courses to support the program of study (completed by IC and VPLSS).
- Upon DGB approval, apply to the Arizona Department of Education (ADE) for approval as an Educator Preparation Program through the state of Arizona.
- The BAS meets all HLC assumed practices for bachelor's degrees including:
 - o 120 credits total
 - o 30 credits of general studies
 - o 32 credits of upper division coursework
 - o 30 residency credits



Bachelor's Degree

** To be offered pending Higher Learning Commission approval.*

Bachelor of Applied Science, Early Childhood Education

The Bachelor of Applied Science (BAS), Early Childhood Education (ECE) degree provides candidates with specialized, professional preparation to teach young children birth through 3rd grade. The BAS builds on both the AAEC and the AAS in Early Childhood Studies to deepen teaching knowledge and prepares individuals as highly qualified early childhood educators.

Admission to the college does not guarantee admission to the BAS program. The BAS program requires demonstration of prior college success and the ability to work in the field of teaching and family services. Lower division (100 and 200 level) courses may be taken prior to program admission. Enrollment in upper division courses (300 and 400 level) requires program admission.

Requirements:

To be admitted, students must meet the following criteria:

- An earned Associate Degree or higher from an accredited institution.
- An overall GPA of 2.0 or above on a 4.0 scale.
- A current Level I Fingerprint clearance card.
- Evidence of meeting course prerequisites if the earned Associate degree is from a college other than NPC or is not in Early Childhood Education. (example: a passing score on the Arizona Professional Knowledge - Early Childhood exam)

Selection Criteria

Priority admission will be given in the following order:

1. NPC graduates with an earned AA or AAS in Early Childhood.
2. Graduates with an Associate degree in Early Childhood from an institution with which NPC has an articulation agreement.
3. Graduates with Associate degrees or Bachelor's degrees in any field.

The BAS in ECE includes two student teaching options:

1. **Birth to PreK option:** for those wanting to specialize in the birth to five age group and does not lead to teacher certification,
2. **K-3rd grade option:** for those seeking early childhood teacher certification.

The BAS in ECE with certification option is an Arizona Department of Education approved teacher preparation program (pending ADE approval). Students who choose the teacher certification option and complete all requirements are eligible to receive "Institutional Recommendation" (IR) from the college. Graduates then take their IR from the college, along with other required documentation, to the Arizona Department of Education (ADE) to apply for teacher certification. Using an IR to apply for teacher certification streamlines the process by eliminating the need for ADE to conduct course by course transcript reviews. The IR provides the graduate with the benefits of faster processing and reduced fees for the teacher certification application.

REV: 12/02/22

Bachelor of Applied Science in Early Childhood Education (BAS-ECE) • 120 credits

Complete the AAEC or AAS in Early Childhood Studies (64 course credits) and the following courses not taken as part of your Associate Degree:

Core Requirements.....21-35 credits

ECD 232 Play and Learning Environments	2 credits
ECD 332 Arts and Aesthetics in Early Education	3 credits
ECD 387 STEM Instruction in the Early Childhood Classroom	3 credits
ECD 400 Navigating Early Childhood Policies and Systems	3 credits
EDP 301 Foundations in Reading	3 credits
EDP 322 Instructional Effectiveness for Children with Exceptionalities	3 credits
EDP 401 Essentials of Reading Instruction and Intervention.....	3 credits
EDP 408 Evaluating Learning Across the Curriculum.....	3 credits
EDU 220 Diversity in Education	3 credits
EDU 276 Managing the Learning Environment.....	3 credits
EDU 280 Introduction to Structured English Immersion Augmented.....	3 credits
EDU 286 Educational Technology	3 credits

Discipline Studies4-30 credits

EDP 400 Early Learning Research and Statistics.....	3 credits
HIS 105 U.S. History to 1877	
OR POS 110 American Government	3 credits
MTE 101 Mathematics Literacy for Early Childhood Educators	3 credits
Can be met by taking MAT 161 within AA or AAS pathway	
POS 221 Arizona Constitution and Government.....	1 credit

Electives

Choose from the following courses to complete a minimum of 120 credits total and that include a minimum of 30 credits of general education. Depending on your specialization and/or interests, courses may include:

BUS 105 Techniques of Supervision.....	3 credits
ECD 223 Positive Behavior Supports.....	2 credits
EDU/ENL 291 Children’s Literature.....	3 credits
PSY 240 Developmental Psychology	3 credits
PSY 250 Social Psychology	3 credits
SOC 225 Sociology of the Family.....	3 credits
SPT 120 Public Speaking	3 credits

Field-Based Teaching Requirements..... 11 credits

PRACTICUM

ECD 390 Early Childhood Practicum-II	1 credit
Take concurrently with EDP 301	
ECD 391 Early Childhood Practicum-III	1 credit
Take concurrently with EDP 408	

STUDENT TEACHING

Choose one of the following specialization areas:

FOR EARLY CHILDHOOD, BIRTH TO PRE-K SPECIALIZATION:

ECD 490 Early Childhood Capstone, Experiential B-PreK	9 credits
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FOR EARLY CHILDHOOD CERTIFICATION SPECIALIZATION:

ECD 491 Early Childhood Capstone, Experiential K-3	9 credits
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Must choose this specialization if pursuing Arizona Department of Education Early Childhood Teacher Certification.

**DISTRICT GOVERNING BOARD LEGISLATIVE SUMMARY REPORT FOR BACCALAUREATE DEGREE APPROVAL
PURSUANT TO SECTION 15-1444, SUBSECTION B, PARAGRAPH 16**

To approve a bachelor's degree at the community college, legislation requires the district governing board to take into account specific considerations. These items are outlined below and **addressed in detail in the program feasibility study** which follows.

NAME OF DEGREE PROGRAM: Bachelors of Applied Science, Early Childhood Education

ACADEMIC DEPARTMENT HOUSING DEGREE: Educator Preparation Programs

INSTRUCTIONAL MODALITIES: Course instruction will be provided to students through multiple instructional modalities.

1. About 33% of the instruction will be conducted in campus-based, connected classrooms,
2. About 18% of the program will be provided via synchronous, web-based instruction,
3. Approximately 38% of the program will be provided in asynchronous, online delivery, and
4. About 11% of the program consists of direct supervision and coaching via practicum placement activities.

TOTAL CREDIT HOURS: 120

TERM OF INCEPTION: Fall 2023, Dependent on HLC Approval

LEARNING OUTCOMES AND ASSESSMENT:

1. Concepts & Competencies
 - A. Apply knowledge of typical and diverse academic, social-emotional, and behavioral child development to implement appropriate expectations, design effective environments, and differentiate instruction based on student needs.
 - B. Use a wide array of developmentally effective teaching strategies to support learning across academic content areas.
 - C. Recognize one's professional role while engaging in collaborative, respectful, and reciprocal relationships with families, peers, service providers, and the community.
 - D. Analyze student data collected through a variety of formative and summative assessment strategies to determine instructional needs, learning strengths, and student interests.
 - E. Apply knowledge of academic content in mathematics, language, literacy, the arts, social studies, science, physical health, and safety to design curriculum effectively aligned with state standards and learning expectations.
 - F. View oneself as a professional, leader, and advocate who upholds ethical standards and professional guidelines and who practices continuous, critical self-reflection.
2. Assessment & Measures
 - A. Program will participate in the college wide Assessment of Student Knowledge (ASK) process annually.
 - B. Program reviews will be conducted on a five-year cycle in accordance with college program review procedures.

PROJECTED ENROLLMENT: will run two cohorts concurrently with maximum enrollment of 20-25 students per cohort. Each cohort will remain in the program two years, so maximum enrollment per semester would be 50 students (20-25 in cohort one and 20-25 in cohort two). Projections also account for 10-20% attrition from year to year.

1. YEAR ONE: 10
2. YEAR TWO: 23-25
3. YEAR THREE: 30-35

EVIDENCE OF MARKET DEMAND:

1. 100% of local principals and superintendents who responded to need survey affirmed that there is a need for early childhood certificated teachers, including a preference for K-3 teachers to be early childhood certified.

2. Statewide, superintendents surveyed indicated increasing vacancies for certificated teachers in January 2021 and January 2022
3. 82% of current and recently graduated student respondents stated they were “very interested” in obtaining a bachelor’s degree at NPC.

SIMILAR DEGREE PROGRAMS AT OTHER INSTITUTIONS OF HIGHER EDUCATION:

1. No other state institution offers a bachelor of applied science degree that leads to teacher certification, this program is unique.
2. NAU no longer offers a bs ed in early childhood, only a dual certification in early childhood special education.
3. Similar programs are offered online only at NAU and ASU, or in-person over 150 miles away.

RESOURCES NEEDED AND FACULTY RECRUITMENT:

1. The bas workgroup has been in conversations with multiple departments discussing master planning and strategic direction.
 - A. TAS has been involved in identifying classroom space and technology capacity to create additional connected classrooms.
 - B. Enrollment management has been involved in ensuring the new ERP platform can address bas transcript, audit, and registration capabilities.
 - C. Marketing has been involved in incorporating strategies and web site development to be prepared for BAS recruitment.
2. Faculty Recruitment and Cost:
 - A. All current full-time faculty meet the minimum requirements to teach upper division coursework in a baccalaureate program, which is a master’s degree in the discipline. Recruiting more doctoral faculty is not necessary, though we will continue the practice of preference for an earned doctorate degree.
 - B. Current budgets account for doctoral degree preferences, so no additional burden with program expansion is anticipated.
 - C. Program is projected to be financially self-sufficient by year five.

For additional detailed explanations of each consideration, please refer to the attached feasibility study.

Respectfully submitted,
Allison landy, EdD
1/17/2023



Northland Pioneer College
EXPANDING MINDS • TRANSFORMING LIVESSM

FEASIBILITY STUDY

**Early Childhood
Education
Bachelor of Applied
Science Degree**

**Northland Pioneer College:
Educator Preparation
Programs Division Proposal**

10/14/2022

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1. EXECUTIVE SUMMARY

This feasibility study addresses the considerations for implementing a Bachelor of Applied Science degree in Early Childhood Education. The intended program would support students in either becoming state certified teachers for Pre-K through 3rd grade or lead teachers, directors, or quality coaches in Head Start programs across the district. Both student and employer demand from NPC conducted surveys indicated a strong interest in the college offering and awarding bachelor's degrees that lead to teacher certification. Market demand exists both locally and statewide. Based on the data, interest, and community need, it is recommended that a BAS in ECE is established and implemented.

2. DESCRIPTION OF PRODUCTS AND SERVICES

The Early Childhood Department is proposing to design a Bachelor of Applied Science (BAS) in Early Childhood Education with both a teacher certification and non-certification pathway. Teacher certification in early childhood allows those with the designated certification to teach in grades Pre-K-3rd grade at Arizona public schools (district and charter). The program will also be submitted to the Arizona Department of Education to apply as an "approved educator preparation program."

The BAS in Early Childhood Education will require students to complete 120 total credits and will fully incorporate both the AAEC and the AAS in Early Childhood Studies. Graduation requirements will include a minimum of 30 credits of upper division coursework and 30 credits of general studies to meet HLC minimum standards of practice.

3. TECHNOLOGY CONSIDERATIONS

Most courses in early childhood are conducted in hybrid models using a web-conferencing platform and NPC's Connected Classrooms (technology enabled classrooms that connect students across multiple campuses). Expanded course options and potential increased enrollment may require a review or addition of more technology enabled and connected classrooms. The Associate Dean of Educator Preparation is working with the interim CIO to determine how expansion of BAS programs can be integrated into the technology master plan.

Expanding technology enabled classrooms will expand the options for offering more evening classes, which is a current challenge. Additionally, increasing the availability of connected classrooms will allow for not only the BAS program to offer more campus-based instruction, but also provide more options for general education courses to non-traditional and working students who need evening classes due to either lack of childcare in the area or day-time work schedules.

4. PRODUCT/SERVICE MARKETPLACE

Target Area

NPC serves both Navajo and Apache Counties. While some courses will be provided as online options, the intention is to more prominently serve the local service area with a hybrid/face to face model. This is of particular importance in relation to the supervised practicum and capstone experiences. The goal of the program is to support the development of teachers for Navajo and Apache County school districts and Bureau of Indian Education schools, as well as the various Head Start grantees in the region

(Northern Arizona Council of Governments , White Mountain Apache Tribe , Navajo Nation, and Hopi Head Start). The Educator Preparation Programs Division will partner with these entities to provide intern sites and locations for student teaching and capstone experiences.

Competitor Products and Services (*SB1453 Requirement– REVIEW OF POTENTIAL DUPLICATION OF OTHER INSTITUTIONS)

Current teacher preparation programs for early childhood education at Arizona’s three state universities (Northern Arizona University, Arizona State University, University of Arizona) are only available online or in person more than 150 miles away, limiting physical access for local students to complete their teaching degrees. Cost of university tuition, moving expenses, and housing in areas outside of Navajo and Apache Counties in relation to median income further exacerbate access challenges to college degrees.

Furthermore, online only teacher preparation programs hold many limitations for effective teacher development. Students in online teacher preparation programs have expressed concerns regarding their experiences and indicated an interest in more face to face opportunities in their programs of study (Shin & Lee, 2009). The lack of accessible teacher preparation programs exacerbates the already challenging teacher shortage facing local schools and the state.

***Due to the lack of access to locally provided teacher preparation programs, no duplication of current degree offerings with the state university programs is anticipated or perceived.**

Workforce Need and Market Demand (SB1453 Requirement Evidence of Market Demand)

The early childhood teacher preparation program will support education systems by providing highly qualified, appropriately certified teachers prepared to serve schools in Pre-K through 3rd grade classrooms. According to a 2021 NPC conducted Employer Demand Survey, local schools prefer to hire highly qualified and certified educators to best support their school and communities. 100% of survey respondents indicated that they would provide preference to individuals with an appropriate certification for the grade. In addition to local schools, Head Start is one of the largest employers of early childhood educators in the country, state, and local communities. Federal Head Start Performance Standards require that lead teachers have at minimum a bachelor’s degree in early childhood or a related field with 18 credits in early childhood. Both local schools and the local Head Start agencies have struggled to locate and retain highly qualified instructors. Instead, they have been using a combination of long-term substitute teachers with lesser qualifications and federal waivers for staffing classrooms with underqualified personnel. Navajo Nation Head Start has closed multiple classroom locations due to not having enough appropriately qualified personnel.

According to the most recent survey by the Arizona School Personnel Administrators Association (ASPAA), there were more than 2,700 teacher vacancies in June 2022, and respondents indicated a deeper concern that there were fewer incoming applicants and candidates than in the past. The current available programs cannot graduate enough

teachers to meet relative demands and rates of attrition. More programs across the state, and especially locally, are needed to meet the demands of the current workforce crisis.

Labor Market data indicates the following (Arizona Commerce Authority, n.d.):

- Navajo County – 37 annual education openings, a slightly upward trend over the next decade.
- Apache County – 25 annual education openings, a slightly downward trend over the next decade.

It is important to note that it is unclear how current pandemic and social climate data was or was not considered in this labor market information. In general, teacher employment data is difficult to track due to a lack of long-term data collection. However, many indicators nationally are pointing to a crisis in the market of qualified teachers, especially in nine states, including neighboring New Mexico. Researchers Nguyen, Lam, and Bruno conclude the following:

As defined by the U.S. Department of Education (2017), a teacher shortage area can be operationalized in three ways: (1) teaching positions that are unfilled; (2) teaching positions that are filled by teachers who are certified by irregular, provisional, temporary, or emergency certification; and (3) teaching positions that are filled by teachers who are certified, but who are teaching in academic subject areas other than their area of preparation (Nguyen et al., 2022).

Nationally, Nguyen et al. (2022) reported that 163,000 positions have been filled with uncertified or unqualified teachers—a rate of about 5% of all positions.

In Arizona, and particularly in rural communities, finding qualified candidates remains a challenge. In January 2021, an Arizona superintendents survey indicated that they had 24% of teacher positions vacant (ASPAA, 2021). That number grew to 31% in January 2022 (ASPAA, 2022). Locally, we have anecdotal data of schools hiring a large number of uncertified teachers on “emergency substitute certificates.” These certificates require no degree whatsoever. Enrollment in our substitute workshop, a course designed in response to a local school district’s immediate need for substitutes and teachers remains steady.

Current data supports the need for NPC to implement a degree that leads to teacher certification. In summer of 2021, we submitted a survey to all districts and tribal schools throughout Navajo and Apache Counties. That survey asked if NPC should do education bachelor’s degrees and 100% of respondents marked “yes”. We also asked if districts would be willing to partner with NPC and hire/enlist student interns using a special Student Teaching Intern Certificate called a “STIC” so that students could get paid during their capstone experiences, and 100% of respondents again marked “yes”.

In the spring of 2022, the Early Childhood Department brought together a community advisory group. This group included tribal Head Start representatives, two district principals, experienced kindergarten and first grade teachers, and our NAVIT coordinator. All agreed that a BAS in Early Childhood was a viable program and were excited to participate in its development. Superintendent of NAVIT, Matt Weber has provided NPC a letter of support further describing the needs of our communities for high quality teacher preparation degree programs (see Attachment).

Student Demand (SB1453 Requirement – Student Demand data)

A student survey was sent out in spring of 2022 to current and past early childhood students using the following parameters: Current students with an AAS in EC studies, AAEC, or AAEE;

Completers from the last five years (associate degrees and certificates); and students who have been enrolled any time within the last 5 years with an EDU or ECD intent.

The survey asked participants if they would be interested in completing a bachelor's degree at NPC.

- There was a total of 67 respondents for a 13% response rate
- 53 respondents, about 79%, resided in Navajo County
- About 50% currently enrolled and 50% not currently enrolled
- 55 respondents, about 82%, stated they would be “very interested” in earning a BAS at NPC. Of those who were not interested, the most often stated reason was that they already had earned their bachelor's degree since completing their AA or AAS at NPC.

5. MARKETING STRATEGY

The BAS marketing strategy will be implemented after HLC approval. HLC prohibits NPC from recruiting for a new degree level program prior to approval.

The target market for the BAS-ECD program includes current and potential Head Start personnel, current school-based (K-12) paraprofessionals and underqualified classroom staff, dual enrollment students currently working on their certificates of proficiency, and non-traditional students considering entering the teaching profession. Pending HLC approval of the new program, marketing will consist of the following strategies:

1. Provide up to date program information on the Education Area website pages.
2. Develop program information cards to share with college recruiters, advisors, and local area high school counselors.
3. Social media advertisements as determined effective through current pilot ads running through Google.
4. Include program in catalog with “pending approval” listed.
5. Attend local meetings of school boards, CTE directors, school counselors, school principals, and county superintendents.
6. Potentially create streaming and radio ads.
7. Do direct outreach and invitations to seek information to graduates from past five years.

NPC will distinguish the BAS program from others in the area in several ways. We will emphasize our stackable degrees in which 100% of associate degree credits earned can apply directly to bachelor's degree completion. The program also maintains a heavy focus on field-based experiences with individualized coaching and instruction. Finally, a key difference of our program will be the hybrid model that allows for significant, real-time instruction and feedback.

6. ORGANIZATION AND STAFFING (*SB1453 Requirement – Ability to support the Program: Administration; Library Services)

Administrative*

In preparation for expansion of programming within the educational degrees, the college moved forward with establishing an Educator Preparation Programs Division. This organizational change combined the departments of Education (Elementary and Secondary), Early Childhood Studies (birth-3rd grade), and Child and Family Studies (infant/toddler and family education). An Associate Dean position was created to lead the new division, and a four-year plan was designated to indicate what new faculty positions may be needed in the future. The new organization provided the necessary infrastructural supports to allow for effective development, management, and oversight of new programs planned over the next five years. The division was already supported by a full-time administrative assistant whose full-time employment was split between the division and two grants. That position will now shift responsibilities from grant projects that are ending to full time and attention to division. The Educator Preparation Programs Division remains housed within the Arts and Sciences Division.

Other administrative areas that may be affected by the new program are student services, the registrar’s office, financial aid, and human resources. However, impacts should be minimal and no more difficult than any new program or program modification. Current staffing within the department holds the capacity to fully meet the needs of a new program in the first year of implementation. There are enough faculty on contract and as adjuncts to meet anticipated demand in the first year. We will not need to expand faculty until the second year of implementation, so Human Resources will be given ample time to support any new faculty hires and payroll adjustments. Financial Aid services will be needed to support additional awards related to bachelor’s degrees, and the office will be responsible for applying to the department of education for financial aid eligibility of the new program of study. The latter, however, is a one-time activity rather than an ongoing workload addition. Student services has undergone an organizational change to assign specialty advisors by area and is already anticipating addressing the support of bachelor’s degrees as part of the reorganization. The assigned advisor for Educator Preparation has begun to meet with the department and will be included in ongoing development and advisement.

The registrar’s office has also been working closely with the BAS development team to ensure audits and transcripts will be appropriately processed. Each administrative area has demonstrated the capacity to support implementation of a new program with minimal disruption to services.

Faculty (SB1453 Requirement – faculty recruitment)

In the first year of the BAS, no new full-time faculty will be needed to implement the program. The Early Childhood Studies Department maintains a strong group of well-qualified full-time and adjunct faculty who have the necessary educational qualifications to support delivery of instruction at both the Associate and Baccalaureate degree levels. Currently, none of the adjunct faculty are at full capacity. This will allow for a gradual growth with minimal additional strains on division budgets. The goal is to implement with no new faculty in AY23-24 and possibly add a full-time Early Childhood faculty member in AY24-25 as we expand to elementary and secondary education possibilities. The intent is for a new faculty member to be able to cover content across both the new early childhood

degree and a future elementary education degree. The new faculty will have an emphasis area on K-3 instruction. That will give the department a birth to Pre-K expert, a K-3rd grade expert, and a 3rd-8th grade expert.

Recruitment of faculty will be conducted nationally. We will reach out to specific colleges known to develop strong early childhood leaders such as Erikson Institute, Bank Street College, and Pacific Oaks College. We will use our membership with the National Association of Community College Teacher Preparation Programs to also conduct outreach and recruit faculty. We will prioritize for those candidates with doctoral degrees and accept those with master's degrees in the field. Prioritizing for faculty with doctorate degrees is current practice in the college, and does not drastically impact the department's planned budget structure.

Library and other Student Services*

Library services are available on all campuses and meet the various needs of students across the college. The Associate Dean of Educator Preparation has been in communication with the library director to discuss the potential need for expanded access to research databases that house specific education related journals and up to date research information. Currently, we are reviewing whether there are discounts for multiple memberships within a specific database or parent journal (e.g., Sage Publishing). The Associate Dean for Educator Preparation and the Library Director have also had conversations regarding using the "reserve" system with the libraries to maintain an available set of textbooks for each of the program of study courses. Impact on general library services are not anticipated with the enrollment expected, and the added services will not unduly impact library personnel or workload.

Testing Services

NPC currently serves as a Pearson Vue testing center. The college is an approved location for various testing services, including the administrative entities for required teacher certification testing. A campus advisor is designated as the testing coordinator and works to apply for location approval at each of the campuses. To better serve students across all campus locations, additional applications may need to be submitted so that testing can occur at any campus. This may require temporary support for the advisor coordinating these activities.

7. INSTRUCTIONAL MODALITY (SB1453 Requirement)

Course instruction will be provided to students through multiple instructional modalities:

- Connected Classroom, distance learning instruction – about 33% of the program (40 credits) will be provided in real-time, campus-based distance education.
- Synchronous Web-based instruction – about 18% of the program (22 credits) will be conducted using real-time instruction over a web-conferencing system such as Zoom or WebEx.
- Asynchronous Online Instruction – about 38% of the program (45 credits) will be conducted in asynchronous online courses.
- Practicum Supervision and Coaching – about 11% of the program (13 credits) consists of practicum supervision during which a skilled coach and mentor provides individualized goal setting, evaluation, and support.

To assist with scheduling challenges and encourage on-time completion, several courses will be offered in 8-week sessions. Doing so allows students to complete more courses

and work in cohorts as they move through the program of study.

8. ASSESSMENT PLANNING (SB1453 Requirement)

Assessment of program viability and student outcomes will be integrated into both the Program Review and Assessment of Student Knowledge processes. Some of the proposed outcomes include:

- Completion with an Institutional Recommendation for Teacher Certification
 - Measured by the number and percent of candidates per cohort that receive Institutional Recommendation (IR) upon completion.
- Teacher candidates demonstrating application of theory and research-based instructional strategies that are supportive of student's individual developmental needs.
 - Measured by the number and percent of candidates per cohort that rate at the meets or exceeds proficiency on field experience evaluations.
- Increased enrollment in Associate Degree pathways in Early Childhood Studies and Elementary Education
 - Measured by replacement ratios and unduplicated head counts with an AAEC or AAS in EC Studies degree intent.
- Employers reporting high rates of readiness of teacher candidates and preservice interns
 - Measured by student teaching site supervisor evaluations of teacher candidates and first year employer surveys.

The first two years of implementation will focus on completion. We will begin collecting completion rates after a minimum of five semesters (summer included). We will access certification data from the Arizona Department of Education, so that we can track whether student completers are taking the necessary steps to become certified.

Subsequently, we will work with school district personnel to survey candidates' success rates in classroom placements in the workforce. Since schools will be important partners in the intern process, garnering input on candidate development should come more readily than is typical.

9. SCHEDULE

Fall 2022

- a. Complete New Course Forms, Course Modifications and Program Forms
- b. Submit Program Review materials to ADE by 11/30/2022 (deadline April 1st, 2023)
- c. Revise/adjust based on ADE feedback/approval
- d. IC Approval
- e. Develop Marketing Plan

Spring 2023

- a. Submit HLC application
- b. Receive ADE approval
- c. Work on 2-year schedule for courses by cohorts

Summer 2023

- a. Begin informing stakeholders of program, pending approval
- b. Work on next 2-year schedule for cohorts
- c. Recruit highly qualified adjuncts as needed.
- d. Prepare for HLC visit

Fall 2023-

- a. **HLC Site Visit and Approval**
- b. Recruit students for Spring 2024 cohort

Spring 2024

- a. Implement new program

10. PRELIMINARY COST BENEFIT ANALYSIS

Preliminary Cost Benefit Analysis: The proposed budget projections are made with the following assumptions:

- Cohorts will complete programs in five semesters (two academic years, including one summer). Enrollment data includes only one cohort in Year 1, but two cohorts in Years 2 and beyond.
- Projections are based on “in-district” tuition for Navajo County residents for all lower division course credits and 150% of “in-state” tuition for all upper division course credits.
- In Year 1, no new faculty are anticipated. In Year 2, a part-time faculty may be needed, and in Year 3 a full-time faculty is expected.
- The budget includes a 10% indirect cost rate to cover expenses that are administratively shared such as payroll, human resources, and TAS support.
- The projection also includes an assumption that additional bachelor’s degrees will be approved, and in that event more staffing support in areas such as financial aid may be needed. A full-time position is included beginning in Year 3 and shared among three potential new programs.
- Cohorts of between 10 and 20 are anticipated, but enrollment estimates for Year 2 of each cohort is reduced to account for likely student attrition.

Northland Pioneer College
Bachelors Degree - Early Childhood
Estimated Revenues & Expenses - Allison & Maderia

Obj	Description	Year 1	Year 2	Year 3	Year 4	Year 5
4300/4362	Tuition Fall/Spring	\$ 33,575	\$ 75,212	\$ 102,617	\$ 121,394	\$ 130,386
4362	Media Fee	\$ 940	\$ 2,300	\$ 3,100	\$ 3,600	\$ 4,028
	Tuition & Fees	\$ 34,515	\$ 77,512	\$ 105,717	\$ 124,994	\$ 134,414
	Teach					
	Other					
	Grants	\$ -	\$ -	\$ -	\$ -	\$ -
4100	State Aid Reg Academic			\$ 14,608	\$ 30,057	\$ 39,530
	Revenues	\$ 34,515	\$ 77,512	\$ 120,325	\$ 155,051	\$ 173,944
	5002 Instructional Salaries		\$ 25,163	\$ 50,326	\$ 52,842	\$ 55,484
	5052 Health Insurance (Med)		\$ 4,722	\$ 9,636	\$ 9,924	\$ 10,224
	5054 Industrial Insurance (WC)		\$ 114	\$ 229	\$ 240	\$ 252
	5055 State Retirement (ASRS)		\$ 3,062	\$ 6,125	\$ 6,431	\$ 6,752
	5056 Social Security		\$ 1,925	\$ 3,850	\$ 4,042	\$ 4,245
	New Positions			\$ 55,000	\$ 57,200	\$ 59,488
	Salaries & Benefits	\$ -	\$ 34,987	\$ 125,165	\$ 130,680	\$ 136,445
	Data Base (estimate)	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
	Other Direct Expenses	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
	Indirect - 10%	\$ 250	\$ 3,749	\$ 12,767	\$ 13,318	\$ 13,895
	Indirect Expenses	\$ 250	\$ 3,749	\$ 12,767	\$ 13,318	\$ 13,895
	Total expenses	\$ 2,750	\$ 41,235	\$ 140,432	\$ 146,498	\$ 152,840
	Net	\$ 31,765	\$ 36,276	\$ (20,107)	\$ 8,553	\$ 21,104

Projected Enrollment by Cohort (*SB1453 Requirement – projected enrollment in first three years)

		Students	Credits/Sem	Tuition/Credit	Tuition Revenue	FTSE	Media fee	Total Media Fee
Tuition & Fees based on Cohorts								
Upper Division Classes								
	Tuition per credit - In State Rate FY23			\$ 85.00				
	Tuition for 4 Year Degree @ 150%			\$ 127.50	increases \$2 each year after			
	Media Fee per student per semester - FY23			\$ 47.00	increases \$3 every third year after			
2 half of Cohort 5 not included; would be included in year 6								
	State Aid per FTSE FY23			\$ 664.00				
Year 1	Cohort 1	10	13	\$ 127.50	\$ 16,575.00	9	\$ 47.00	\$ 940.00
Year 2	Cohort 1	8	22	\$ 130.50	\$ 22,968.00	12	\$ 50.00	\$ 800.00
Year 2	Cohort 2	15	13	\$ 130.50	\$ 25,447.50	13	\$ 50.00	\$ 1,500.00
Year 3	Cohort 2	13	22	\$ 133.50	\$ 38,181.00	19	\$ 50.00	\$ 1,300.00
Year 3	Cohort 3	18	13	\$ 133.50	\$ 31,239.00	16	\$ 50.00	\$ 1,800.00
Year 4	Cohort 3	16	22	\$ 136.50	\$ 48,048.00	23	\$ 50.00	\$ 1,600.00
Year 4	Cohort 4	20	13	\$ 136.50	\$ 35,490.00	17	\$ 50.00	\$ 2,000.00
Year 5	Cohort 4	18	22	\$ 139.50	\$ 55,242.00	26	\$ 53.00	\$ 1,908.00
Year 5	Cohort 5	20	13	\$ 139.50	\$ 36,270.00	17	\$ 53.00	\$ 2,120.00

Projected Enrollment Assumptions

- Enrollment projections are based on current numbers of enrolled students with an early childhood degree intent, increases in graduation rates, and student survey data indicating how many students would be interested in completing a degree.
- Projections also take into account growth over time with the anticipation that the Associate Degree programs will increase as feeder programs. Plans to partner with school districts will support growth by recruiting current paraprofessionals into the degree pathway.
- Projections are also based on current efforts to establish articulation agreements for transfer of Central Arizona College students into our degree programs with hope of expanding to also include Coconino Community College students.
- Target enrollment will be 20 students per cohort, with the goal of meeting that target by Year 4.

Course Fees (if applicable)

- Not included in the current projections are course fees. Currently, course fees within the Associate Degrees are \$20.00 per credit for practicum-based courses. At this time, course fees have not been established, but will likely be added to the revenue projections for practicum and student teaching (capstone) courses. As practicum supervision is intensive, course fees will likely reflect that need and run between \$40.00 (practicum) and \$100 (capstone).

Grants

- Not included in the current projections are the possibilities of grant funding supports and State educator preparation funding supports. Current statute provides funding for students interested in teacher certification programs. Although current statute language does not apply to community college bachelor's degrees, this is likely to change in the near future, thereby adding an indirect expense revenue opportunity.
- The division is currently attending to a variety of teacher development grants, and once an established program is in place, will apply for these funds to better support the projects.

PROGRAM EXPENSES

Class Size

- Classes run with between 15-20 students for practicum courses and 20-30 students for 3 credit courses in the degree

Load Hours

- Full-time faculty require 30 load per academic year.
- Current adjunct faculty carry between 2 and 5 load per semester, thereby, providing the department expansion capacity for at least one academic

year.

Staffing Expenses

- One full time faculty and one full time practicum supervisor are needed to initiate the program. Current staffing covers this need in the first year of implementation
- Adjunct faculty will be used to cover additional load until the growth of the program shows the need for another faculty member.
- By year 3 of implementation, at least one additional full-time faculty member should be needed. This personnel may take on both instruction and student teaching supervision. Or, we may need to consider an additional student teacher supervisor to ensure capstone experiences are implemented effectively.

11. FINDINGS AND RECOMMENDATIONS

Based on this study, the Educator Preparation Program Division recommends moving forward with implementing the BAS in Early Childhood Education. There are community and employer interest in the program and partners ready to work with program candidates. Students have indicated an interest in completing their degrees locally and staying at NPC. The community benefit of providing highly qualified, appropriately certificated teachers will be long-lasting. This degree will benefit both the adult students as well as all our future students being taught by graduates of our educator preparation program. Using a cohort model of scheduling will allow candidates to move through the program at a more efficient pace and support the schools in which they work or complete their field experience.

References

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<https://www.azcommerce.com/oeo/labor-market/employment-projections/>

Nguyen, Tuan D., Chanh B. Lam, and Paul Bruno. (2022). Is there a national teacher shortage? A systematic examination of reports of teacher shortages in the United States. (EdWorkingPaper: 22-631). Retrieved from Annenberg Institute at Brown University:
<https://doi.org/10.26300/76eq-hj32>

Shin, M., & Lee, Y. J. (2009). Changing the landscape of teacher education via online teaching and learning. *Techniques: Connecting Education and Careers (J1)*, 84(1), 32-33.



951 West Snowflake Blvd.

Snowflake, AZ 85937

Phone: 928-536-6100 • Fax: 928-536-7287

August 9, 2022

Arizona Department of Education
1535 W Jefferson St
Phoenix, AZ 85007

To Whom It May Concern:

My name is Matt Weber, Superintendent of the NAVIT School District, which is a Career and Technical Education District (CTED) in Northeastern Arizona. For the past 33 years I have had the opportunity to witness the quality and integrity of Northland Pioneer College's (NPC's) academic and Career and Technical Education (CTE) Programs both as an associate faculty member for 14 years and 22 years of contracting with NPC for educational services for CTE Programs. The purpose of this letter is to communicate our support of NPC's pursuit to create a BAS in Early Childhood Education.

NAVIT assists with funding CTE Programs in ten area school districts, which are part of NPC's service area. Currently, we have Holbrook High School, Show Low High School, and Alcheyay High School who offer Early Childhood CTE Programs. If NPC were successful in creating the BAS, students from these area high schools could leave high school with not only dual enrollment early childhood college credit, but they would transition perfectly into a bachelor's degree plan in Early Childhood and would not have to relocate to do so.

It is becoming harder and harder to recruit teachers to rural school districts here in northeastern Arizona and I, along with area superintendents, feel strongly that we need to grow our own teachers; however, if NPC were to create a BAS in Early Childhood, this career pathway would absolutely facilitate this goal.

With this information in mind, please know that NAVIT is truly excited at the potential success of this NPC creating BAS in Early Childhood. Should you have any questions, feel free to contact me at (928) 587-7689 or mweber@navit.k12.az.us.

Sincerely,

A handwritten signature in blue ink, appearing to read "Matt Weber", with a stylized flourish extending to the right.

Matthew G. Weber
NAVIT CTED Superintendent

Request to Extend Contract with The Registry for Interim Associate Vice President of Human Resources

Recommendation:

Staff recommends extending the contract with The Registry, not to exceed an additional \$67,200, from February 11, 2023 through May 12, 2023 to continue working with Ann “Shenethia” Manuel as the Interim-Associate Vice President of Human Resources.

Procurement Process and Budget Information:

In executing the initial contract, purchasing and procurement guidelines were followed. The additional Cost will be taken from contingency.

Summary:

Northland Pioneer College (NPC) has recently entered into an agreement with Academic Search to help us secure a new permanent Associate Vice President of Human Resources (HR). Academic Search does not anticipate a candidate being at the college until April or May 2023. Continuing to work with Manuel will allow the college to make progress on key initiatives including:

- The completion of the Compensation Study and development of a new compensation plan.
- Finalizing updates to the Corrective Action and related polices.
- Work on the Belonging Sub Committee and the Diversity, Equity, and Inclusion Plan
- Onboarding key HR and Payroll Staff
- Finalizing the Supervisor Training Program

Manuel has proven to be an effective leader and the college has seen many positive changes in HR since we first contracted with her. Allowing some overlap with Manuel and the AVPHR is a key to maintaining momentum on these key projects.





AMENDMENT TO THE AGREEMENT

REGISTRY FOR COLLEGE AND UNIVERSITY PRESIDENTS

AND

NORTHLAND PIONEER COLLEGE

THIS AMENDMENT is made and entered into this 1ST day of December 2022 by and between Northland Pioneer College (hereinafter “College”) and Collegiate Enterprise Solutions, LLC, doing business as the *Registry for College and University Presidents* (hereinafter “Registry”).

WHEREAS, the College and the Registry entered into an Agreement on June 16, 2022; and

WHEREAS, it is the desire of the President of Northland Pioneer College to extend the interim service of Ann Shenethia Manuel, LLC as Interim Associate Vice President/Chief Human Resources Officer of Northland Pioneer College.

NOW, THEREFORE, in consideration of the mutual promises of their parties hereto, the College and the Registry hereby amend the June 16, 2022 Agreement as follows:

1. Term: The effective date of the Amendment, to be worked both remote and on campus per a mutually agreed upon schedule between the President and Consultant, is February 11, 2023 through May 12, 2023. The Amendment may be terminated at any time by either party giving thirty (30) days’ notice in writing to the other party. The amendment also can be extended by mutual agreement.

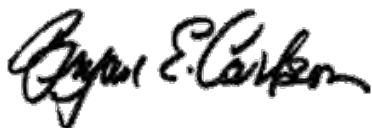
2. No other terms or conditions are changed. All other terms and conditions of the June 16, 2022 Agreement shall remain in force throughout the duration of this Amendment.

Original contract included for reference.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment on the day and year first written above.

Chato Hazelbaker
President
Northland Pioneer College

Date



1 December 2022

Bryan E. Carlson
President and COO
Collegiate Enterprise Solutions, LLC

Date



AGREEMENT

REGISTRY FOR COLLEGE AND UNIVERSITY PRESIDENTS

AND

NORTHLAND PIONEER COLLEGE

THIS AGREEMENT (the “Agreement”) is made and entered into this 16TH day of June 2022 by and between Northland Pioneer College (hereinafter “College”) and Collegiate Enterprise Solutions, LLC, doing business as the *Registry for College and University Presidents* (hereinafter “Registry”).

WHEREAS, it is the desire of the College to retain a professionally educated person to perform the duties of Interim Associate Vice President/Chief Human Resources Officer on an interim basis as more specifically described in an **EXPECTATIONS DOCUMENT**, annexed hereto (the “Services”) and,

WHEREAS, *Registry* will perform the Services through Ann Shenethia Manuel, LLC, an independent contractor (the “Consultant”), who will assign a designated employee to perform the Services on behalf of the Consultant (the “Assigned Member”). No one other than Ann Shenethia Manuel herself shall be engaged to perform the duties of Interim Associate Vice President/Chief Human Resources Officer of Northland Pioneer College.

NOW, THEREFORE, in consideration of the mutual promises of the parties hereto, the College hereby retains *Registry* upon the terms and conditions contained herein, and *Registry* hereby accepts said retention and agrees to perform the Services hereinafter mentioned, upon said terms and conditions.

1. Services by Registry: As indicated above, *Registry* will perform the Services through the Assigned Member provided by Ann Shenethia Manuel, LLC, or a mutually agreed upon alternate person. Specific duties and standards of performance shall be prescribed in an **EXPECTATIONS DOCUMENT**, which shall be appended, and integral, to this Agreement, and as otherwise agreed between the College and the *Registry*. The parties agree that the Consultant sets the Assigned Member’s schedule, but that the Assigned Member will generally work the same or a similar schedule set by the College. The *Registry* shall be responsible for assessing performance under

service at College under this or any subsequent agreement or (ii) the effective date of Consultant's resignation from the *Registry* (as acknowledged by the *Registry*), consider the Consultant or its Assigned Member for any position or professional relationship (whether as an employee, a consultant or otherwise) other than under *Registry* auspices.

The College acknowledges that the promises and restrictive covenant that the College is providing in this Agreement are reasonable and necessary for the protection of *Registry's* and its clients' legitimate interests and that *Registry* would not have entered into this Agreement in the absence of such promises and covenants. If, at any time, the provisions of this Section 2 shall be determined to be invalid or unenforceable, by reason of being vague or unreasonable as to area, duration or scope of activity, this Section 2 shall be considered divisible and shall become and be immediately amended to only such area, duration and scope of activity as shall be determined to be reasonable and enforceable by the court or other body having jurisdiction over the matter; and the College agrees that this Section 2(c) as so amended shall be valid and binding as though any invalid or unenforceable provision had not been included herein. In the event of a breach or material and substantial preparation of a breach of this Section 2 by the College, College agrees that *Registry* shall be entitled to apply for injunctive relief in a court of appropriate jurisdiction to remedy any such breach or material and substantial preparation of a breach, the College acknowledging that damages may be inadequate and insufficient. In addition, upon a breach or material and substantial preparation of a breach of this Section 2 by the College, *Registry* may cease providing Services required by this Agreement.

3. Term: The effective dates of this Agreement, to be worked both remote and on campus per a mutually agreed upon schedule between the President and Consultant, shall be July 18, 2022 through February 10, 2023 or, until terminated by either party giving thirty (30) days' notice in writing to the other party (with Assigned Member being copied). Upon such termination, the College shall pay *Registry* all amounts due for Services performed and expenses incurred to the effective date of termination. The Agreement may also be extended by mutual agreement.

4. Status and Relationship of the Parties: The Assigned Member shall be considered an employee only of the Consultant.

(a) It is expressly agreed and understood that for all purposes, the Consultant shall, at all times, act strictly and exclusively as an independent contractor and shall not be considered, under the provisions of this Agreement or otherwise, an employee, agent, servant, partner or joint venturer of *Registry* or the College and the *Registry* shall at all times act strictly and exclusively as an independent contractor and shall not be considered, under the provisions of this Agreement or otherwise, an employee, agent, servant, partner or joint venturer of the College. The Assigned Member shall be considered an employee of the Consultant. It is further agreed that the Consultant shall have full and direct responsibility for compliance with respect to the Assigned Member and the Services with all federal, state and local requirements pertaining to taxes and other obligations of employers, including without limitation Social Security taxes, unemployment insurance, workers' compensation, and comparable matters. Consultant has acknowledged to *Registry* that all such obligations are the

doubt, the indemnification set forth in this paragraph shall include indemnification of any claim against the *Registry* by Consultant or the Assigned Member arising from College's failure to fulfill its payment obligations hereunder or any obligations of College to *Registry*, the Consultant or the Assigned Member.

The *Registry* shall indemnify College and its respective affiliates, officers, governing board members and employees, and hold them harmless against any and all liability, loss, damages, costs or expenses, including reasonable attorney's fees, which they may incur, suffer or be required to pay in connection with any action, suit or proceeding based upon any claims brought by any person, entity or organization (other than the College or any person indemnified under this paragraph) arising out of any negligent or other wrongful act or omission by the *Registry* or any affiliate, officer, governing board member, employee or consultant in the performance of the Services under this Agreement, as finally determined by a court or arbitral tribunal.

The party receiving indemnification under this Section 5 shall provide the indemnifying party prompt notice of any claim for which indemnification may be sought hereunder. The party providing indemnification shall be entitled to provide the defense of any such indemnified claim and shall not be responsible for the expenses and costs of such defense incurred more than five business days after the indemnifying party has notified the indemnified party that it intends to undertake the defense (provided it promptly does so). The indemnified party shall assist the indemnifying party in the defense of any such claim, at the expense of the indemnifying party for reasonable out of pocket expenses.

6. Confidentiality: Neither party will at any time, whether during or after the termination of this Agreement, reveal to any person or entity any of the trade secrets or confidential, proprietary or non-public information concerning the organization, business, finances or assets of the other party or of any third party which a party is under an obligation to keep confidential (including Consultant or the Assigned Member) including but not limited to inventions, products, designs, methods, know-how, techniques, systems, processes, software programs and/or code, works of authorship, projects, plans, proposals, modifications, discoveries, developments, improvements, formulas, data, know-how, trade secrets or intellectual property rights whatsoever or any interest therein (whether or not patentable or registrable under copyright, trademark or similar statutes, and the notes, memoranda, reports, lists, records, drawings, sketches, specifications, data, documentation or other materials of any nature containing such trade secrets or confidential information (the "Confidential Information"), except as may be required in the ordinary course of performing this Agreement. Each party shall keep secret all matters entrusted to it and shall not use, attempt to use or permit to be used any Confidential Information in any manner other than in the performance of this Agreement.

Further, each party agrees and acknowledges that all Confidential Information of the other party, in any manifestation, shall be and remain the sole and exclusive property of the other party and that immediately upon the termination of this Agreement, or at such other time as a party may request, the other party shall deliver all of the foregoing, and all copies thereof, to the requesting party at its main office. Each party further agrees to return all other material owned by the other party to it upon the earlier of request therefor or termination of this Agreement.

E.) The waiver by one party of a breach of any provision of this agreement by the other party shall not operate or be construed as a waiver of any subsequent breach. No waiver shall be valid unless in writing and signed by an authorized representative of the party agreeing to the waiver.

F.) All issues and questions concerning the construction, validity, enforcement and interpretation of this Agreement shall be governed by, and construed in accordance with, the laws of the Commonwealth of Massachusetts.

G.) This Agreement may be executed in multiple counterparts, any of which may be a facsimile or "pdf", each of which shall be deemed to be an original but all of which shall constitute one and the same instrument.

H.) The parties agree that any termination of this Agreement shall not release nor discharge the parties from their respective obligations specified in Sections 2(c) and 3 through 8 of this Agreement, which shall survive termination or expiration of this Agreement in accordance with their terms.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the day and year first written above.

Northland Pioneer College

By: Chato Hazelbaker
Chato Hazelbaker (Jun 30, 2022 08:22 PDT)
Chato Hazelbaker
President

Jun 30, 2022
Date

Collegiate Enterprise Solutions, LLC

Bryan E. Carlson
By: _____
Bryan E. Carlson
President and COO

16 June 2022
Date

Request to Accept the Financial Audit and Single Audit for Fiscal Year Ended June 30, 2022

Recommendation:

Staff recommends accepting the Annual Comprehensive Financial Report for the fiscal year ended June 30, 2022. This report focuses on the financial audit and financial condition of the college. The audit opinion for this report is “unmodified,” which is positive and no findings related to the financials were identified.

Summary:

NPC issues two separate audit reports - the Annual Comprehensive Financial Report (ACFR) and the Single Audit. Both audits are conducted by the Arizona Auditor General (AG). The ACFR will be reviewed with the District Governing Board this month and the Single Audit report will be available at a later time. The ACFR was distributed electronically to the District Governing Board on December 28, 2022 by the AG and is available on their website at <https://www.azauditor.gov>.

The audited financial statements for the Northeast Arizona Training Center and the NPC Friends and Family are incorporated into the ACFR; both entities received a “clean” audit and were reviewed with the District Governing Board in October 2022.

The ACFR will be submitted to the Government Finance Officers Association (GFOA) to be evaluated for the Certificate of Achievement for Excellence in Financial Reporting for the ninth consecutive year. It will also be submitted to the US Department of Education by March 31, 2023 and submitted to other external partners and the NPC Audit Committee.

Preparing for the audit and the issuance of the financial statements is a large annual undertaking, but what really makes the audit successful year after year is the daily commitment of all college departments and divisions to the internal controls and processes carefully put in place to ensure accuracy, efficiency and accountability. Numerous individuals from various departments and divisions worked on the audit and the related reports and all deserve a heartfelt thanks: Business Office, Technology Advancement and Support, Financial Aid, Human Resources/Payroll, Records & Registration, Marketing, the Instructional Division and the President.



Northland Pioneer College

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

College staff also acknowledges the contribution of the Office of the Arizona Auditor General. They play an important role in the audit and continue to provide excellent professional work. We appreciate the working relationship we have with all members of the Auditor General's staff.



Northland Pioneer College

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



ANNUAL COMPREHENSIVE FINANCIAL REPORT

YEAR ENDED JUNE 30, 2021



NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT, HOLBROOK, AZ



Northland Pioneer College

EXPANDING MINDS • TRANSFORMING LIVESSM

Navajo County Community College District

Holbrook, AZ

Annual Comprehensive Financial Report
Year Ended June 30, 2021

Navajo County Community College District
 (Northland Pioneer College)
 Annual Comprehensive Financial Report
 June 30, 2021

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Navajo County Community College District
 (Northland Pioneer College)
 Annual Comprehensive Financial Report
 June 30, 2021

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Introductory Section



Northland Pioneer College
EXPANDING MINDS • TRANSFORMING LIVESSM



Northland Pioneer College
Office of the President

EXPANDING MINDS • TRANSFORMING LIVES

November 19, 2021

Greetings,

During my first few months as the new President of Northland Pioneer College, it has been great to get to know faculty, staff, and students. It has also been a joy to get to know the communities we serve throughout northeastern Arizona. I have discovered that NPC and northeastern Arizona are unique, with many qualities that make them remarkable. One of the things that NPC and the state of Arizona values in public institutions is transparency, and I'm happy to share this report with you as one way we provide information on the state of the college and our financial position.

As I have started to get to know the college, I have seen the direct impact that NPC has and appreciate the essential role the college will play in the future. Graduates of NPC fill important jobs in the community in health care, government, business, and more. Our partnerships with high schools are getting students ready for jobs right after college or to be successful when they transfer to a four-year college or university. And, our current students often hold jobs in the district or contribute in other ways to the high quality of life found in northeastern Arizona.

We know that this is a time of transition in our economy, and through our strategic planning process, NPC is recommitting itself to be a partner with the community for what comes next. As we continue to work through the COVID-19 pandemic, we have not forgotten that many economic challenges face our communities, from an overall lack of broadband internet access to the continued closure of public utilities that provided many jobs. We face challenges ahead, but it is also a time of tremendous opportunity. The college is looking at what new programs we can add, how we can provide more service to a broader array of students, and partner with organizations who want to move Arizona forward.

As you will read in this report, NPC has been a good steward of our resources and is well-positioned for the future. Because of the college's conservative fiscal approach, we have been able to save enough money to start new building projects in Show Low and Winslow that will be paid for entirely with our reserves, not by borrowing any funds or raising taxes. This is just one example of how our financial stewardship is benefiting students and the communities we serve.

NPC began to issue an Annual Comprehensive Financial Report (ACFR) eight years ago to supplement the basic financial statements prepared by staff and audited by the Arizona Office of the Auditor General. Every ACFR since then has been recognized by the Government Finance Officers Association of the United States and Canada (GFOA) with Certificates of Achievement for Excellence in Financial Reporting, the highest form of recognition in the area of governmental accounting and financial reporting. This ACFR continues those high standards, demonstrating NPC's proper management of those public funds through transparent financial reporting.

It was an honor to be named President at NPC, and it has been pure joy to get started. I look forward to continuing to build bridges throughout northeastern Arizona and finding solutions to the challenges that we will encounter as we rethink some of our approaches in this era of rapid change.

Sincerely,

Dr. Chato Hazelbaker, Ed.D.
President, Northland Pioneer College

P.O. Box 610, Holbrook, AZ 86025-0610
P: 928.524.7418 | F: 928.524.7419 | chato.hazelbaker@npc.edu

November 19, 2021

To the Citizens and District Governing Board of the Navajo County Community College District:

We are pleased to provide you with the Annual Comprehensive Financial Report of the Navajo County Community College District (also referred to as Northland Pioneer College, NPC, or the District), for the fiscal year ended June 30, 2021.

Arizona Revised Statutes requires community college districts to prepare annual financial statements and for those financial statements to be audited. The Arizona Auditor General audited the District's financial statements for the fiscal year ended June 30, 2021 and issued an unmodified opinion, indicating they believe the financial statements were fairly presented. See Independent Auditors' Report on page 15.

Responsibility for both the accuracy of the presented data and the completeness and fairness of the presentation including all disclosures rests with the District's management. To the best of our knowledge and belief, the enclosed data is accurate in all material respects and is reported in a manner designed to present fairly the financial position and results of operations of the District. All disclosures necessary to enable the reader to gain an understanding of the District's financial activities have been included.

Management is responsible for establishing and maintaining internal controls designed to ensure that assets are protected from loss, theft, or misuse, and to ensure that adequate accounting data is compiled to allow for the preparation of financial statements in conformity with generally accepted accounting principles. The District's framework of internal controls has been designed to provide reasonable rather than absolute assurance that the financial statements will be free from material misstatement so that the cost of the internal controls does not outweigh the benefits.

The Management's Discussion and Analysis (MD&A) immediately follows the Independent Auditors' Report and provides a narrative overview and analysis of the basic financial statements. This letter of transmittal is designed to complement the MD&A and should be read in conjunction with it.

REPORTING ENTITY

The District is an independent reporting entity within the criteria established by Generally Accepted Accounting Principles (GAAP) and the Governmental Accounting Standards Board (GASB). In accordance with GASB Statement No. 14, 39 and 61, the financial reporting entity consists of a primary government and two component units, NPC Friends & Family and Northeast Arizona Training Center (NATC). The District is a primary government because it is a special-purpose government that has a separately elected governing body, is legally separate, and is fiscally independent of other state and local governments. The financial activity of NPC Friends & Family and NATC are discretely presented as component units of the District. The District is not included in any other governmental financial reporting entity.

INSTITUTIONAL PROFILE

The District is a comprehensive community college providing services in northeast Arizona. It offers postsecondary degrees in over 63 occupational programs and specialty areas of study and offers lower division general education courses that are transferrable to a university for a degree. It has one of the lowest tuition rates in the state.

EXPANDING MINDS • TRANSFORMING LIVESSM

As a political subdivision of the State of Arizona, the District is subject to the oversight of its Governing Board which is comprised of five elected members representing each of the five districts of Navajo County. These members are elected for six-year terms on a staggered basis. The District's Governing Board is granted full authority by Arizona Revised Statutes to manage the business and educational needs of the District. The administrative staff of the District, led by the President, is responsible for the operation and administration of all District functions.

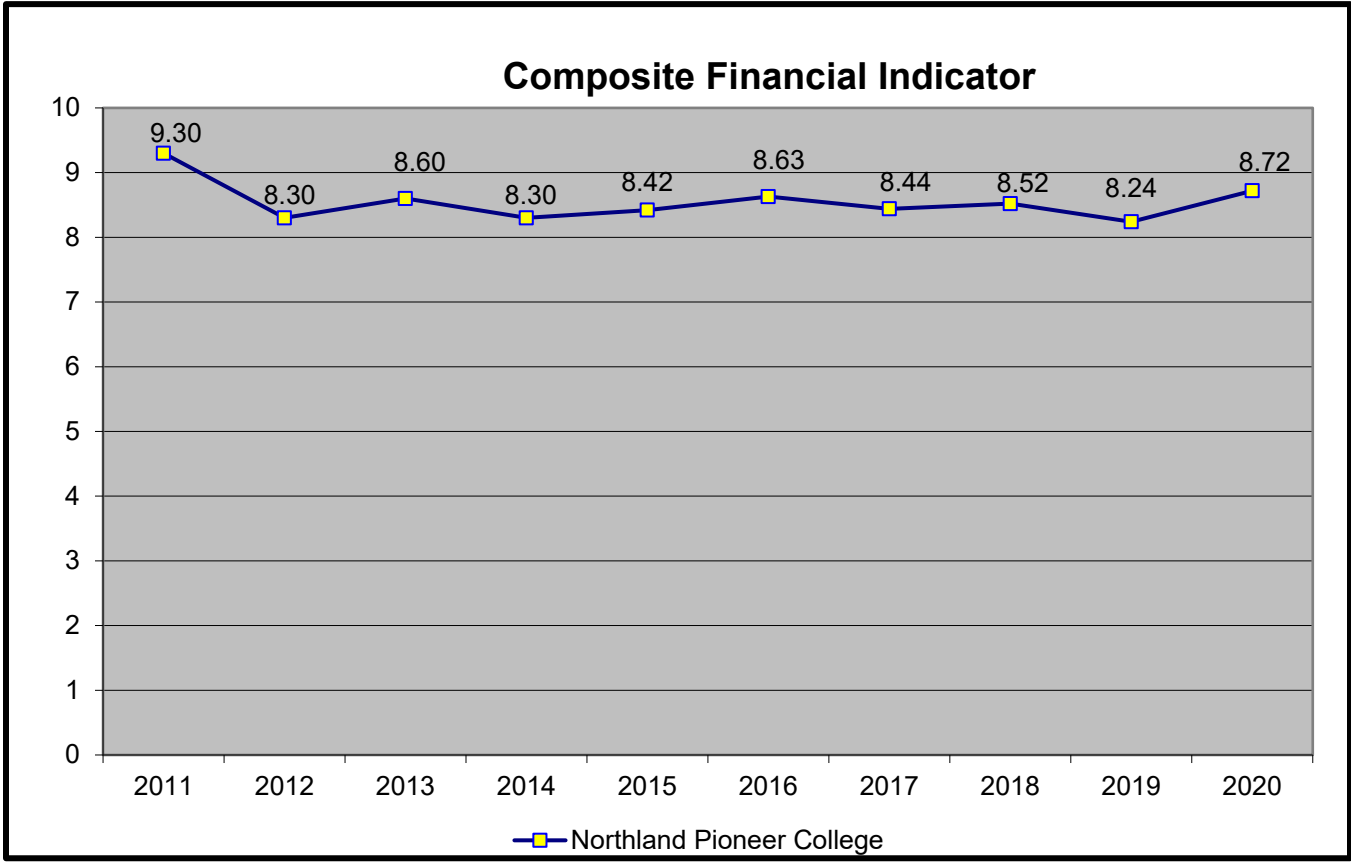
History and Service Area – Established in 1972, the District first enrolled students starting with the fall semester of 1974. The District serves Navajo and Apache counties, an area of 21,158 square miles with a 2020 U.S. Census Bureau population of 172,738. The Navajo, Hopi, and White Mountain Apache Indian Reservations occupy more than 66 percent of the total land in the District's service area and account for 60 percent of the area's population.

Campuses are located within four of the largest Navajo County communities of Holbrook, Show Low, Snowflake/Taylor and Winslow. Five center locations are located in Keams Canyon (Hopi), Kayenta, St. Johns, Springerville/Eager and Whiteriver. Central District Offices are located on the Holbrook Campus.

Staff and Student Demographics – Enrollment for the District decreased slightly with fall of 2020 by 12 percent over fall 2019. Of the 2703 headcount 58 percent or 1,579 was comprised of students 19 years of age and younger. Full-time students made up only 17 percent of the unduplicated headcount while the remaining 83 percent were part-time attendees. The student per faculty ratio decreased by less than 16 percent in 2020 from 2019 and student per staff ratio also decreased by less than 25 percent with the average class size rising to 14. The student population was 58 percent minority with 59 percent female majority.

Accreditation – In order to award college degrees and certificates, institutions of higher education must be evaluated by a nationally recognized accrediting agency. The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools is charged with evaluating the District. The District is proud to report having met all but one HLC criteria with no concern during the most recent (2019) comprehensive evaluation. The Institutional Action Council's final letter was issued in March of 2020. This model ensures the District's students of an up-to-date, nationally recognized and accredited educational experience. The Open Pathway Re-affirmation process was completed in November 2019 and consisted of a holistic review, federal compliance, and a multi-day on site visit. The HLC required an Interim report be filed in two years addressing integrated strategic planning, the one area the District received a "met with concern" designation. The District has prioritized these recommendations and is actively preparing for the interim report.

Accreditation Financial Ratios – On an annual basis the HLC requires member institutions to provide financial information. The information is used to calculate a Composite Financial Index (CFI) made up of four financial ratios, each one weighted differently. The CFI evaluates an institution's financial health; a CFI of 1.1 or higher indicates adequate financial health and requires no HLC review. The District's composite ratio for the years 2011 to 2020 was greater than 8.0. In 2015, the HLC requested the CFI be calculated with and without the new accounting and financial reporting guidelines for pensions adopted in 2015. The HLC recognized it would have a significant impact on the financials and related indicators. The District's 2020 CFI including pensions was 8.90 and excluding pensions was 8.72. The chart below indicates the CFI excluding pensions for 2020.



REGIONAL ECONOMIC OUTLOOK

Navajo and Apache Counties continue to struggle in spite of other signs of state and national recovery. According to the Bureau of Labor Statistics, Arizona’s unemployment rate for August 2021 was 6.2 percent which is higher than it was a year ago for the same period when it was 5.9 percent and higher than the nation’s unemployment rate of 5.2 percent for August 2021. In Navajo County, the unemployment rate is down 1.5 percent from August 2020 at 7.3 percent for August 2021 and Apache County is still in the double digits at 10.1 percent, which is a decrease of .2 percent from prior year.

The District saw student enrollment using full time student equivalents decrease. When comparing fall 2020 to fall 2019, the District had an enrollment decrease of 12 percent and comparing spring 2021 to spring 2020 there was an enrollment decrease of 9.6 percent. According to the National Student Clearinghouse Research Center enrollment decreased 10.1 percent for fall 2020 and spring 2021 9.5 percent for 2-year public institutions.

FINANCIAL POLICIES

The District adopted the *Cash Reserve Policy* and the *Future Capital Reserve Policy* in prior years and they had a significant impact on current financials. The *Cash Reserve Policy* recognizes the importance of maintaining adequate reserves in order to ensure financial and operational stability and requires the College to maintain unallocated cash levels equal to at least one (1) year of budgeted expenses. The *Future Capital Reserve Policy* recognizes the importance of maintaining adequate reserves to ensure future capital financial resources and to reduce the cost of capital acquisitions. These policies result in more than \$50 million set aside for financial stability of the District annually.

CURRENT MAJOR INITIATIVES

The biggest challenge continues to be adapting to the COVID-19 pandemic. The District is addressing this emergent situation in the following manners:

- Remote worker environment and procedures – A telework procedure and request process was put into effect to provide structure to employees with flexible work schedules and/or locations.
- Employee contracts reflected remote status if they were hired to work entirely remotely for their job.
- Tax levies have not been increased to their maximum as has been the practice in previous years to provide some financial relief to property tax payers.

New construction of a Skills Center at the White Mountain Campus is underway. This facility will house state of the art Construction, Welding, Auto and Energy programs as well as the Facilities Department.

UPCOMING MAJOR INITIATIVES

The District has adopted a “Guided Pathways” approach, falling more into line with the “Student Success Initiative” which is a more relational and “hands-on” approach to recruiting, onboarding and maintaining contact with students and potential students as they navigate through post-secondary investigation and engagement. A cross-departmental group of individuals representing all areas of the District collaborate on best practices and moving the initiative forward with recommendations.

The District has entered into a partnership with Yavapai College to expand its Open Educational Resources (OER) to enhance the use of low or no cost resource material to students. This effort is led by Library Director Shannon Motter under the recently restructured Innovation Division. As more faculty turn to OER to reduce student access barriers and improve the learning environment, the District will support OER and subscriptions that enhance and improve these ever-expanding resources.

A Funds for the Improvement of Postsecondary Education (FIPSE) grant has been awarded to the District to provide Early College Opportunities to Advance Degree Attainment (ECOADA.) This project will entail the hiring of a project director and facilitator to oversee initiatives in the student services area that impact the District’s efficacy in reaching prospective students and engaging current students through changes in onboarding, advising, counseling and other support.

NPC hired a new President effective July 1, 2021. Other critical roles vacant needing to be filled in the upcoming fiscal year including: Chief Human Resource Officer, Vice President for Learning and Student Services, and Chief Information Officer.

FINANCIAL INFORMATION

Effective management of the District’s funds through internal controls, budgetary controls, cash management, financial policies and fiscal reporting comprises the District’s responsibilities for stewardship, safeguarding of assets, and accountability of resource providers. Additional information relating to the District’s financial management can be found in the statistical section towards the end of this report.

Internal Control – The District is responsible for establishing and maintaining a system of internal controls. Internal controls are designed to ensure reasonable, but not absolute assurance that the assets of the District are protected from loss, theft or misuse and that the accounting records used to prepare the financial statements are reliable and conform to generally accepted accounting principles (GAAP.) The concept of reasonable assurance recognizes that the cost of a control should not exceed the benefits likely to be derived from that control element, and that the

evaluation of costs and benefits requires estimates and judgments from management. All internal control evaluations occur within the above framework. The District believes the internal control structure adequately safeguards assets and provides reasonable assurance of proper recording of financial transactions.

Budgetary Controls – The District engages in an annual financial planning cycle that begins with the Strategic Plan. The Strategic Plan is updated annually and involves all levels of the organization – it identifies the strategic direction of the District and establishes operating goals in support of its mission and vision. The District maintains budgetary controls in the form of detailed balanced budgets and budget transfer restrictions by fund, department and account. On a monthly basis the District presents various financial reports to the District Governing Board including a report of revenues, expenditures and budgets by fund, a report on property tax receipts, cash flow position, and a narrative discussing budget deviations by fund. The objective of these budgetary controls is to ensure compliance with the annual budget and to fulfill the requirements of the District Governing Board’s monitoring reports.

The District complies with Arizona Revised Statutes requiring that a report of the District’s adopted budget be published annually based on the prescribed format established by the Arizona Auditor General. The District also complies with Arizona Revised Statutes regarding Truth in Taxation Notice and Hearing when the District’s primary property tax levy is greater than the amount levied in the preceding year.

The District also demonstrates compliance by issuance of an annual budgeted expenditure limitation report that is examined by the Arizona Auditor General. The expenditure limitation calculation determines the maximum allowable expenditure supported by local revenues.

Cash Management – The District is governed by the Arizona Revised Statutes relating to overall investment of public funds. The fiduciary responsibility for such investments is entrusted to the District Governing Board and facilitated through the Vice President of Administrative Services. The District invests unrestricted funds in a prudent, conservative, and secure manner for the highest available yield, given cash flow constraints, as prescribed by Arizona Revised Statutes. The principal investment vehicles used during the fiscal year were the Navajo County Treasurer’s investment pool and the Local Government Investment Pool (LGIP) managed by the Arizona State Treasurer. Both have provided the District with safe liquid investments.

Financial Reporting – The District has an automated financial accounting system that captures all financial transactions to prepare the audited financial statements, data for the ACFR, and to develop internal management reports for decision-making needs and to aid in the allocation of resources.

The ACFR for the District was formulated with data from several sources including District records and the Navajo County Finance, Treasurer’s and Assessor’s Offices. These statements present information on the financial condition of the District and whether resources were adequate to cover the costs of providing services during the reporting period. The District’s ACFR is distributed to the District Governing Board and administrators, the State legislature, Federal and State agencies, and financial institutions as well as others throughout the general public.

INDEPENDENT AUDIT

The District is audited by the Arizona Auditor General. The audit determines if the financial statements are free of material misstatements and ensures compliance with the Arizona Revised Statutes that require an annual audit of the District’s financial statements. The Independent Auditors’ Report is included

in the financial section of this ACFR. The District received an unmodified opinion for the fiscal year ended June 30, 2021.

The District's component units, NPC Friends & Family and NATC, are audited by a local CPA. Both component units received unmodified opinions for the fiscal year ended June 30, 2021.

GFOA CERTIFICATE OF ACHIEVEMENT

The Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to the Navajo County Community College District for its annual comprehensive financial report for the fiscal year ended June 30, 2020. In order to be awarded a Certificate of Achievement, a government must publish an easily readable and efficiently organized annual comprehensive financial report. This report must satisfy both generally accepted accounting principles and applicable legal regulations.

A Certificate of Achievement is valid for a period of one year only. We believe that our current annual comprehensive financial report continues to meet the Certificate of Achievement Program's requirements and we are submitting it to the GFOA to determine its eligibility for another certificate.

ACKNOWLEDGEMENTS

We express our appreciation to all those who assisted and contributed to the preparation of this report. Our deepest gratitude goes to the dedicated staff in the Business Office. We also express our appreciation to the Arizona Auditor General and the Navajo County Finance, Treasurer's and Assessor's Offices for their assistance with this report. Lastly, we thank the members of the District Governing Board and the President for their guidance and support in maintaining the financial stability of the District.

Respectfully submitted,

Maderia J. Ellison
Vice President for Administrative Services/CFO

Amber L. Hill, MBA, CGFM
Director for Financial Services, Controller



Government Finance Officers Association

Certificate of
Achievement
for Excellence
in Financial
Reporting

Presented to

**Navajo County Community College District
Arizona**

For its Annual Comprehensive
Financial Report
For the Fiscal Year Ended

June 30, 2020

Christopher P. Morill

Executive Director/CEO

PRINCIPAL OFFICERS

As of June 30, 2021

DISTRICT GOVERNING BOARD

Mr. Kristine Laughter, District 1

Mr. Elias Jouen, District 2

Mr. Frank Lucero, District 3

Mr. Everett Robinson, District 4

Mr. Derrick Leslie, District 5

EXECUTIVE TEAM

Chato Hazelbaker, President

(Jeanne Swarthout, Former President)

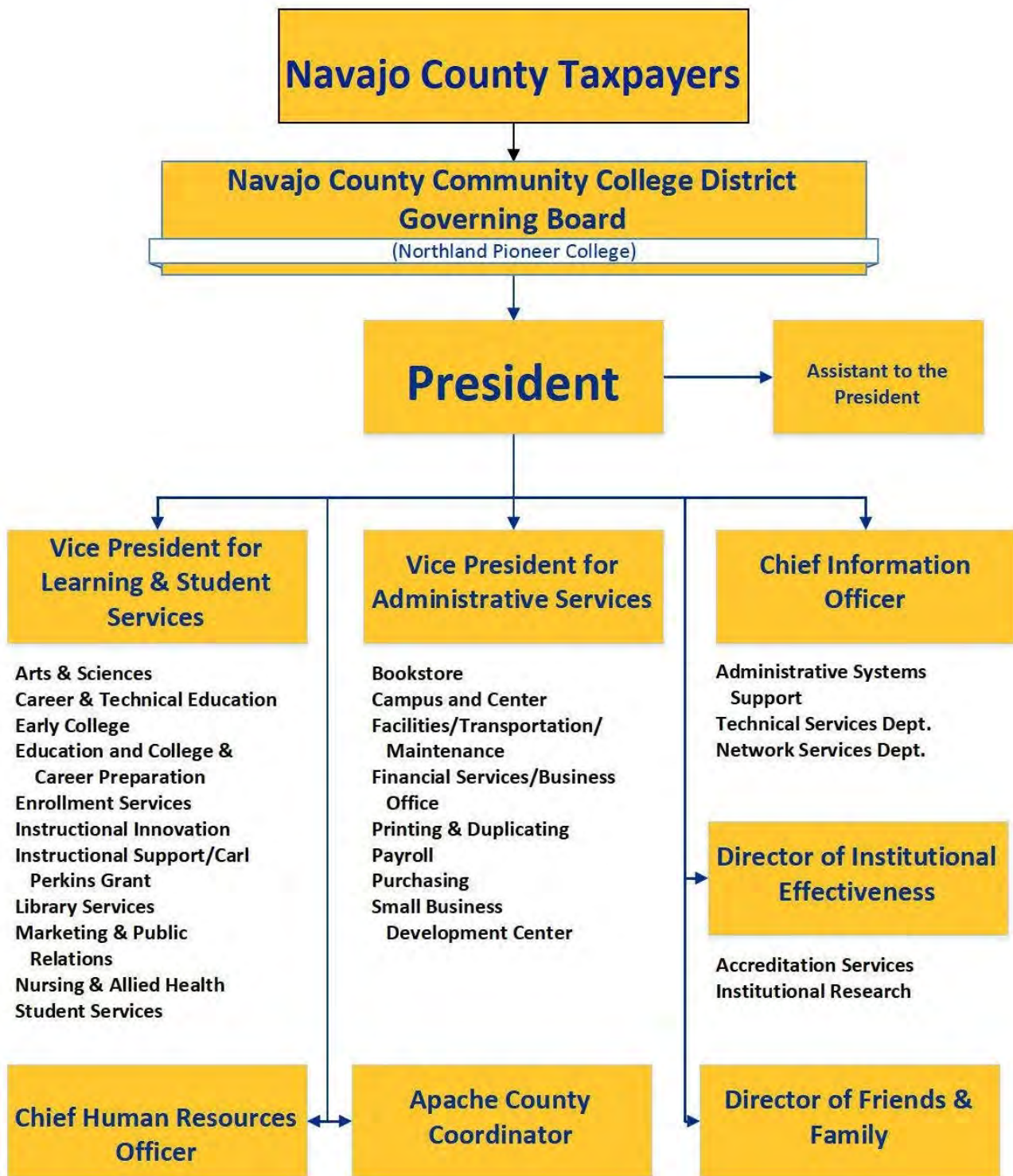
Dr. Michael Solomonson, Vice President for Learning & Student Services

Maderia J. Ellison, Vice President for Administrative Services, Chief Financial Officer

Scott Estes, Chief Information Officer

Judy Yip-Reyes, Director for Institutional Effectiveness

**ORGANIZATION CHART
JUNE 30, 2021**





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

NPC upholds the following Values

- Integrity
- Inclusion
- Adaptability
- Civility
- Access

Read more at www.npc.edu/mission-vision-values.

Financial Section



Northland Pioneer College
EXPANDING MINDS • TRANSFORMING LIVESSM



LINDSEY A. PERRY
AUDITOR GENERAL

ARIZONA
AUDITOR GENERAL

MELANIE M. CHESNEY
DEPUTY AUDITOR GENERAL

Independent auditors' report

Members of the Arizona State Legislature

The Governing Board of
Navajo County Community College District

Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and aggregate discretely presented component units of the Navajo County Community College District as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's responsibility for the financial statements

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

Auditors' responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the aggregate discretely presented component units. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the aggregate discretely presented component units, is based solely on the other auditors' reports. We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. The other auditors did not audit the aggregate discretely presented component units' financial statements in accordance with *Government Auditing Standards*.

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

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

Opinions

In our opinion, based on our audit and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and aggregate discretely presented component units of the District as of June 30, 2021, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with U.S. generally accepted accounting principles.

Other matters

Required supplementary information

U.S. generally accepted accounting principles require that the management's discussion and analysis on pages 17 through 24, schedule of District's proportionate share of the net pension liability on page 51, and schedule of District's pension contributions on page 52 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with U.S. generally accepted auditing standards, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The introductory and statistical sections listed in the table of contents are presented for purposes of additional analysis and are not required parts of the basic financial statements.

The introductory and statistical sections have not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on them.

Other reporting required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we will issue our report on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters at a future date. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Lindsey A. Perry

Lindsey A. Perry, CPA, CFE
Auditor General

November 19, 2021

Navajo County Community College District
(Northland Pioneer College)
Management's Discussion and Analysis
Year Ended June 30, 2021

Our discussion and analysis of the District's financial performance provides an overview of the District's financial activities for the year ended June 30, 2021. Please read it in conjunction with the transmittal letter which precedes this section and the District's basic financial statements, which immediately follow.

Basic Financial Statements

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

The *Statement of Net Position* reflects the financial position of the District on June 30, 2021. It shows the various assets owned or controlled, deferred outflows of resources, related liabilities and other obligations, deferred inflows of resources and the various categories of net position. Net position is an accounting concept defined as total assets plus deferred outflows of resources, less total liabilities and deferred inflows of resources, and as such, represent institutional equity or ownership in the District's total assets.

The *Statement of Revenues, Expenses, and Changes in Net Position* reflects the results of operations and other changes for the year ended June 30, 2021. It shows the various revenues and expenses, both operating and nonoperating, reconciling the beginning net position amount to the ending net position amount, which is shown on the *Statement of Net Position* described above.

The *Statement of Cash Flows* reflects the inflows and outflows of cash and cash equivalents for the year ended June 30, 2021. It shows the various cash activities by type, reconciling the beginning cash and cash equivalents amount to the ending cash and cash equivalents amount, which is shown on the *Statement of Net Position* described above. In addition, this statement reconciles cash flows from operating activities to operating loss on the *Statement of Revenues, Expenses, and Changes in Net Position* described above.

Financial Highlights and Analysis

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

The condensed financial information below highlights the main categories of the *Statement of Net Position*. Assets are distinguished as either current or noncurrent. Current assets are resources available to meet the District's operating needs. Other liabilities are made up of accounts payable, unearned revenues, and accrued payroll and employee benefits. Net position is divided into three categories reflecting the broad characteristics of institutional equity in the assets of the District. In addition to the District's capital assets, the District holds resources that external parties have restricted for specific

Navajo County Community College District
(Northland Pioneer College)
Management's Discussion and Analysis
Year Ended June 30, 2021

programs or purposes. The remaining net position is unrestricted but is dedicated to the District's primary mission. Over time, increases or decreases in net position may serve as a useful indicator of whether the District's financial position is improving or deteriorating.

Condensed Financial Information

The following is a listing of condensed financial information for the District as of June 30, 2021 and June 30, 2020:

**Condensed Statement of Net Position—Primary Government
As of June 30**

	2021	2020	% Change
Assets:			
Current assets	\$ 86,022,775	\$ 77,232,858	11%
Noncurrent assets, other than capital assets	731,477	1,265,403	-42%
Capital assets, net	<u>35,863,021</u>	<u>37,439,475</u>	-4%
Total assets	<u>122,617,273</u>	<u>115,937,736</u>	6%
Deferred Outflow of Resources:			
Deferred outflows related to pensions	<u>3,670,387</u>	<u>1,823,604</u>	101%
Liabilities:			
Other liabilities	3,117,662	3,103,593	0%
Long-term liabilities	<u>20,096,362</u>	<u>17,276,201</u>	16%
Total liabilities	<u>23,214,024</u>	<u>20,379,794</u>	14%
Deferred Inflow of Resources			
Deferred inflows related to pensions	<u>428,122</u>	<u>1,537,390</u>	-72%
Net Position:			
Net investment in capital assets	35,863,021	37,439,475	-4%
Restricted	266,230	265,935	0%
Unrestricted	<u>66,516,263</u>	<u>58,138,746</u>	14%
Total net position	<u>\$102,645,514</u>	<u>\$ 95,844,156</u>	7%

Total assets increased \$6.7 million, or 6 percent. Concentrated in the current assets increase of \$8.9 million or 11 percent, cash and investments made up \$8.3 million of the increase. This increase was due to the District's policy to preserve and maintain ample operational and capital cash reserves. Prepaid items decreased \$.1 million, or 13 percent due to reaching a plateau in technology license purchases. Account receivables increased \$.3 million or 15 percent due to increased grant activity and reimbursement status. Property taxes receivable decreased \$.1 million, or 22 percent due to a higher payment rate. Student account receivables increased by \$.4 million or 469 percent due to high non-pay statuses, shifting from noncurrent receivables.

Navajo County Community College District
(Northland Pioneer College)
Management's Discussion and Analysis
Year Ended June 30, 2021

Total noncurrent assets, other than capital assets decreased 42 percent or \$.5 million primarily due to a shift in student accounts receivable. Net capital assets decreased \$1.6 million or 4 percent due to more assets depreciating than being replaced.

Deferred outflows related to pensions increased by \$1.8 million or 101 percent. This was due primarily to an increase in difference between projected and investment earnings.

Total liabilities increased \$2.8 million or 14 percent primarily related to an increase in the net pension liability of \$2.8 million. Current Liabilities remained static. Non-current liabilities made up the majority of the total liability increase with an increase of 16% or \$2.8 primarily from the net pension liability.

Deferred inflows decreased overall by 72 percent or \$1.1 million due to a combination of \$.7 million increase in changes of assumptions, \$.4 million increase in difference between projected and actual investment earnings.

Total net position increased \$6.8 million or 7 percent primarily in unrestricted net position which increased by \$8.4 million or 14 percent. This was accomplished in spite of a decrease in total revenues of \$.6 million or 2 percent and operating expenses increasing \$.9 million or 3 percent. Non-operating expenses decreased \$.2 million or 20 percent during the fiscal year as a result of a loss on the disposal of capital assets. Net investment in capital assets decreased \$1.6 million or 4 percent resulting from depreciation accelerating faster than additional capital investment. The increase in net position will be added to operational and capital reserves to bolster current and future financial health and strategic initiatives.

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

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

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

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

Navajo County Community College District
(Northland Pioneer College)
Management's Discussion and Analysis
Year Ended June 30, 2021

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

	<u>2021</u>	<u>2020</u>	<u>% Change</u>
Revenues:			
Operating			
Tuition and fees, net	\$ 1,169,747	\$ 2,320,187	-50%
Government contracts	2,736,560	2,642,769	4%
Bookstore income, net	25,106	29,420	-15%
Other	<u>189,002</u>	<u>234,592</u>	-19%
Total operating revenues	<u>4,120,415</u>	<u>5,226,968</u>	-21%
Nonoperating			
Property taxes	15,645,227	15,470,410	1%
State appropriations	10,990,474	11,548,300	-5%
Government grants	6,011,021	4,308,940	40%
Private grants	264,994	444,916	-40%
Share of state sales taxes	664,780	533,294	25%
Investment earnings	<u>414,898</u>	<u>1,216,955</u>	-66%
Total nonoperating revenues	<u>33,991,394</u>	<u>33,522,815</u>	1%
Total revenues	<u>38,111,809</u>	<u>38,749,783</u>	-2%
Expenses:			
Operating	30,501,207	29,588,781	3%
Nonoperating	<u>809,244</u>	<u>1,016,320</u>	-20%
Total expenses	<u>31,310,451</u>	<u>30,605,101</u>	2%
Increase in net position	6,801,358	8,144,682	-16%
Total net position, July 1	<u>95,844,156</u>	<u>87,699,474</u>	9%
Total net position, June 30	<u>\$102,645,514</u>	<u>\$95,844,156</u>	7%

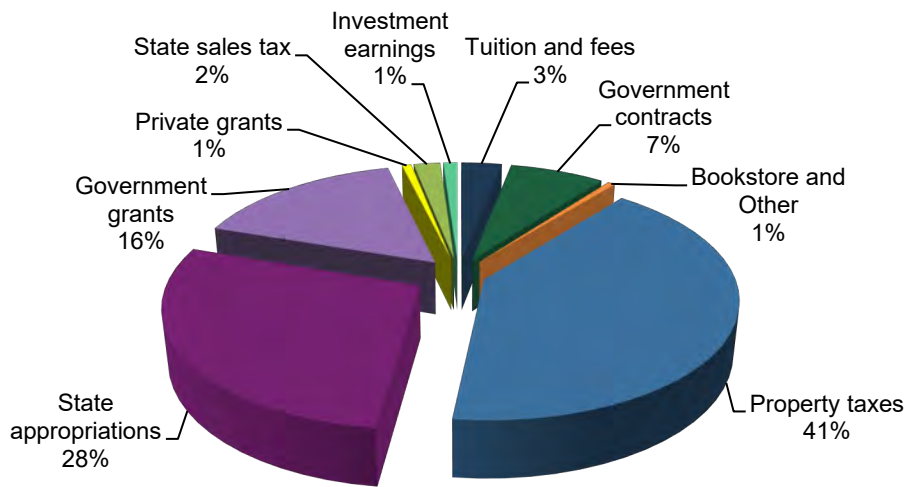
Total revenues exceed total expenses by \$6.8 million. The available funds will support future capital needs by setting aside resources as outlined in the District's *Future Capital Reserve* policy.

Total operating revenues decreased \$1.1 million, or 21 percent. Government contracts increased \$.1 million or 4 percent. Tuition and fees revenue decreased \$1.2 million, or 50 percent primarily due to a proactive pandemic response of 50% tuition reduction for spring and fall 2020.

Navajo County Community College District
 (Northland Pioneer College)
 Management's Discussion and Analysis
 Year Ended June 30, 2021

Total nonoperating revenues decreased by \$.5 million, or 1 percent. Property taxes increased \$.2 million or 1 percent over the prior fiscal year. Property tax revenues account for 41 percent of total revenues. The District saw a decrease in state appropriations of \$.6 million, or 5 percent, which includes operating state aid, rural aid, equalization aid and Science, Technology, Engineering, and Mathematics (STEM) and Proposition 207 funding from the Smart and Safe Fund. Government grants increased 41 percent or \$1.7 million largely due to receiving COVID-19 awards to account for 16 percent of total revenue.

2021 Revenue by Category



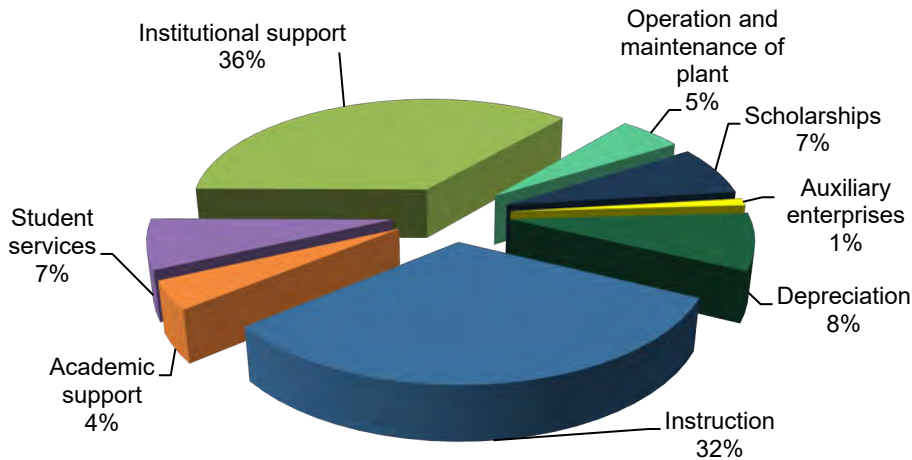
The District has historically set the property tax levy at the maximum rate allowed by statute, which is 2 percent plus an additional increase for new construction valuation and requires a Truth in Taxation Hearing. For fiscal year 2021, the District set the property tax levy at 2 percent without an increase for new construction therefore no Truth in Taxation Hearing was necessary. Taxpayer opposition to increases in property taxes continues especially with the stagnant local economy and declining assessed values in Navajo County.

Funding from external sources, including federal and local grants and contracts along with community and business partnerships, is important to the District. The District continuously pursues additional grant and partnership opportunities.

Navajo County Community College District
 (Northland Pioneer College)
 Management's Discussion and Analysis
 Year Ended June 30, 2021

	<u>2021</u>	<u>2020</u>	<u>% Change</u>
Operating Expenses			
Educational and general:			
Instruction	\$ 9,768,640	\$10,214,313	-4%
Public service		15,407	-100%
Academic support	1,127,395	1,060,798	6%
Student services	1,977,960	2,158,033	-8%
Institutional support	11,112,076	9,809,049	13%
Operation and maintenance	1,749,827	1,583,140	11%
Scholarships	2,057,607	2,247,251	-8%
Auxiliary enterprises	180,188	227,810	-21%
Depreciation	<u>2,527,514</u>	<u>2,272,980</u>	11%
Total operating expenses	<u>30,501,207</u>	<u>29,588,781</u>	3%
Nonoperating Expenses			
Pass through grant to component unit	5,534	1,016,320	-99%
Loss on disposal of capital assets	<u>803,710</u>	<u>-</u>	100%
Total nonoperating expenses	<u>809,244</u>	<u>1,016,320</u>	-20%
Total expenses	<u>\$31,310,451</u>	<u>\$30,605,101</u>	2%

2021 Operating Expenses by Category



Total expenses increased by \$.7 million or 2 percent. \$.8 million of this increase was due to an increase in the Institution support with the disposal of capital assets. The District continues to focus on maintaining comprehensive and quality services to the students and the needs of communities in its service area while practicing responsible stewardship. Contributing to this is an increase of \$1.3 million or 13 percent in institutional support, including heavy investment in upgrading technology. Facilities and operations resulted in an increase of 11 percent or \$.2 million in operational and maintenance expenses. A decrease of \$.2 million or 8 percent of student services signaled the completion of software upgrade projects in Financial Aid and a realignment of staffing. Instruction saw a decrease of \$.5 million or 4 percent due in

Navajo County Community College District
(Northland Pioneer College)
Management's Discussion and Analysis
Year Ended June 30, 2021

part to filling vacancies offset by providing additional distance learning components and grant funding for this area.

Total net position increased by \$6.8 million or 7 percent.

Capital Assets and Debt Administration

The District has a rolling 3-year plan to manage capital needs; it sets aside a portion of its unrestricted net position to address these needs. Over the next three years the District plans to spend \$20 million on capital assets primarily at its White Mountain campus in Show Low and Little Colorado Campus in Winslow, Arizona.

Additional information on the District's capital assets can be found in Note 3.

The District currently has no long-term debt other than compensated absences and pension liabilities and does not anticipate acquiring new debt in the near future.

Current Factors Having Probable Future Financial Significance

Navajo County's largest taxpayer, Arizona Public Service is reducing its presence in the region; reducing the assessed valuation of the District annually and laying off or re-assigning plant employees to other facilities out of district. This activity results in a decline in property tax, industrial client portfolio and employer base for the area.

The District is expanding and restructuring its early college program, focused on high school students, bringing remote high school districts together through a distance learning environment to provide higher education credits and classes to underserved populations and regions of the District. The transition of this early college program from grant to college funded will have an increasing impact on upcoming budgets and financials.

The District also continues to evaluate its tuition and fee structure. The District is sensitive to the amount of increases it can implement based on the demographics of its service area. The District's service area covers approximately 21,158 square miles and is comprised of one of the poorest, most remote, and least populated areas in both Arizona and the United States. In an effort to provide additional COVID-19 relief to students in the District, the Governing Board adopted a reduced in-district tuition rate of \$65 and out of district rate of \$82 for fiscal year 21-22.

Entity-wide risk assessment and capital facilities improvements will be a concentrated focus this upcoming year. Cyber and personal information security are in the forefront of District concerns in order to maintain and enhance employee and student safety and District exposure.

Streamlining the student admission and enrollment process tops the district's priorities as the District proceeds to implement those strategic activities related to growing student enrollment and enhancing student learning outcomes.

Navajo County Community College District
(Northland Pioneer College)
Management's Discussion and Analysis
Year Ended June 30, 2021

Requests for Information

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

Separate financial statements are issued for Northland Pioneer College Friends & Family and Northeast Arizona Training Center, Inc., which are both discretely presented component units of Navajo County Community College District. Complete financial statements for component units can be obtained from Northland Pioneer College, PO Box 610, Holbrook, AZ 86025.

Navajo County Community College District
(Northland Pioneer College)
Statement of Net Position - Primary Government
June 30, 2021

	Business-Type Activities
Assets	
Current assets:	
Cash and cash equivalents	\$ 82,195,384
Receivables (net of allowances for uncollectibles):	
Grants	2,042,525
Contracts	189,402
State appropriations	307,778
Other	26,009
Property taxes	364,882
Student	430,449
Inventories	7,340
Prepaid items	459,006
Total current assets	86,022,775
Noncurrent assets:	
Restricted assets:	
Cash and investments	266,230
Property taxes receivable (net of allowances of \$90,000)	55,402
Student receivable (net of allowances of \$851,994)	409,845
Capital assets, not being depreciated	1,557,975
Capital assets, being depreciated, net	34,305,046
Total noncurrent assets	36,594,498
Total assets	122,617,273
Deferred Outflows of Resources	
Deferred outflows related to pensions	3,670,387
Liabilities	
Current liabilities:	
Accounts payable	605,634
Accrued payroll and employee benefits	228,956
Due to component unit	922,054
Unearned revenues	890,009
Current portion of compensated absences payable	471,009
Total current liabilities	3,117,662
Noncurrent liabilities:	
Compensated absences payable	157,003
Net pension liability	19,939,359
Total noncurrent liabilities	20,096,362
Total liabilities	23,214,024
Deferred Inflows of Resources	
Deferred inflows related to pensions	428,122

See accompanying notes to financial statements.

(Continued)

Navajo County Community College District
 (Northland Pioneer College)
 Statement of Net Position - Primary Government
 June 30, 2021
 (Concluded)

	Business-Type Activities
Net Position	
Net investment in capital assets	\$ 35,863,021
Restricted:	
Nonexpendable	
Endowments	12,414
Expendable:	
Scholarships	253,816
Unrestricted	66,516,263
Total net position	\$ 102,645,514

See accompanying notes to financial statements.

Navajo County Community College District
(Northland Pioneer College)
Statement of Financial Position - Component Units
June 30, 2021

	NPC Friends & Family	Northeast Arizona Training Center, Inc.	Total
Assets			
Cash and cash equivalents	\$ 186,475	\$ 168,302	\$ 354,777
Restricted cash - savings	179,632	-	179,632
Investments:			
Marketable securities	458,341	-	458,341
Marketable securities - restricted	643,218	-	643,218
Contributions receivable	-	2,810	2,810
Prepaid expense	-	17,050	17,050
Property and equipment, net of accumulated depreciation	-	1,630,766	1,630,766
Total assets	\$ 1,467,666	\$ 1,818,928	\$ 3,286,594
Net Assets			
Without donor restrictions			
Undesignated	\$ 701,155	\$ 1,818,928	\$ 2,520,083
Designated by the Board for endowments	393,292	-	393,292
Designated by the Board for scholarships	179,632	-	179,632
	1,274,079	1,818,928	3,093,007
With donor restrictions			
Purpose restrictions	193,587	-	193,587
Total net assets	1,467,666	1,818,928	3,286,594
 Total liabilities and net assets	 \$ 1,467,666	 \$ 1,818,928	 \$ 3,286,594

Navajo County Community College District
(Northland Pioneer College)
Statement of Revenues, Expenses, and Changes in Net Position - Primary Government
Year Ended June 30, 2021

	Business-Type Activities
Operating revenues:	
Tuition and fees, net of scholarship allowances of \$3,366,733	\$ 1,169,747
Government contracts	2,736,560
Bookstore income, net of scholarship allowances of \$16,412	25,106
Other sales and services	26,908
Other	162,094
Total operating revenues	4,120,415
Operating expenses:	
Educational and general:	
Instruction	9,768,640
Academic support	1,127,395
Student services	1,977,960
Institutional support	11,112,076
Operation and maintenance of plant	1,749,827
Scholarships	2,057,607
Auxiliary enterprises	180,188
Depreciation	2,527,514
Total operating expenses	30,501,207
Operating loss	(26,380,792)
Nonoperating revenues (expenses):	
Property taxes	15,645,227
State appropriations	10,990,474
Government grants	6,011,021
Private grants	264,994
Share of state sales taxes	664,780
Investment earnings	414,898
Loss on disposal of capital assets	(803,710)
Pass through grant to component unit	(5,534)
Total nonoperating revenues	33,182,150
Increase in net position	6,801,358
Total net position, July 1, 2020	95,844,156
Total net position, June 30, 2021	\$ 102,645,514

See accompanying notes to financial statements.

Navajo County Community College District
(Northland Pioneer College)
Statement of Activities - Component Units
Year Ended June 30, 2021

	NPC Friends & Family	Northeast Arizona Training Center, Inc.	Total
Changes in Unrestricted Net Assets			
Contributions	\$ 102,228	-	\$ 102,228
Memberships and usage fees	-	\$ 31,250	31,250
Interest income	37	26	63
Unrestricted support	-	12,500	12,500
Grant income	-	75,000	75,000
Net investment return	71,213	-	71,213
Net special events revenue	(3,909)	-	(3,909)
Total unrestricted support	<u>169,569</u>	<u>118,776</u>	<u>288,345</u>
Net assets released from restrictions	<u>166,396</u>	-	<u>166,396</u>
Total unrestricted revenues and support	<u>335,965</u>	<u>118,776</u>	<u>454,741</u>
Expenses:			
Program services	23,365	-	23,365
Support services	<u>13,656</u>	<u>133,357</u>	<u>147,013</u>
Total expenses	<u>37,021</u>	<u>133,357</u>	<u>170,378</u>
Increase (Decrease) in net assets without donor restrictions	<u>298,944</u>	<u>(14,581)</u>	<u>284,363</u>
Changes in net assets with donor restrictions			
Contributions	399,718	-	399,718
Net assets released from restrictions	(166,396)	-	(166,396)
Net investment return	<u>98,173</u>	-	<u>98,173</u>
Total restricted revenues and support	<u>331,495</u>	-	<u>331,495</u>
Expenses:			
Program services	<u>23,449</u>	-	<u>23,449</u>
Total expenses	<u>23,449</u>	-	<u>23,449</u>
Increase (Decrease) in net assets with donor restrictions	<u>308,046</u>	-	<u>308,046</u>
Increase (Decrease) in net assets	606,990	(14,581)	592,409
Net assets, beginning of year	<u>860,676</u>	<u>1,833,509</u>	<u>2,694,185</u>
Net assets, end of year	<u>\$ 1,467,666</u>	<u>\$ 1,818,928</u>	<u>\$ 3,286,594</u>

Navajo County Community College District
(Northland Pioneer College)
Statement of Cash Flows - Primary Government
Year Ended June 30, 2021

	Business-Type Activities
Cash flows from operating activities:	
Tuition and fees	\$ 1,520,654
Government contracts	3,547,916
Bookstore receipts	25,106
Other receipts	189,002
Payments to suppliers and providers of goods and services	(6,627,899)
Payments for employee wages and benefits	(19,428,588)
Payments to students for scholarships and loans	(2,057,607)
Net cash used for operating activities	(22,831,416)
Cash flows from noncapital financing activities:	
Property taxes	15,749,989
State appropriations	10,990,474
Government grants	4,904,120
Private grants	264,994
Share of state sales taxes	594,591
Pass through grant to component unit	(75,000)
Net cash provided by noncapital financing activities	32,429,168
Cash flows from capital and related financing activities:	
Purchase and construction of capital assets	(1,754,770)
Net cash used by capital and related financing activities	(1,754,770)
Cash flows from investing activities:	
Interest received on investments	414,898
Net cash provided by investing activities	414,898
Net increase in cash and cash equivalents	8,257,880
Cash and cash equivalents, July 1, 2020	74,203,734
Cash and cash equivalents, June 30, 2021	\$ 82,461,614

(Continued)

Navajo County Community College District
(Northland Pioneer College)
Statement of Cash Flows - Primary Government
Year Ended June 30, 2021
(Concluded)

	Business-Type Activities
Reconciliation of operating loss to net cash used for operating activities:	
Operating loss	\$ (26,380,792)
Adjustments to reconcile operating loss to net cash used for operating activities:	
Depreciation	2,527,514
Changes in assets, deferred outflows of resources, liabilities and deferred inflows of resources:	
Inventories	(6,683)
Student accounts receivable	179,387
Accounts receivable	834,278
Prepaid items	67,235
Accounts payable	(188,304)
Compensated absences payable	175,593
Accrued payroll and employee benefits	(31,375)
Unearned revenue	171,520
Net pension liability	2,776,262
Deferred inflows related to pensions	(1,109,268)
Deferred outflows related to pensions	(1,846,783)
Net cash used for operating activities	\$ (22,831,416)
Reconciliation of cash and cash equivalents, as presented on the Statement of Net Position:	
Cash and cash equivalents	\$ 82,195,384
Restricted assets:	
Cash and cash investments	266,230
Total cash and cash equivalents, June 30, 2021	\$ 82,461,614
Noncash Transactions:	
Loss on disposal of capital assets	\$ (803,710)
CARES act receivable	1,604,724

Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2021

Note 1 - Summary of Significant Accounting Policies

Navajo County Community College District's accounting policies conform to Generally Accepted Accounting Principles (GAAP) applicable to public institutions engaged only in business-type activities adopted by the Governmental Accounting Standards Board (GASB).

A. Reporting Entity

The District is a special-purpose government that a separately elected governing body governs. It is legally separate and fiscally independent of other state and local governments. The accompanying financial statements present the activities of the District (the primary government) and its discretely presented component units, NPC Friends & Family, Inc., and the Northeast Arizona Training Center, Inc. (NATC).

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

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

During the year ended June 30, 2021, NPC Friends & Family distributed \$46,814 to the District for both restricted and unrestricted purposes. Complete financial statements for them can be obtained from NPC Friends & Family, P.O. Box 610, Holbrook, AZ 86025-0610.

NATC is a legally separate, tax-exempt organization. It acts primarily as a certified regional training center to meet the educational and testing needs of fire and law enforcement professionals in Northeast Arizona. The enabling legislation for NATC calls for the District to exercise operating control over NATC. The voting members of NATC's Board of Directors are employees of the District and the District is able to significantly influence the programs, activities or level of services provided by NATC. Consequently, NATC is considered a component unit of the District and is discretely presented in the District's financial statements.

For financial reporting purposes, NATC follows the FASB standards for not-for-profit organizations. As such, certain revenue recognition criteria and presentation features are different from GASB revenue

Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2021

recognition criteria and presentation features. No modifications have been made to NATC's financial information included in the District's financial report. Accordingly, those financial statements have been reported on separate pages following the District's respective counterpart financial statements. For financial reporting purposes, only NATC's statements of financial position and activities are included in the District's financial statements as required by GAAP for public colleges and universities. NATC has a June 30 year-end.

During the year ended June 30, 2020, the District received \$1 million in legislative appropriations for facility improvements at NATC. These funds were recorded as state appropriations and a pass-through grant to the component unit in the prior year's financial statements. Of these funds, \$75,000 has been passed through to NATC during fiscal year 2021, resulting in a liability of \$922,054 remaining due to the component unit.

Complete financial statements of NATC can be obtained from the Northeast Arizona Training Center, P.O. Box 610, Holbrook, AZ 86025-0610.

B. Basis of Presentation and Accounting

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

A statement of net position provides information about the District's assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position at the end of the year. Assets and liabilities are classified as either current or noncurrent. Net position is classified according to external donor restrictions or availability of assets to satisfy the District's obligations. Net investment in capital assets represents the value of capital assets, net of accumulated depreciation. Nonexpendable restricted net position includes gifts that have been received for endowment purposes, the corpus of which cannot be expended. Expendable restricted net position represents grants, contracts, gifts, and other resources that have been externally restricted for specific purposes. Unrestricted net position consists of all other resources, including those that have been designated by management to be used for other than general operating purposes.

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

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

Navajo County Community College District
 (Northland Pioneer College)
 Notes to Financial Statements
 June 30, 2021

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

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

C. Cash and Investments

For the statement of cash flows, the District's cash and cash equivalents are considered to be cash on hand, demand deposits, cash and investments held by the County Treasurer, investments in the State Treasurer's Local Government Investment Pool, and highly liquid investments with a maturity of 3 months or less when purchased. All investments are stated at fair value.

D. Inventories

Resale inventory is stated at the lower of cost (first-in, first-out method) or market.

E. Capital Assets

Capital assets are reported at actual cost, or estimated historical cost if historical records are not available. Donated assets are reported at acquisition value.

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

	Capitalization Threshold	Depreciation Method	Estimated Useful Life
Land	All	Not applicable	Not applicable
Buildings	5,000	Straight-line	10 – 40 years
Improvements other than buildings	5,000	Straight-line	20 – 40 years
Intangibles	5,000	Straight-line	10 – 40 years
Equipment	5,000	Straight-line	5 – 10 years
Library books	All	Straight-line	10 years

F. Deferred Outflows and Inflows of Resources

The statement of net position includes separate sections for deferred outflows of resources and deferred inflows of resources. Deferred outflows of resources represent a consumption of net position that applies to future periods that will be recognized as an expense in future periods. Deferred inflows of resources represent an acquisition of net position that applies to future periods and will be recognized as revenue in future periods.

Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2021

G. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the pension plan's fiduciary net position and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

H. Investment Earnings

Investment earnings are composed of interest, dividends, and net changes in the fair value of applicable investments.

I. Scholarship Allowances

A scholarship allowance is the difference between the stated charge for goods and services the District provides and the amount that the student or third parties making payments on the student's behalf pays. Accordingly, some types of student financial aid, such as Pell grants and scholarships the District awards, are considered scholarship allowances. These allowances are netted against tuition and fees revenues in the statement of revenues, expenses, and changes in net position.

J. Compensated Absences

Compensated absences payable consists of vacation leave employees earned based on services already rendered.

Employees may carry forward up to 200 hours of annual leave, but they forfeit any unused vacation hours in excess of the maximum amount at the end of August each year. Upon terminating employment, the District pays all unused and un-forfeited vacation benefits to employees. Accordingly, vacation benefits are accrued as a liability in the financial statements.

Employees may accumulate up to 1040 hours of sick leave. Generally, sick leave benefits provide for ordinary sick pay and are cumulative but employees forfeit them upon terminating employment. Because sick leave benefits do not vest with employees a liability for sick leave benefits is not accrued in the financial statements.

Note 2 - Deposits and Investments

Arizona Revised Statutes (A.R.S.) requires the District to deposit special tax levies for the District's maintenance or capital outlay with the County Treasurer. A.R.S. does not require the District to deposit other public monies in its custody with the County Treasurer; however, the District must act as a prudent person dealing with another's property when making investment decisions about those monies. A.R.S. requires collateral for deposits at 102 percent of all deposits not covered by federal depository insurance. A.R.S. does not include any requirements for credit risk, concentration of credit risk, interest rate risk, or foreign currency risk for the District's investments.

Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2021

Deposits—At June 30, 2021, the carrying amount of the District’s deposits was \$4,509,924 and the bank balance was \$5,130,844. The District does not have a policy for custodial credit risk.

Investments—The District’s investments at June 30, 2021, were as follows:

External investment pools measured at fair value	Amounts
State Treasurer’s investment pool 5	\$37,852,848
State Treasurer’s investment pool 500	922,054
County Treasurer’s investment pool	<u>39,172,908</u>
Total investments measured at fair value	<u>\$77,947,810</u>

Investments in the State Treasurer’s investment pools are valued at the pool’s share price multiplied by the number of shares the District held. The fair value of a participant’s position in the pools approximates the value of that participant’s pool shares. The investment in the County Treasurer’s pool is valued using the District’s proportionate participation in the pool because the pool’s structure does not provide for shares. The State Board of Investment provides oversight for the State Treasurer’s investment pools. No comparable oversight is provided for the County Treasurer’s investment pool.

Credit Risk—The District does not have a formal policy for credit risk. At June 30, 2021, credit risk for the District’s investments was as follows:

Investment Type	Rating	Agency	Amounts
State Treasurer’s investment pool 5	AAAf/S1+	Standard and Poor’s	\$37,852,848
State Treasurer’s investment pool 500	AA-3	Standard and Poor’s	922,054
County Treasurer’s investment pool	Unrated	Not applicable	<u>39,172,908</u>
Total			<u>\$77,947,810</u>

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

Concentration of Credit Risk—The District does not have a formal policy for concentration of credit risk.

Interest Rate Risk—The District does not have a formal policy for interest rate risk. At June 30, 2021, the District had the following investments in debt securities:

Investment Type	Amount	Weighted Average Maturity
State Treasurer’s investment pool 5	\$37,852,848	2.16 months
State Treasurer’s investment pool 500	922,054	21.24 months
County Treasurer’s investment pool	<u>39,172,908</u>	19.79 months
Total	<u>\$77,947,810</u>	

Navajo County Community College District
(Northland Pioneer College)
Notes to Financial Statements
June 30, 2021

A reconciliation of cash, deposits, and investments to amounts shown on the Statement of Net Position follows:

Cash, deposits, and investments:		Statement of Net Position:	
Cash on hand	\$ 4,780	Cash and cash equivalents	\$82,195,384
Amount of deposits	4,509,024	Restricted assets:	
Amount of investments	<u>77,947,810</u>	Cash and investments	<u>266,230</u>
Total	<u>\$82,461,614</u>	Total	<u>\$82,461,614</u>

Note 3 - Capital Assets

Capital asset activity for the year ended June 30, 2021, was as follows:

	Balance July 1, 2020	Increases	Decreases	Balance June 30, 2021
Capital assets not being depreciated:				
Land	\$ 733,365			\$ 733,365
Construction in progress	<u>201,541</u>	\$ 623,069	-	<u>824,610</u>
Total capital assets not being depreciated	<u>934,906</u>	<u>623,069</u>	-	<u>1,557,975</u>
Capital assets being depreciated:				
Buildings	43,468,174			43,468,174
Equipment	9,133,630	1,076,833	\$1,657,460	8,553,003
Improvements other than buildings	11,897,923	49,654	1,082,901	10,864,676
Library books	<u>525,602</u>	<u>5,214</u>	<u>16,315</u>	<u>514,501</u>
Total capital assets being depreciated	<u>65,025,329</u>	<u>1,131,701</u>	<u>2,756,676</u>	<u>63,400,354</u>
Less accumulated depreciation for:				
Buildings	17,022,980	1,162,245		18,185,225
Equipment	6,484,327	830,619	1,611,780	5,703,166
Improvements other than buildings	4,749,420	483,720	324,871	4,908,269
Library books	<u>264,033</u>	<u>50,930</u>	<u>16,315</u>	<u>298,648</u>
Total accumulated depreciation	<u>28,520,760</u>	<u>2,527,514</u>	<u>1,952,966</u>	<u>29,095,308</u>
Total capital assets being depreciated, net	<u>36,504,569</u>	<u>(1,395,813)</u>	<u>803,710</u>	<u>34,305,046</u>
Capital assets, net	<u>\$37,439,475</u>	<u>\$ (772,744)</u>	<u>\$ 803,710</u>	<u>\$35,863,021</u>

Note 4 – Construction Commitment

As of June 30, 2021, the District had entered into a contract for construction of a Skills Center, at the White Mountain Campus. The amount spent on this project as of June 30, 2021 was \$779,610. The remaining commitment on this project is approximately \$11,000,000 and is expected to be completed in fiscal year 2023. This project is being financed by unrestricted net position designated by the District Governing Board for this purpose.

Additionally, an all-terrain vehicle was commissioned in FY2020-21 and a payment for percentage of completion was made of \$45,000, leaving an estimated \$45,000 to complete the vehicle and take delivery in fiscal year 2021-22. This project is being financed by unrestricted net position designated by the District Governing Board for this purpose.

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Note 5 – Long-Term Liabilities

The following schedule details the District's long-term liability and obligation activity for the year ended June 30, 2021:

	Balance July 1, 2020	Additions	Reductions	Balance June 30, 2021	Due within 1 year
Compensated absences payable	\$ 452,419	\$ 581,811	\$ 406,218	\$ 628,012	\$471,009
Net pension liability	<u>17,163,097</u>	<u>5,027,988</u>	<u>2,251,726</u>	<u>19,939,359</u>	-
Total long-term liabilities	<u>\$17,615,516</u>	<u>\$5,609,799</u>	<u>\$2,657,944</u>	<u>\$20,567,371</u>	<u>\$471,009</u>

Note 6 - Risk Management

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The District participates with other Arizona community college districts and school districts in the Arizona School Risk Retention Trust, Inc. (Trust), a public entity risk pool. The Trust insures the District against liabilities arising from general liability, employer's liability, cyber liability, professional liability, property, automobile, and commercial crime risks. The coverage limit for general liability is \$10 million per occurrence with no deductible. The coverage limit for employer's liability is \$2 million with a \$500,000 deductible. The coverage limit for cyber liability is \$1 million per occurrence with a \$15 million aggregate limit shared with all Trust members with a \$5,000 per occurrence deductible. The coverage limit for professional liability is \$1 million per occurrence and \$10 million aggregate limit with no deductible. Coverage limit for property insurance is based on the district's total insurable value at an estimated amount of \$65.8 million with a \$1,000 deductible per occurrence. The coverage limit for automobile liability is \$10 million per occurrence with no deductible. The coverage limit for commercial crime is \$1.5 million per occurrence with a \$100 per occurrence deductible.

The Trust's membership agreement includes a provision for the member to be charged an additional assessment should the Trust become insolvent or unable to make payments for which it is legally obligated. In the event of an assessment, the District would be assessed based on its pro rata share of the amount to satisfy the deficiency, which cannot exceed the amount of the District's annual contribution for the assessed year. The District would be obligated to pay the assessment amount in the timeframe detailed in the assessment notice. The District has never been charged such an assessment.

The District also carries commercial insurance for other risks of loss, including workers' compensation, accidental death and dismemberment for employees, employee travel, and extended reporting for errors and omissions. Settled claims resulting from these risks have not exceeded commercial insurance coverage in the past 3 fiscal years. There were no uninsured losses in the year ended June 30, 2021. Property damage insurance continues to be available for occurrences reported within 30 days of the event.

The District participates with several other entities in the Mountain Public Employee Benefit (Trust). The District uses the Trust to manage risks of loss related to employee health and accident claims. The Trust is a public entity risk pool operating as a common risk management and insurance program for its members. The Trust is funded by irrevocable contributions from the District for employee coverage and from employees for dependent coverage. The Trust, which is managed by a separate board of trustees, allows the fund to be self-funded, insured, or both. Additionally, if the Trust becomes insolvent, the District may be assessed, on a pro-rata basis, an additional assessment not to exceed the amount of the annual contribution. Should the District withdraw from the Trust, it would then be responsible for its proportional

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share of claims and would forfeit all rights to the return of any surplus, unearned contributions, or other legally permitted distributions from the Trust. Whether the District withdraws or the Trust becomes insolvent, the District remains liable for assessments for liabilities of the Trust incurred during the District's period of membership in the Trust.

Note 7 - Operating Leases

The District leases land, classroom and office space under the provisions of various long-term lease agreements classified as operating leases for accounting purposes. Rental expenses under the terms of the operating leases were \$256,979 for the year ended June 30, 2021. The operating leases have remaining non-cancelable terms of 1 to 3 years and provide renewal options.

The following future minimum payments were required under the operating leases at June 30, 2021:

Year ending June 30	
2022	\$253,143
2023	248,608
2024	<u>168,394</u>
Total minimum lease payments	<u>\$670,145</u>

Note 8 - Pension Benefits

Plan description—District employees participate in the Arizona State Retirement System (ASRS). The ASRS administers a cost-sharing multiple-employer defined benefit pension plan. The Arizona State Retirement System Board governs the ASRS according to the provisions of A.R.S. Title 38, Chapter 5, Articles 2 and 2.1. ASRS is a component unit of the State of Arizona. The ASRS issues a publicly available financial report that includes its financial statements and required supplementary information. The report is available on its website at www.azasrs.gov.

Benefits provided—The ASRS provides retirement and survivor benefits. State statute establishes benefits terms. Retirement benefits are calculated on the basis of age, average monthly compensation, and service credit as follows:

	Retirement	
	Initial membership date:	
	Before July 1, 2011	On or after July 1, 2011
Years of service and age required to receive benefit	Sum of years and age equal 80 10 years, age 62 5 years, age 50* any years, age 65	30 years, age 55 25 years, age 60 10 years, age 62 5 years, age 50* any years, age 65
Final average salary is based on	Highest 36 consecutive months of last 120 months	Highest 60 consecutive months of last 120 months
Benefit percent per year of service	2.1% to 2.3%	2.1% to 2.3%

* With actuarially reduced benefits.

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Retirement benefits for members who joined the ASRS prior to September 13, 2013, are subject to automatic cost-of-living adjustments based on excess investment earning. Members with a membership date on or after September 13, 2013, are not eligible for cost-of-living adjustments. Survivor benefits are payable upon a member’s death. For retired members, the retirement benefit option chosen determines the survivor benefit. For all other members, the beneficiary is entitled to the member’s account balance that includes the member’s contributions and employer’s contributions, plus interest earned.

Contributions—In accordance with state statutes, annual actuarial valuations determine active member and employer contribution requirements. The combined active member and employer contribution rates are expected to finance the costs of benefits employees earn during the year, with an additional amount to finance any unfunded accrued liability. For the year ended June 30, 2021, statute required active ASRS members to contribute at the actuarially determined rate of 12.04 percent of the members’ annual covered payroll, and statute required the District to contribute at the actuarially determined rate of 11.65 percent of the active members’ annual covered payroll. In addition, the District was required by statute to contribute at the actuarially determined rate of 10.14 percent of annual covered payroll of retired members who worked for the District in positions that an employee who contributes to the ASRS would typically fill. The District’s contributions to the pension plan for the year ended June 30, 2021, were \$1,166,826.

Pension liability—At June 30, 2021, the District reported a liability of \$19,939,359 for its proportionate share of the ASRS’ net pension liability. The net liability was measured as of June 30, 2020. The total liability used to calculate the net liability was determined using update procedures to roll forward the total liability from an actuarial valuation as of June 30, 2019, to the measurement date of June 30, 2020.

The District’s proportion of the net liability was based on the District’s actual contributions to the plan relative to the total of all participating employers’ contributions for the year ended June 30, 2020. The District’s proportion measured as of June 30, 2021, was .11508 percent, which was a decrease of .00287 from its proportion measured as of June 30, 2020.

Pension expense and deferred outflows/inflows of resources - For the year ended June 30, 2021 the District recognized pension expense for ASRS of \$1,386,311. At June 30, 2021, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 180,386	-
Change of assumptions or other inputs	-	-
Net difference between projected and actual earnings on pension plan investments	1,923,175	-
Changes in proportion and differences between district contributions and proportionate share of contributions	-	\$428,122
District contributions subsequent to the measurement date	<u>1,566,826</u>	<u>-</u>
Total	<u>\$3,670,387</u>	<u>\$428,122</u>

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The \$1,566,826 reported as deferred outflows of resources related to ASRS pensions resulting from district contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to ASRS pensions will be recognized in pension expense as follows:

Year ending June 30,	
2022	\$ (68,818)
2023	453,796
2024	695,633
2025	594,828

Actuarial assumptions—The significant actuarial assumptions used to measure the total pension liability are as follows:

Actuarial valuation date	June 30, 2019
Actuarial roll forward date	June 30, 2020
Actuarial cost method	Entry age normal
Investment rate of return	7.5%
Projected salary increases	2.7 – 7.2%
Inflation	2.3%
Permanent benefit increase	Included
Mortality rates	2017 SRA Scale U-MP

Actuarial assumptions used in the June 30, 2019 valuation were based on the results of an actuarial experience study for the 5-year period ended June 30, 2016.

The long-term expected rate of return on ASRS plan investments was determined to be 7.5 percent using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset class	Target allocation	Long-term expected geometric real rate of return
Equity	50%	6.39%
Fixed income - credit	20%	5.44%
Fixed income - interest rate sensitive	10%	0.22%
Real estate	<u>20%</u>	5.85%
Total	<u>100%</u>	

Discount rate—The discount rate used to measure the ASRS total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that contributions from participating

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employers will be made based on the actuarially determined rates based on the ASRS Board’s funding policy, which establishes the contractually required rate under Arizona statute. Based on those assumptions, the pension plan’s fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District’s proportionate share of the ASRS net pension liability to changes in the discount rate—The following table presents the District’s proportionate share of the net pension liability calculated using the discount rate of 7.5 percent, as well as what the District’s proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower (6.5 percent) or 1 percentage point higher (8.5 percent) than the current rate:

	1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
District’s proportionate share of the net pension liability	\$27,266,803	\$19,939,359	\$13,813,993

Pension plan fiduciary net position—Detailed information about the pension plan’s fiduciary net position is available in the separately issued ASRS financial report.

Note 9 - Operating Expenses

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

Compensation and benefits	\$19,415,939
Contract services	2,374,117
Supplies and other services	2,995,478
Communications and utilities	1,091,638
Scholarships	2,057,607
Depreciation	2,527,514
Other	38,914
Total	<u>\$30,501,207</u>

The District uses credit cards to pay certain vendors for goods or services. The District did not receive any reward, discount, incentive or other financial consideration resulting from credit card payments for the year ended June 30, 2021.

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Note 10 - Discretely Presented Component Units Disclosures

A. Summary of Significant Accounting Policies

The significant accounting policies of NPC Friends & Family and NATC are described below to enhance the usefulness of the financial statements to the reader.

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

NATC is a not-for-profit corporation operating in accordance with Section 501(c)(3) of the Internal Revenue Code. NATC owns and operates a regional training center located in Taylor, AZ, which is utilized by fire and law enforcement personnel throughout Northeast Arizona. NATC derives its operating revenues primarily through membership dues paid by the various user agencies and through user fees charged to other private organizations.

NATC received a state appropriation distributed to the District as a pass-through grant. The District recorded the revenue as state appropriations of \$1 million and expense as a grant to the component unit during the fiscal year 2020. The District invested the funds in a State LGIP Pool 500 and earned \$21,854 in interest, resulting in a balance due to the component unit of \$922,054 as of June 30, 2021.

Basis of Accounting—The financial statements of NPC Friends & Family and NATC have been prepared on the accrual basis of accounting. All revenues received for support of current operations are immediately recorded as revenues while revenues received for support of future operations are deferred and recognized over the periods to which the revenues relate.

Financial Statement Presentation—NPC Friends & Family and NATC are required to report information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

Income Taxes—NPC Friends & Family and NATC are exempt from federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code and Section 43-1201 of the Arizona Revised Statutes. Therefore, the accompanying financial statements contain no provision or liability for income taxes. In addition, NPC Friends & Family qualifies for the charitable deduction under Internal Revenue Section 170(b)(1)(A).

NPC Friends & Family and NATC file informational tax returns with the U.S. federal and Arizona state governments.

Use of Estimates—The preparation of financial statements in conformity with Generally Accepted Accounting Principles (GAAP) in the United States of America requires management to make estimates

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and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents—NPC Friends & Family and NATC recognize highly liquid investments with an original maturity of three months or less as cash equivalents and are stated at fair value.

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

Property & Equipment—NATC capitalizes purchased property and equipment with a cost of \$5,000 or more and having estimated useful lives of more than one year. Property and equipment are recorded at cost or, for donated items, at their estimated fair value on the date of donation. Property and equipment are depreciated using the straight-line method over the estimated useful lives of the related assets, which range from 5 to 50 years.

Contributions—NPC Friends & Family and NATC record contributions received as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and/or nature of any donor restrictions.

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

Property Held for Sale—NPC Friends & Family receives certain assets from donors that are held for resale. Such assets are recorded at their approximate fair values at the date of donation. Property held for sale as of June 30, 2021 is reported as real estate investments.

Date of Management's Review—Management has reviewed events subsequent to June 30, 2021, up through the financial statements report date, for NPC Friends & Family, August 27, 2021, and for NATC, September 7, 2021. Management has also reviewed events subsequent to the component units' financial statement report date up through the District's financial statements report date to evaluate their effect on the fair presentation of the financial statements. As of the District's report date, there have been no events subsequent to June 30, 2021, that are required to be disclosed in order to present fairly the financial position and changes in net assets of either NPC Friends & Family or of NATC.

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B. Cash

The total cash held by NPC Friends & Family and NATC at June 30, 2021, are as follows:

	NPC Friends and Family	NATC
Checking	\$ 186,475	\$168,302
Money market	1,101,559	-
Savings	<u>179,632</u>	<u>-</u>
	<u>\$1,467,666</u>	<u>\$168,302</u>
Unrestricted cash	\$1,274,079	\$168,302
Restricted cash	<u>193,587</u>	<u>-</u>
	<u>\$1,467,666</u>	<u>\$168,302</u>

C. Fair Value Measurements

The following table represents the NPC Friends & Family fair value hierarchy for its financial assets (cash and investments) measured at fair value on a recurring basis as of June 30, 2021.

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

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

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

Assets	Level 1	Total
Cash	\$ 366,107	\$ 366,107
Endowment investments	<u>1,101,559</u>	<u>1,101,559</u>
Total	<u>\$1,467,666</u>	<u>\$1,467,666</u>

D. Investments

Investments are stated at fair value as of June 30, 2021.

For the year ended June 30, 2021, NPC Friends & Family had investments consisting of marketable securities held with Edward Jones and real estate comprising several lots of land. The marketable securities have a fair value of \$1,467,666 as of June 30, 2021.

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E. Property and Equipment

The total property and equipment held by NATC at June 30, 2021 are as follows:

	NATC
Land	\$ 110,000
Construction in progress	46,597
Buildings	634,689
Training facilities	2,151,697
Other capital equipment	<u>25,730</u>
	2,968,713
Less accumulated depreciation	<u>(1,337,947)</u>
	<u>\$ 1,630,766</u>

F. Restrictions on Net Assets

NPC Friends & Family had net assets with donor restrictions in the amount of \$193,587 as of June 30, 2021, consisting of donated contributions and investment earnings, which are available for scholarships in future years.

G. Endowment Funds

As of June 30, 2021, NPC Friends and Family’s endowments consisted of eight funds: One fund established for the Martia A. Smith Memorial Art Scholarship, one for the Charles E. Lisitzky Scholarship, one for the Prescott Winslow Memorial Scholarship, one for the Claude Endfield Early Childhood Scholarship Fund, one for the Jon Graff Ph.D. for endowed scholarships, one for Jennifer Lee Witt Memorial Scholarship, one for Taking Flight Scholarships in memory of Dr. Eric B. Henderson, and one for NPC Friends and Family. The latter was established in October 2014 to assure the future viability of the organization.

As required by generally accepted accounting principles, net assets associated with endowment funds, including funds designated by the Board of Directors to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

The Board of Directors of NPC Friends and Family has interpreted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, NPC Friends and Family classifies as permanently restricted net assets the original value of gifts donated to the permanent endowment and the original value of subsequent gifts to the permanent endowment.

The remaining portion of the donor-restricted endowment fund earnings that are not classified in permanently restricted net assets are classified as temporarily restricted net assets, until those amounts are appropriated for expenditure by NPC Friends and Family in a manner consistent with the standard of prudence prescribed by UPMIFA. In accordance with UPMIFA, NPC Friends and Family considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment

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funds: (1) The duration and preservation of the various funds; (2) The purposes of the donor-restricted endowment funds; (3) General economic conditions; (4) The possible effect of inflation and deflation; (5) The expected total return from income and the appreciation of investments; (6) Other resources of NPC Friends and Family; and (7) NPC Friends and Family's investment policies.

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

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

As of June 30, 2021, the endowment assets were invested in marketable securities with Edward Jones. The investments were fully insured by the Securities Investor Protection Corporation (SIPC).

All endowment investments are carried at fair value and classified as non-current regardless of maturity due to restrictions limiting NPC Friends and Family's ability to use these investments. Each endowed account shall have a minimum of \$10,000, said amount to be reached within a three (3) year period from the time of initial donation, which must be at least \$5,000. If, after the three (3) year period has expired, the account has not reached the minimum level prescribed, the contributors to the fund shall have two options: (a) Award the existing amount over a designated period; or (b) authorize combining the fund with another, compatible, existing endowment fund. The three-year period may be waived if a plan has been designed with another approved time period and approved by the Board of Directors. All interest earned in developing endowed accounts shall revert to the fund corpus during the three-year period. No awards shall be made from the developing fund during the three-year period, unless the minimum balance of \$10,000 is reached prior the end of the three-year period. For June 30, 2021, all funds had balances greater than \$10,000.

The contributor to the fund may impose additional provisions for the scholarships paid from endowments. In the fiscal year ending June 30, 2021, transfers were made from the investment earnings on select endowed scholarships to the Restricted Scholarship fund. It was determined there were sufficient gains on the investments to make the awards without invading the principal and preserving sufficient return to keep the fund growing in perpetuity. To ensure observance of limitations and restrictions placed on the use of resources available to NPC Friends and Family, net assets, revenues and expenses are classified and reported as follows, based on the existence or absence of donor-imposed restrictions.

Net Assets with Donor Restrictions—include permanent endowments. Such funds are generally subject to donor restrictions requiring the principal to be invested in perpetuity for the purpose of producing income that may be expended or added to principal in accordance with the donor's wishes. As of June 30, 2021, the Martia A. Smith Memorial Art Scholarship endowment agreement requires the average rate of inflation for the prior calendar year (approximately 0.0% and 1.6%, respectively) of investment earnings to be added back to permanently restricted funds. Contributions designated by donors for use by particular entities or programs or for specific purposes or earnings from permanently restricted endowments, which have not been appropriated for their intended purpose. Term endowments are

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temporarily restricted, because they are permanent-type endowments, which include an expiration date or stated period of time or occurrence of a specified event, after which all or part of the principal may be expended.

Net Assets without Donor Restrictions—are not subject to donor-imposed restrictions. They also include Board Restricted endowments, of which the corpus can be invaded upon a vote by the Board. The NPC Friends and Family Endowment, established October 2014, falls into this category.

As of June 30, 2021, NPC Friends and Family had the following net asset composition by fund type:

	2021		Total
	Without Donor Restrictions	With Donor Restrictions	
Endowment net assets, beginning of year	\$ 527,770	\$162,311	\$ 690,081
Investment return, net	78,002	98,173	176,175
Contributions	268,624	233,322	501,946
Distributions from board-designated endowment pursuant to policy	<u>(259,854)</u>		<u>(259,854)</u>
Endowment net assets, end of year	<u>\$ 607,753</u>	<u>\$493,806</u>	<u>\$1,101,559</u>

H. Related Parties

For the year ended June 30, 2021, NPC Friends & Family received support from the College. The Executive Director for NPC Friends & Family is an employee of the College. The value for this service is not recorded on NPC Friends & Family’s financial statements.

For the year ended June 30, 2021 NATC received certain use of facilities and staff services from the College. However, since these provided facilities and services also benefit NPC’s educational programs, no value for these amounts are recorded on NATC’s financial statements.

Required Supplementary Information



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Required Supplementary Information
Schedule of District's Proportionate Share of the Net Pension Liability
June 30, 2021

Arizona State Retirement System	Reporting Fiscal Year (Measurement Date)							2014 through 2012
	2021 (2020)	2020 (2019)	2019 (2018)	2018 (2017)	2017 (2016)	2016 (2015)	2015 (2014)	
District's proportion of the net pension liability	0.11508%	0.117950%	0.121000%	0.122840%	0.129700%	0.135990%	0.132141%	
District's proportionate share of the net pension liability	\$19,939,359	\$17,163,097	\$16,875,242	\$19,136,078	\$20,934,883	\$21,181,785	\$19,552,338	
District's covered payroll	\$12,616,819	\$12,475,283	\$12,064,178	\$12,028,742	\$12,224,338	\$12,601,405	\$11,937,540	
District's proportionate share of the net pension liability as a percentage of its covered payroll	158.04%	137.58%	139.88%	159.09%	171.26%	168.09%	163.79%	Information not available
Plan fiduciary net position as percentage of the total pension liability	69.33%	73.24%	73.40%	69.92%	67.06%	68.35%	69.49%	

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Schedule of District's Pension Contributions
June 30, 2021

**Arizona State
Retirement System**

	Reporting Fiscal Years								2013 through 2012
	2021	2020	2019	2018	2017	2016	2015	2014	
Statutorily required contribution	\$ 1,566,826	\$ 1,440,999	\$ 1,392,742	\$ 1,310,764	\$ 1,292,303	\$ 1,317,742	\$ 1,362,612	\$ 1,223,689	
District's contributions in relation to the statutorily required contribution	<u>1,566,826</u>	<u>1,440,999</u>	<u>1,392,742</u>	<u>1,310,764</u>	<u>1,292,303</u>	<u>1,317,742</u>	<u>1,362,612</u>	<u>1,223,689</u>	Information not available
District's contribution deficiency (excess)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	
District's covered payroll	\$13,489,573	\$12,616,819	\$12,475,283	\$12,064,178	\$12,028,742	\$12,224,338	\$12,601,405	\$11,937,540	
District's contributions as a percentage of covered payroll	11.62%	11.42%	11.16%	10.86%	10.74%	10.78%	10.81%	10.25%	

Statistical Section



Northland Pioneer College
EXPANDING MINDS • TRANSFORMING LIVESSM

Statistical Section Introduction

In accordance with Governmental Accounting Standards Boards Statement No. 44, Economic Condition Reporting: This is the statistical section of Navajo County Community College District's (the District) annual comprehensive financial report (ACFR). The information in this section is presented in detail and is compiled data over ten years that addresses key areas that relate to the overall nature of the institution.

Financial Trends

These schedules contain trend information to help the reader understand how the District's financial performance and well-being have changed over-time.

- Net Position by Component
- Changes in Net Position
- Expenses by Function
- Expenses by Use
- Revenues by Source
- Statutory Limit to Budgeted Expenditures

Revenue Capacity

These schedules contain information to help the reader assess the District's most significant local revenue sources: tuition and property tax.

- Assessed Valuation, Tax Rate, and Estimated Actual Value
- Property Tax Levies and Collections
- Property Tax Rates, Direct and Overlapping Governments
- Principal Taxpayers
- Historic General Resident Tuition

Debt Capacity

These schedules present information to help the reader assess the affordability of the District's current levels of outstanding debt and the District's ability to issue additional debt in the future.

- Ratios of Outstanding Debt by Type
- Computation of Legal Debt Margin

Demographic and Economic Information

These schedules offer demographic and economic indicators to help the reader understand the environment within which the District's financial activities take place.

- Schedule of Demographic and Economic Statistics
- Schedule of Employment by Sector and Major Employers

Operating Information

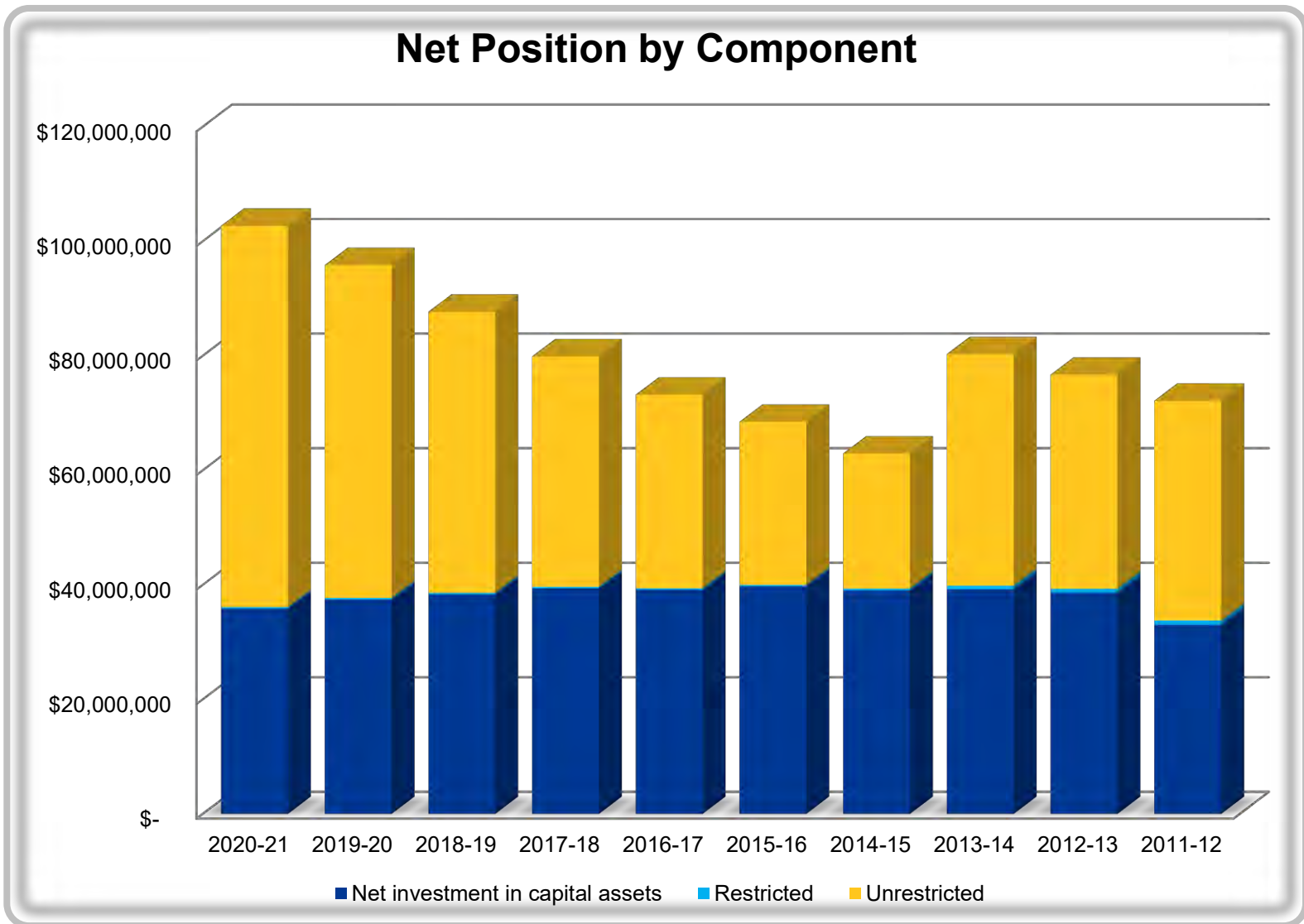
These schedules contain service and infrastructure data to help the reader understand how the information in the District's financial report relates to the services the District provides and the activities it performs.

- Enrollment and Degree Statistics
- Student Enrollment and Demographic Statistics
- Employee Statistics
- Schedule of Capital Asset Information

**Navajo County Community College District
(Northland Pioneer College)
Net Position by Component
Last Ten Fiscal Years**

	2020-21	2019-20	2018-19	2017-18	2016-17
Primary government					
Net investment in capital assets	\$ 35,863,021	\$ 37,439,475	\$ 38,343,148	\$ 39,379,263	\$ 39,149,874
Restricted	266,230	265,935	262,066	256,361	253,180
Unrestricted	66,516,263	58,138,746	49,094,260	40,260,419	33,813,905
Total primary government net position	\$ 102,645,514	\$ 95,844,156	\$ 87,699,474	\$ 79,896,043	\$ 73,216,959

	2015-16	2014-15	2013-14	2012-13	2011-12
Primary government					
Net investment in capital assets	\$ 39,736,346	\$ 39,022,715	\$ 39,231,822	\$ 38,626,891	\$ 33,030,762
Restricted	251,756	314,958	612,712	691,628	735,512
Unrestricted	28,481,396	23,599,386	40,454,224	37,382,691	38,388,993
Total primary government net position	\$ 68,469,498	\$ 62,937,059	\$ 80,298,758	\$ 76,701,210	\$ 72,155,267



Source:
Audited financial statements.

**Navajo County Community College District
(Northland Pioneer College)
Changes in Net Position
Last Ten Fiscal Years**

	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12 (1)
Operating revenues:										
Tuition and fees, net scholarship allowances	\$ 1,169,747	\$ 2,320,187	\$ 2,400,758	\$ 2,328,188	\$ 2,388,164	\$ 2,478,625	\$ 2,357,891	\$ 2,295,137	\$ 2,466,640	\$ 2,690,260
Government contracts	2,736,560	2,642,769	3,021,888	2,516,324	2,808,825	2,606,064	3,283,218	3,156,936	2,969,273	2,638,049
Bookstore income, net of scholarship allowances	25,106	29,420	9,471	8,549	12,231	61,854	48,491	66,720	42,460	33,564
Other	189,002	234,592	281,638	270,958	412,543	330,747	334,987	352,295	379,831	291,648
Total operating revenues	4,120,415	5,226,968	5,713,755	5,124,019	5,621,763	5,477,290	6,024,587	5,871,088	5,858,204	5,653,521
Operating expenses:										
Instruction	9,768,640	10,214,313	9,181,020	9,555,791	9,592,910	10,304,514	10,927,034	9,761,727	9,660,102	8,827,606
Public service	-	15,407	23,644	32,012	35,657	29,904	29,159	35,889	29,387	25,647
Academic support	1,127,395	1,060,798	1,051,367	1,042,887	1,087,234	1,048,291	1,074,313	1,046,927	1,047,037	1,009,880
Student services	1,980,909	2,158,033	4,042,358	2,068,628	2,161,513	2,155,979	2,116,755	2,143,989	2,151,538	2,015,021
Institutional Support	11,112,076	9,809,049	7,489,043	8,484,090	8,204,043	7,959,606	8,719,606	8,475,611	8,308,926	8,481,782
Operation and maintenance of plant	1,749,827	1,583,140	1,681,903	1,481,875	2,270,571	1,780,832	1,941,192	2,118,547	1,867,890	1,758,007
Scholarships	2,054,658	2,247,251	2,163,155	2,000,677	2,133,721	2,292,036	2,273,228	2,240,669	2,570,647	3,094,923
Auxiliary enterprises	180,188	227,810	353,347	375,564	371,401	592,749	399,147	559,067	451,470	404,767
Depreciation	2,527,514	2,272,980	2,185,385	2,200,669	2,375,273	2,172,776	2,053,133	1,838,484	1,544,414	1,366,808
Total operating expenses	30,501,207	29,588,781	28,171,222	27,242,192	28,232,323	28,336,687	29,533,567	28,220,910	27,631,411	26,984,441
Operating loss	(26,380,792)	(24,361,813)	(22,457,467)	(22,118,173)	(22,610,560)	(22,859,397)	(23,508,980)	(22,349,822)	(21,773,207)	(21,330,920)
Nonoperating revenues (expenses):										
Property taxes	15,645,227	15,470,410	15,085,682	14,879,623	14,383,804	14,430,117	13,980,187	13,153,327	13,180,294	12,703,703
State appropriations	10,990,474	11,548,300	9,026,200	8,690,200	8,041,200	7,777,000	7,276,900	7,160,800	7,059,800	8,181,800
Government grants	6,011,021	4,308,940	3,986,711	3,921,699	3,800,723	5,126,742	4,728,837	4,740,596	5,018,111	5,502,290
Private grants (2)	264,994	444,916	411,170	326,482	381,230	436,779	297,567	304,219	325,919	360,370
Share of state sales taxes	664,780	533,294	550,981	471,721	474,310	427,216	423,082	435,192	545,682	372,308
Investment earnings	414,898	1,216,955	1,200,154	549,641	279,951	188,535	160,532	148,526	170,717	136,283
Pass through to component unit		(1,016,320)	-	-	(1,574)	(3,037)	(3,470)	(5,138)	-	(6,854)
Gain/(loss) on disposal of capital assets	(803,710)	-	-	(42,109)	(1,623)	8,484	41,100	(112,752)	18,627	(180,305)
Other	(5,534)	-	-	-	-	-	-	-	-	-
Total nonoperating revenues and expenses	33,182,150	32,506,495	30,260,898	28,797,257	27,358,021	28,391,836	26,904,735	25,824,770	26,319,150	27,069,595
Income before other revenues, expenses, gains or loss	6,801,358	8,144,682	7,803,431	6,679,084	4,747,461	5,532,439	3,395,755	3,474,948	4,545,943	5,738,675
Capital appropriations	-	-	-	-	-	-	-	122,600	-	-
Increase in net position	6,801,358	8,144,682	7,803,431	6,679,084	4,747,461	5,532,439	3,395,755	3,597,548	4,545,943	5,738,675
Total net position, July 1 (3)	95,844,156	87,699,474	79,896,043	73,216,959	68,469,498	62,937,059	59,541,304	76,701,210	72,155,267	66,416,592
Total net position, June 30	\$102,645,514	\$ 95,844,156	\$ 87,699,474	\$ 79,896,043	\$ 73,216,959	\$ 68,469,498	\$ 62,937,059	\$ 80,298,758	\$ 76,701,210	\$ 72,155,267

Source:

Audited financial statements except as reclassified in (2) and (3).

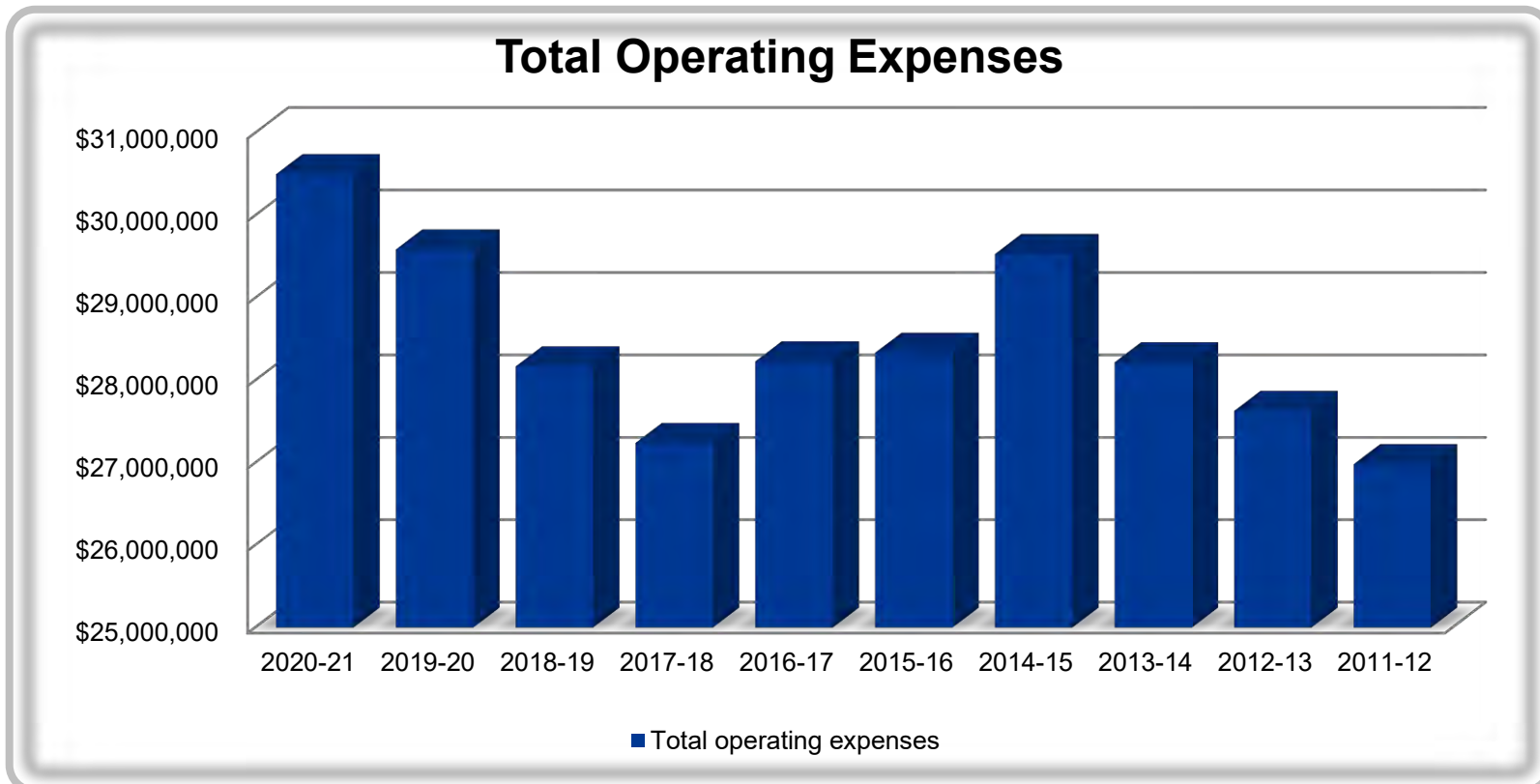
Notes:

- (1) Starting in fiscal year 2011-12, Tuition and fees, net of scholarship allowances and Government contracts were adjusted to reclassify tuition waivers associated with an intergovernmental agreement as a scholarship allowance.
- (2) In fiscal year 2011-12, Private grants were adjusted to reclassify the amounts from operating to nonoperating revenues. For comparability purposes, prior years have been reclassified.
- (3) In fiscal year 2014-15, beginning net position was restated for implementation of GASB Statement No. 68, Accounting and Financial Reporting for Pensions.

**Navajo County Community College District
(Northland Pioneer College)
Expenses by Function
Last Ten Fiscal Years**

	2020-21	2019-20	2018-19	2017-18	2016-17
Instruction	\$ 9,768,640	\$ 10,214,313	\$ 9,181,020	\$ 9,555,791	\$ 9,592,910
Public service	-	15,407	23,644	32,012	35,657
Academic support	1,127,395	1,060,798	1,051,367	1,042,887	1,087,234
Student services	1,980,909	2,158,033	4,042,358	2,068,628	2,161,513
Institutional support	11,112,076	9,809,049	7,489,043	8,484,090	8,204,043
Operation and maintenance of plant	1,749,827	1,583,140	1,681,903	1,481,875	2,270,571
Scholarships	2,054,658	2,247,251	2,163,155	2,000,677	2,133,721
Auxiliary enterprises	180,188	227,810	353,347	375,564	371,401
Depreciation	2,527,514	2,272,980	2,185,385	2,200,669	2,375,273
Total operating expenses	30,501,207	29,588,781	28,171,222	27,242,192	28,232,323
Interest expense	-	-	-	-	1,574
Loss on disposal of capital assets	803,710	-	-	42,109	1,623
Pass through grant to component unit	5,534	1,016,320	-	-	-
Total nonoperating expenses	809,244	1,016,320	-	42,109	3,197
Total expenses	\$ 31,310,451	\$ 30,605,101	\$ 28,171,222	\$ 27,284,301	\$ 28,235,520

	2015-16	2014-15	2013-14	2012-13	2011-12
Instruction	\$ 10,304,514	\$ 10,927,034	\$ 9,761,727	\$ 9,660,102	\$ 8,827,606
Public service	29,904	29,159	35,889	29,387	25,647
Academic support	1,048,291	1,074,313	1,046,927	1,047,037	1,009,880
Student services	2,155,979	2,116,755	2,143,989	2,151,538	2,015,021
Institutional support	7,959,606	8,719,606	8,475,611	8,308,926	8,481,782
Operation and maintenance of plant	1,780,832	1,941,192	2,118,547	1,867,890	1,758,007
Scholarships	2,292,036	2,273,228	2,240,669	2,570,647	3,094,923
Auxiliary enterprises	592,749	399,147	559,067	451,470	404,767
Depreciation	2,172,776	2,053,133	1,838,484	1,544,414	1,366,808
Total operating expenses	28,336,687	29,533,567	28,220,910	27,631,411	26,984,441
Interest expense	3,037	3,470	5,138	-	6,854
Loss on disposal of capital assets	-	-	112,752	-	180,305
Pass through grant to component unit	-	-	-	-	-
Total nonoperating expenses	3,037	3,470	117,890	-	187,159
Total expenses	\$ 28,339,724	\$ 29,537,037	\$ 28,338,800	\$ 27,631,411	\$ 27,171,600



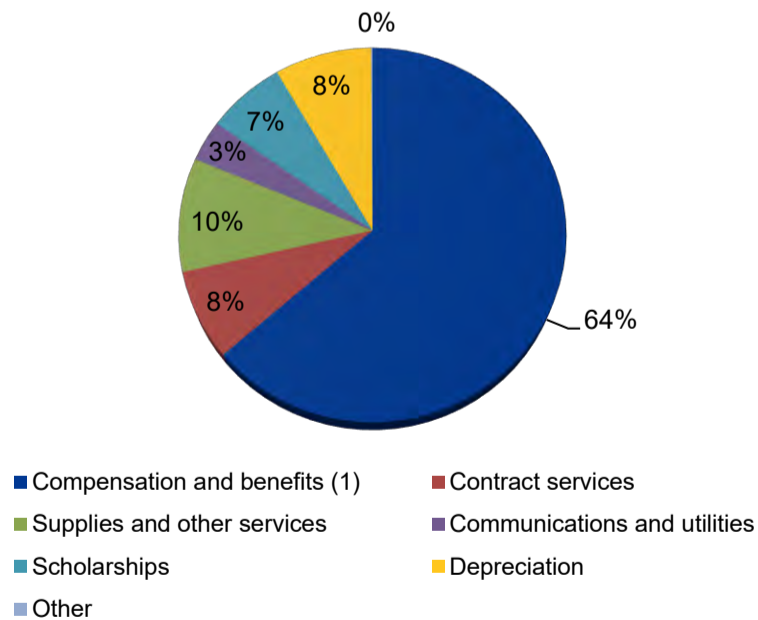
Source:
Audited financial statements.

**Navajo County Community College District
(Northland Pioneer College)
Expenses by Use
Last Ten Fiscal Years**

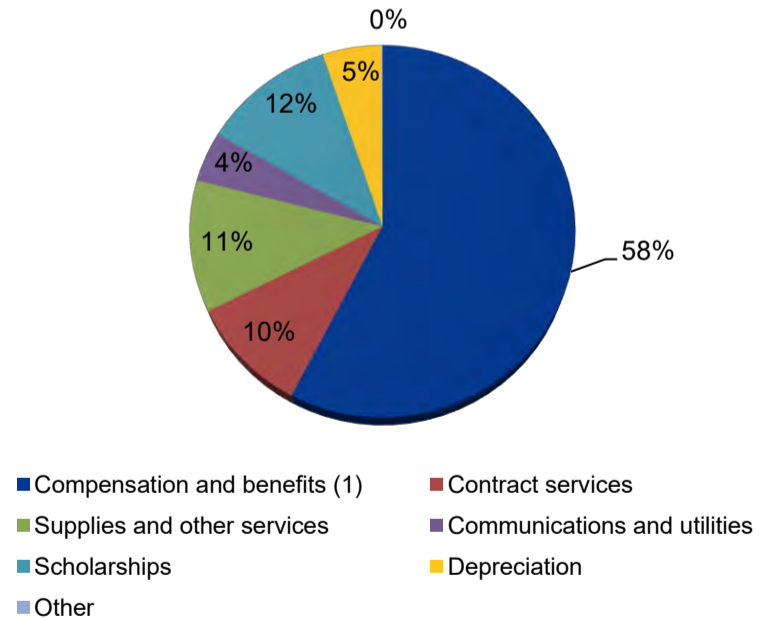
	2020-21	2019-20	2018-19	2017-18	2016-17
Compensation and benefits (1)	\$ 19,415,939	\$ 18,226,508	\$ 16,677,080	\$ 16,818,499	\$ 17,121,078
Contract services	2,374,117	2,012,642	2,129,192	2,089,793	1,862,246
Supplies and other services	2,995,478	3,750,161	3,812,499	2,995,683	3,627,164
Communications and utilities	1,091,638	1,098,021	1,153,436	1,142,965	1,098,569
Scholarships	2,057,607	2,247,251	2,163,155	1,998,572	2,133,721
Depreciation	2,527,514	2,272,980	2,185,385	2,200,669	2,375,273
Other	38,914	(18,782)	50,474	(3,990)	14,272
Total operating expenses	30,501,207	29,588,781	28,171,222	27,242,192	28,232,323
Non operating expenses	809,244	1,016,320	-	42,109	3,197
Total expenses	\$ 31,310,451	\$ 30,605,101	\$ 28,171,222	\$ 27,284,301	\$ 28,235,520

	2015-16	2014-15	2013-14	2012-13	2011-12
Compensation and benefits (1)	\$ 17,635,444	\$ 18,189,910	\$ 17,200,507	\$ 16,939,312	\$ 15,550,537
Contract services	2,346,731	2,109,597	2,243,436	2,138,098	2,680,066
Supplies and other services	2,703,472	3,775,418	3,550,497	3,223,900	3,086,612
Communications and utilities	1,178,132	1,146,620	1,086,284	1,191,308	1,183,082
Scholarships	2,292,036	2,273,228	2,240,669	2,570,647	3,094,923
Depreciation	2,172,776	2,053,133	1,838,484	1,544,414	1,366,808
Other	8,096	(14,339)	61,033	23,732	22,413
Total operating expenses	28,336,687	29,533,567	28,220,910	27,631,411	26,984,441
Non operating expenses	3,037	3,470	117,890	-	187,159
Total expenses	\$ 28,339,724	\$ 29,537,037	\$ 28,338,800	\$ 27,631,411	\$ 27,171,600

FY20-21 Expenses by Use



FY11-12 Expenses by Use



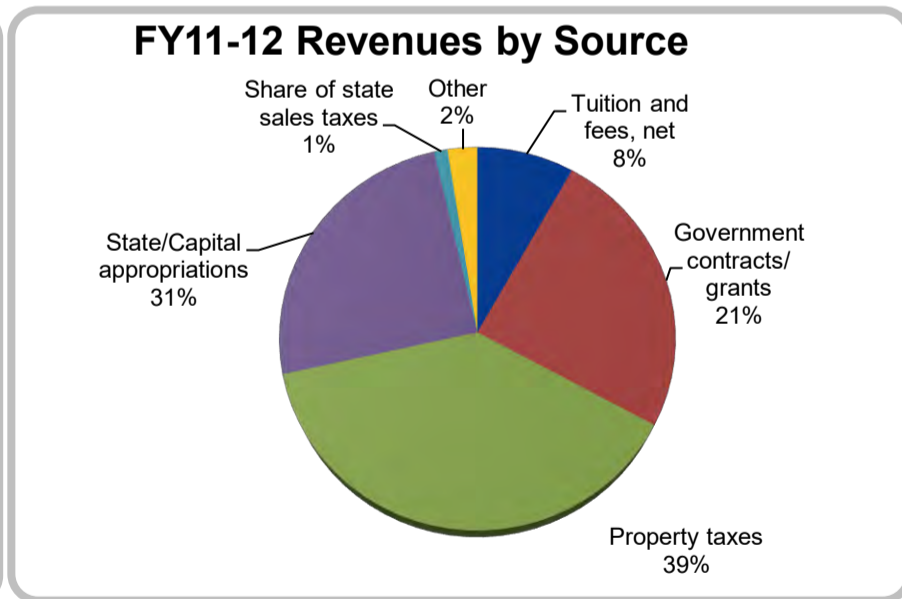
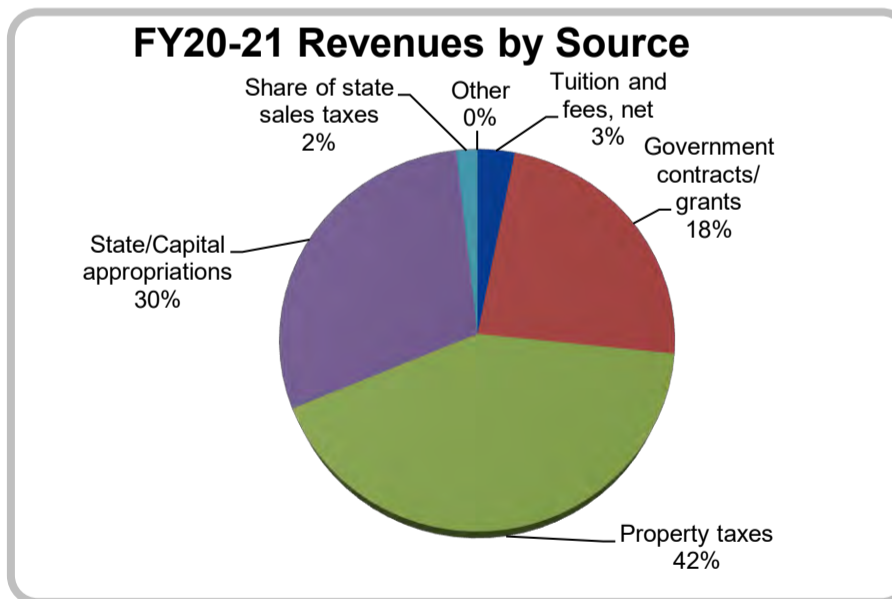
Source:
Audited financial statements.

Notes:
(1) Starting in fiscal year 2013-14, Compensation and benefits replaced Personal services to more accurately describe the expense category.

**Navajo County Community College District
(Northland Pioneer College)
Revenues by Source
Last Ten Fiscal Years**

	2020-21	2019-20	2018-19	2017-18	2016-17
Tuition and fees, net	\$ 1,169,747	\$ 2,320,187	\$ 2,400,758	\$ 2,328,188	\$ 2,388,164
Government contracts	2,736,560	2,642,769	3,021,888	2,516,324	2,808,825
Bookstore income, net	25,106	29,420	9,471	8,549	12,231
Other	189,002	234,592	281,638	270,958	412,543
Total operating revenue	4,120,415	5,226,968	5,713,755	5,124,019	5,621,763
Property taxes	15,645,227	15,470,410	15,085,682	14,879,623	14,383,804
State appropriations	10,990,474	11,548,300	9,026,200	8,690,200	8,041,200
Government grants	6,011,021	4,308,940	3,986,711	3,921,699	3,800,723
Private grants (2)	264,994	444,916	411,170	326,482	381,230
Share of state sales taxes	664,780	533,294	550,981	471,721	474,310
Investment earnings	414,898	1,216,955	1,200,154	549,641	279,951
Total nonoperating revenues	33,991,394	33,522,815	30,260,898	28,839,366	27,361,218
Total revenues	\$ 38,111,809	\$ 38,749,783	\$ 35,974,653	\$ 33,963,385	\$ 32,982,981

	2015-16	2014-15	2013-14	2012-13	2011-12 (1)
Tuition and fees, net	\$ 2,478,625	\$ 2,357,891	\$ 2,295,137	\$ 2,466,640	\$ 2,690,260
Government contracts	2,606,064	3,283,218	3,156,936	2,969,273	2,638,049
Bookstore income, net	61,854	48,491	66,720	42,460	33,564
Other	330,747	334,987	352,295	379,831	291,648
Total operating revenue	5,477,290	6,024,587	5,871,088	5,858,204	5,653,521
Property taxes	14,430,117	13,980,187	13,153,327	13,180,294	12,703,703
State appropriations	7,777,000	7,276,900	7,160,800	7,059,800	8,181,800
Government grants	5,126,742	4,728,837	4,740,596	5,018,111	5,502,290
Private grants (2)	436,779	297,567	304,219	325,919	360,370
Share of state sales taxes	427,216	423,082	435,192	545,682	372,308
Investment earnings	188,535	160,532	148,526	170,717	136,283
Gain on disposal of capital assets	8,484	41,100	-	18,627	-
Total nonoperating revenues	28,394,873	26,908,205	25,942,660	26,319,150	27,256,754
Capital appropriations	-	-	122,600	-	-
Total revenues	\$ 33,872,163	\$ 32,932,792	\$ 31,936,348	\$ 32,177,354	\$ 32,910,275



Source:
Audited financial statements except as reclassified in (2).

Notes:
(1) Starting in fiscal year 2011-12, Tuition and fees, net of scholarship allowances and Government contracts were adjusted to reclassify tuition waivers associated with an intergovernmental agreement as a scholarship allowance.
(2) In fiscal year 2011-12, Private grants were adjusted to reclassify the amounts from operating to nonoperating revenues. For comparability purposes, prior years have been reclassified.

**Navajo County Community College District
(Northland Pioneer College)
Expenditure Limitation
Statutory Limit to Budgeted Expenditures
Last Ten Fiscal Years**

Fiscal Year	Statutory Expenditure Limitation (1)	Budgeted Expenditures Subject to Limitation (2)	Amount Under/(Over) Expenditure Limitation
2020-21	14,733,169	14,733,169	- (3)
2019-20	14,732,390	14,732,390	225,066
2018-19	14,288,001	13,317,976	970,025
2017-18	13,982,552	13,982,552	293,926
2016-17	13,857,022	13,857,022	49,052
2015-16	13,327,460	13,327,460	1,624,055
2014-15	13,412,368	13,412,368	994,180
2013-14	14,894,360	14,894,360	1,134,433
2012-13	15,978,265	15,561,404	416,861
2011-12	16,251,916	15,751,979	499,937
2010-11	17,086,770	14,738,989	2,347,781

Source:

Audited annual budgeted expenditure limitation reports.

Notes:

(1) The Statutory Expenditure Limitation is calculated by the Arizona Department of Revenue Economic Estimates Commission and applies to Current (General, Auxiliary Enterprises, and Restricted) and Plant Funds (Unexpended and Retirement of Indebtedness).

(2) Budgeted expenditures are net of allowable exclusions.

(3) Budgeted expenditures for fiscal year 2021 is an estimate, audited numbers not yet available.

**Navajo County Community College District
(Northland Pioneer College)
Assessed Valuation, Tax Rate, and Estimated Actual Value
Last Ten Fiscal Years**

Fiscal Year	Primary Assessed Valuation				Total Direct Tax Rate	Estimated Actual Value	Assessed Value as Percentage of Actual Value
	Centrally Assessed (1)	Locally Assessed Real Property (1)	Locally Assessed Personal Property (1)	Total Assessed Value			
2020-21	203,330,423	663,774,856	15,052,837	882,158,116	1.7827	8,000,295,495	11.03% (2)
2019-20	205,630,301	631,342,222	15,667,722	852,640,245	1.8164	7,660,041,799	11.13%
2018-19	209,252,253	605,890,780	13,705,100	828,848,133	1.8164	7,393,828,127	11.21%
2017-18	219,892,518	587,340,948	13,874,290	821,107,756	1.8067	7,768,285,298	10.57%
2016-17	222,928,447	565,872,581	14,261,438	803,062,466	1.7884	7,320,532,963	10.97%
2015-16	261,979,130	556,128,109	14,662,934	832,770,173	1.7423	7,462,098,324	11.16%
2014-15	274,277,258	553,959,727	16,781,251	845,018,236	1.6610	7,511,273,209	11.25%
2013-14	272,274,079	612,397,229	18,680,546	903,351,854	1.4769	8,197,385,245	11.02%
2012-13	270,501,880	683,203,369	20,587,141	974,292,390	1.3515	8,881,425,615	10.97%
2011-12	260,662,273	745,626,178	19,848,674	1,026,137,125	1.2387	9,236,157,741	11.11%

Source:

District records, Arizona Department of Revenue, Navajo County Finance and Assessor offices.

Notes:

(1) Categories presented are based on information provided by the Property Tax Oversight Commission for the Arizona Department of Revenue. Categories based on Residential, Commercial and Personal Property is not available but is expected in future years. Centrally assessed property is assessed by the State of Arizona versus the County and includes railroads, pipelines, utilities and other real property. Assessed values include certain tax exempt properties.

(2) Assessed Value as Percentage of Actual Value for fiscal year 2020-21 is based on 2019-20 information, current year information not available.

**Navajo County Community College District
(Northland Pioneer College)
Property Tax Levies and Collections
Last Ten Fiscal Years**

Fiscal Year	Total Adjusted Tax Levy (1)	Current Tax Collections (2)	Percent of Current Tax Collections to Total Tax Levy	Collections in Subsequent Years (2)	Total Tax Collections (2)	Percent of Total Tax Collections to Total Tax Levy
2020-21	\$ 15,622,526	\$ 15,257,643	97.66%	\$ -	\$ 15,257,643	97.66%
2019-20	15,465,293	14,995,661	96.96%	435,690	15,431,351	99.78%
2018-19	15,068,091	14,607,735	96.94%	421,433	15,029,168	99.74%
2017-18	14,861,908	14,382,042	96.77%	439,686	14,821,728	99.73%
2016-17	14,364,227	13,890,497	96.70%	445,322	14,335,819	99.80%
2015-16	14,475,580	13,969,344	96.50%	478,775	14,448,120	99.81%
2014-15	13,963,030	13,498,333	96.67%	426,968	13,925,301	99.73%
2013-14 (3)	13,267,899	12,815,737	96.59%	409,919	13,225,656	99.68%
2012-13	13,059,169	12,671,313	97.03%	371,957	13,043,270	99.88%
2011-12	12,647,564	12,187,235	96.36%	448,182	12,635,417	99.90%

Source:

Navajo County Treasurer and Assessor Offices and District records.

Notes:

(1) The Total Adjusted Tax Levy amounts include cumulative adjustments from the year of levy until the present year for tax exempt property and/or court settlements.

(2) Tax collections are recorded on a cash basis.

(3) In fiscal year 2014 an adjustment was made for a court settlement with Transwestern Pipeline in the amount of \$120,000. This adjustment reduced the tax levies for fiscal years 2013, 2012 and 2011.

**Navajo County Community College District
(Northland Pioneer College)
Property Tax Rates, Direct and Overlapping Governments
Last Ten Years (Per \$100 of Assessed Value)**

Fiscal Year	Overlapping Rates									
	Northland Pioneer College			Navajo County	Cities and Towns		Fire and Special Districts		School Districts	
	Primary	Secondary	Total		From	To	From	To	From	To
2020-21	1.7827		1.7827	0.8657	0.5022	1.3871	0.4033	3.2500	1.8371	7.3012
2019-20	1.8164		1.8164	0.8820	0.5115	1.3916	0.0500	3.2500	1.8954	8.0000
2018-19	1.8164		1.8164	0.8951	1.4231	1.4231	0.0500	3.2500	1.9679	8.0000
2017-18	1.8067		1.8067	0.8903	1.4231	1.4231	0.0500	3.5500	2.0234	8.0000
2016-17	1.7884		1.7884	0.8417	1.4021	1.4021	0.0500	3.5500	0.0813	7.3012
2015-16	1.7423		1.7423	0.8417	1.3646	1.3646	0.0500	3.5500	0.5261	7.3012
2014-15	1.6610		1.6610	0.8185	1.2831	1.2831	0.0500	3.5500	0.6338	8.0000
2013-14	1.4769		1.4769	0.6995	0.2789	1.1934	0.0500	3.5500	0.4312	8.0000
2012-13	1.3515		1.3515	0.6401	0.2789	0.9880	0.0500	3.5500	0.1255	8.0000
2011-12	1.2387		1.2387	0.5984	0.2789	0.9815	0.0500	3.5500	1.7682	7.2564

Source:

District records and Navajo County Treasurer.

**Navajo County Community College District
(Northland Pioneer College)
Principal Taxpayers
Current Year and Ten Years Ago**

	2020			2011		
	Primary Assessed Valuation	Rank	Percent of Navajo County's Primary Assessed Valuation	Primary Assessed Valuation	Rank	Percent of Navajo County's Primary Assessed Valuation
Arizona Public Service Company	\$ 101,784,627	1	52.77%	\$ 116,232,825	1	53.72%
PacifiCorp Electric Operations	34,200,000	2	17.73%	39,885,091	2	18.44%
Transwestern Pipeline Co	12,986,457	3	6.73%	13,530,348	4	6.25%
Burlington Northern/Santa Fe Railway	8,554,363	4	4.43%	5,096,633	8	2.36%
El Paso Natural Gas Company	7,853,077	5	4.07%	9,462,004	5	4.37%
Navopache Electric Co-Op Inc	6,821,066	6	3.54%	4,850,600	10	2.24%
Unisource Energy Corporation	6,451,116	7	3.34%	4,854,664	9	2.24%
Wal-Mart Stores, Inc.	5,171,176	8	2.68%	N/A	N/A	N/A
Citizens Telecomm of White Mtns	4,572,977	9	2.37%	7,214,064	6	3.33%
Peabody Western Coal Co	4,500,000	10	2.33%	15,225,000	3	7.04%
Navajo County Assessed Value	192,894,859			216,351,229		

Source:

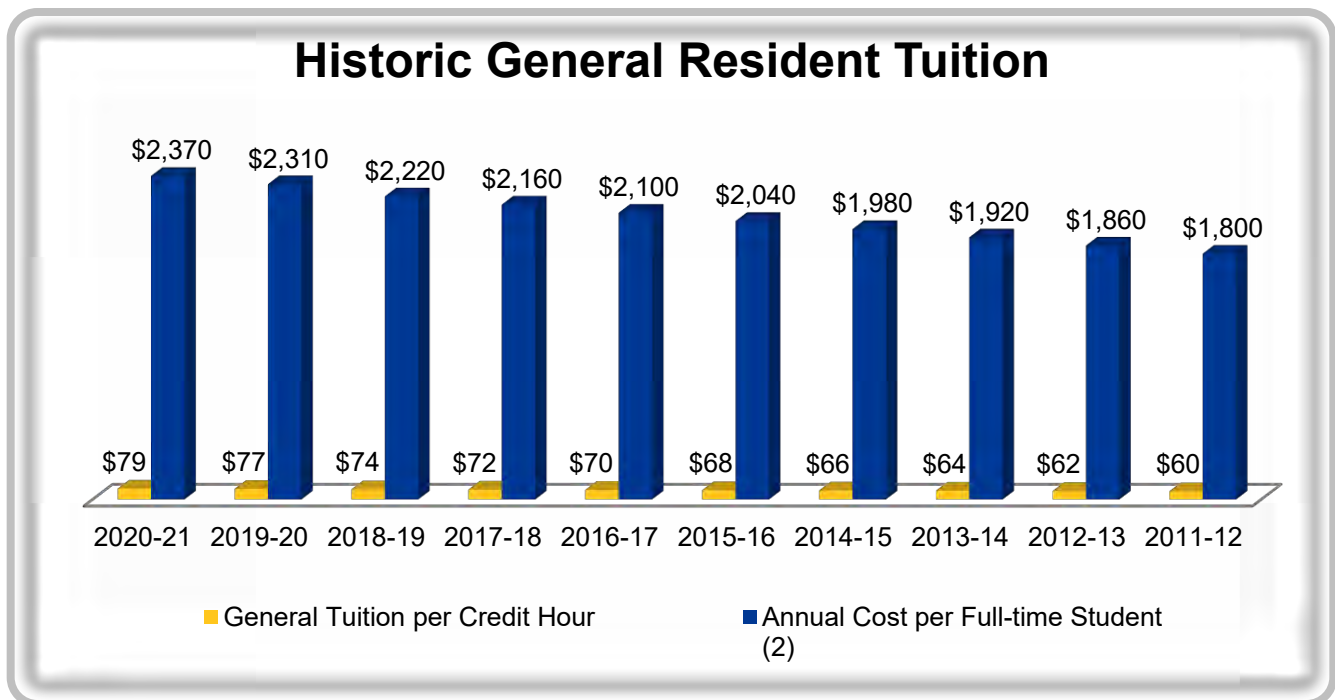
Navajo County Finance Department, 2020 Annual Comprehensive Financial Report.
Navajo County Finance and Assessor Offices.

Note:

(1) Information presented is based on tax year.

**Navajo County Community College District
(Northland Pioneer College)
Historic General Resident Tuition
Last Ten Fiscal Years**

Fiscal Year (1)	District Historic Tuition			
	General Tuition per Credit Hour	Annual Cost per Full-Time Student (2)	Increase (Decrease)	
			Dollars	Percent
2020-21	\$ 79	\$ 2,370	\$ 2	3%
2019-20	77	2,310	3	4%
2018-19	74	2,220	2	3%
2017-18	72	2,160	2	3%
2016-17	70	2,100	2	3%
2015-16	68	2,040	2	3%
2014-15	66	1,980	2	3%
2013-14	64	1,920	2	3%
2012-13	62	1,860	2	3%
2011-12	60	1,800	4	7%



Source:

District records.

Notes:

- (1) Tuition rate changes are effective beginning the fall term each year.
- (2) Full-time students are defined as taking 30 credit hours in an academic year.

**Navajo County Community College District
(Northland Pioneer College)
Ratios of Outstanding Debt by Type
Last Ten Fiscal Years**

Fiscal Year	Capital Lease Obligations	Total Outstanding Debt	Per FTSE (1)	Per Capita
2020-21	-	-	-	-
2019-20	-	-	-	-
2018-19	-	-	-	-
2017-18	-	-	-	-
2016-17	-	-	-	-
2015-16	20,676	20,676	10.66	0.19
2014-15	38,964	38,964	21.04	0.36
2013-14	57,745	57,745	31.64	0.53
2012-13	74,336	74,336	37.89	0.69
2011-12	-	-	-	-

Source:

Audited financial statements, Audited FTSE report.

Notes:

(1) Full Time Student Equivalent (FTSE) is based on a fiscal year.

**Navajo County Community College District
(Northland Pioneer College)
Computation of Legal Debt Margin
Last Ten Fiscal Years**

	2020-21	2019-20	2018-19	2017-18	2016-17
Secondary Assessed Value of Real and Personal Property	\$ 987,306,973	\$ 912,719,174	\$ 872,110,638	\$ 865,076,310	\$ 841,423,700
Debt Limit, 15% of Secondary Assessed Value	148,096,046	136,907,876	130,816,596	129,761,447	126,213,555
Amount of Debt Applicable to Debt Limit: General Obligation Bonded Debt	-	-	-	-	-
Total net debt applicable to the limit	-	-	-	-	-
Legal debt margin	<u>\$ 148,096,046</u>	<u>\$ 136,907,876</u>	<u>\$ 130,816,596</u>	<u>\$ 129,761,447</u>	<u>\$ 126,213,555</u>
Total net debt as a percentage of debt limit	0.00%	0.00%	0.00%	0.00%	0.00%

	2015-16	2014-15	2013-14	2012-13	2011-12
Secondary Assessed Value of Real and Personal Property	\$ 843,018,904	\$ 846,247,083	\$ 904,776,443	\$ 978,263,926	\$ 1,040,412,117
Debt Limit, 15% of Secondary Assessed Value	126,452,836	126,937,062	135,716,466	146,739,589	156,061,818
Amount of Debt Applicable to Debt Limit: General Obligation Bonded Debt	-	-	-	-	-
Total net debt applicable to the limit	-	-	-	-	-
Legal debt margin	<u>\$ 126,452,836</u>	<u>\$ 126,937,062</u>	<u>\$ 135,716,466</u>	<u>\$ 146,739,589</u>	<u>\$ 156,061,818</u>
Total net debt as a percentage of debt limit	0.00%	0.00%	0.00%	0.00%	0.00%

Source:

Navajo County Assessor's Office and District records.

Notes:

The Arizona Constitution, Article 9, Section 8, states that a county or school district may become indebted for an amount not to exceed 15% of taxable property.

**Navajo County Community College District
(Northland Pioneer College)
Schedule of Demographic and Economic Statistics
Last Ten Years**

Calendar Year	County Population (1)	County Personal Income (In Thousands)	County Personal Income Per Capita	County Unemployment Rate
2020	110,924	Not available	Not available	8.5%
2019	109,144	\$ 3,690,208	\$ 33,268	7.9%
2018	110,445	3,400,882	31,213	7.6%
2017	111,266	3,472,946	31,213	7.6%
2016 (1)	110,413	3,235,693	29,408	9.4%
2015 (1)	108,277	3,154,284	29,132	9.6%
2014	109,185	2,965,679	27,162	11.2%
2013	108,694	2,869,655	26,401	13.1%
2012	107,094	2,826,523	26,393	15.2%
2011	107,174	2,780,847	25,947	15.8%

Sources:

Navajo County Finance Department, 2020 Annual Comprehensive Financial Report.

1 - US Bureau of Economic Analysis for 2015 and 2016 (<https://bea.gov>)

**Navajo County Community College District
(Northland Pioneer College)
Schedule of Employment by Sector and Major Employers
Last Ten Calendar Years**

Employment by Sector	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
Mining and Construction	1,252	1,164	1,725	2,625	1,525	1,725	1,625	1,600	1,600	1,325
Educational & Health Svcs	4,459	4,586	4,550	4,400	4,125	3,900	3,575	3,575	3,550	3,200
Financial Activities	492	640	625	525	650	625	700	600	575	425
Government	9,195	9,897	9,725	8,850	8,925	9,775	9,325	9,675	9,850	9,500
Leisure & Hospitality	3,243	3,824	3,925	3,850	3,450	3,200	3,700	3,875	3,600	3,625
Manufacturing	248	333	300	275	250	175	150	125	475	525
Information	232	92	950	950	1,050	1,200	1,150	1,175	1,175	1,150
Professional & Business Svcs	1,037	1,094	1,500	1,300	1,325	1,150	1,425	1,175	1,000	1,025
Trade, Transportation & Utilities	4,406	4,810	5,100	5,500	5,475	4,875	4,700	5,175	5,150	5,025
Other Services	489	595	650	450	975	950	925	1,050	950	525

Sources:

Navajo County Finance Department, 2020 Annual Comprehensive Financial Report.

Note:

(1) The number of employees for the 10 largest employers in the County is not available due to State of Arizona non-disclosure restrictions.

**Navajo County Community College District
(Northland Pioneer College)
Enrollment and Degree Statistics
Last Ten Years**

Location	Fall Historic Headcount									
	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
Holbrook	181	399	450	469	443	469	480	493	445	486
Show Low	660	1,199	1,098	983	1,020	1,024	960	955	1,173	1,409
Snowflake	175	353	369	334	411	367	407	390	499	525
Winslow	72	344	365	416	359	422	376	396	393	419
Kayenta	3	100	110	77	74	75	74	79	81	72
Hopi	10	72	92	101	77	97	113	130	130	135
Whiteriver	144	257	252	239	206	212	195	164	187	170
St Johns	118	158	165	183	176	199	191	188	180	167
Springerville/Eager	59	85	97	107	174	180	227	149	183	236
Navajo County Misc.	6	16	77	40	33	58	1	11	36	35
Apache County Misc.	35	86	114	123	96	112	97	179	211	113
Department of Corrections	-	-	28	33	32	92	65	47	127	118
Other	1,372	468	441	377	461	559	515	536	709	748
Total District (1)	2,703	3,008	3,182	3,021	3,044	3,354	3,211	3,234	3,718	3,917

Location	Fall Historic FTSE (2)									
	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
Holbrook	94	189	190	201	202	213	200	190	179	182
Show Low	304	533	501	490	470	493	473	470	526	638
Snowflake	89	170	186	161	164	131	169	143	223	184
Winslow	39	142	154	174	160	186	158	172	184	176
Kayenta	1	33	35	26	24	21	23	24	26	27
Hopi	6	25	34	34	26	34	39	47	43	49
Whiteriver	65	115	109	93	92	98	86	64	75	81
St Johns	61	83	78	95	80	99	89	89	85	72
Springerville/Eager	19	28	33	26	46	55	71	43	72	84
Navajo County Misc	2	4	17	9	7	16	0	2	5	7
Apache County Misc	19	32	33	35	22	24	22	42	48	27
Department of Corrections	-	-	15	19	24	95	60	14	61	53
Other	609	135	115	104	122	136	139	146	216	227
Total District	1,308	1,491	1,500	1,468	1,440	1,601	1,529	1,446	1,743	1,807

Degrees & Certificates	Degrees and Certificates Awarded									
	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
Associate of Arts	25	48	30	39	33	30	28	39	26	21
Associate of Arts in Early Childhd	3	3	1	1	1	-	-	-	-	-
Associate of Arts in Elementary Ed	6	5	4	10	7	11	4	6	6	7
Associate of Business	5	4	5	3	3	8	9	8	9	7
Associate of Science	6	12	12	13	17	15	11	5	3	10
Associate of General Studies	6	14	16	11	22	16	20	33	17	15
Associate of Applied Science	99	82	113	123	125	121	125	91	93	116
Certificate of Proficiency	314	435	468	472	734	545	399	341	215	236
Certificate of Applied Science	98	99	85	102	97	82	68	63	41	9

Source:

District records.

Notes:

(1) Totals are unduplicated headcounts.

(2) FTSE refers to Full Time Student Equivalent which is calculated by dividing total enrolled credit hours per semester by 15 credit hours.

**Navajo County Community College District
(Northland Pioneer College)
Student Enrollment and Demographic Statistics—Page 1
Last Ten Years**

Fall Semester	Attendance		Residency			Gender	
	Full-Time	Part-Time	In State	Out of County (1)	Out of State	Female	Male
2020	17%	83%	92%	8%	0.58%	1,616	1,147
2019	20%	80%	89%	11%	0%	1,791	1,217
2018	20%	80%	88%	12%	0%	1,902	1,262
2017	20%	80%	86%	14%	0%	1,809	1,212
2016	21%	79%	87%	13%	0%	1,778	1,266
2015	24%	76%	89%	11%	0%	1,952	1,402
2014	23%	77%	86%	14%	0%	1,922	1,289
2013	21%	79%	88%	12%	0%	1,969	1,265
2012	22%	78%	87%	13%	0%	2,221	1,497
2011	22%	78%	86%	13%	1%	2,333	1,584

Fall Semester	Ethnic Background						
	White (Caucasian)	American Indian	Black	Hispanic	Asian	Pacific Islander	Other/ Unknown
2020	42%	28%	1%	9%	1%	0%	20%
2019	45%	34%	0%	9%	1%	0%	10%
2018	43%	37%	1%	7%	1%	0%	12%
2017	45%	37%	1%	5%	1%	0%	11%
2016	49%	34%	1%	3%	1%	0%	12%
2015	46%	36%	1%	1%	1%	0%	14%
2014	47%	35%	1%	11%	1%	0%	5%
2013	49%	36%	1%	8%	1%	0%	5%
2012	49%	35%	1%	9%	1%	0%	5%
2011	52%	30%	1%	7%	1%	0%	9%
2010	48%	31%	0%	7%	1%	0%	13%

Source:

District records.

Notes:

(1) The District's Enterprise Resource Planning system tracks in-state and out-of-state students; a customized tracking system was created to specifically track students in Apache County. The Out of County amounts listed on this schedule represent Apache County students taking classes in Apache County.

Navajo County Community College District
(Northland Pioneer College)
Student Enrollment and Demographic Statistics—Page 2
Last Ten Years

Fall Semester	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
19 & Under	1,579	1,668	1,772	1,534	1,618	1,651	1,461	1,437	1,697	1,748
20 - 24	316	372	409	447	462	505	525	508	575	657
25 - 29	234	292	313	322	313	332	316	304	365	381
30 - 39	311	356	346	356	330	425	444	447	516	558
40 - 49	160	176	185	206	164	228	263	275	314	313
50 - 59	64	92	106	104	97	158	151	200	182	174
60 & Over	39	52	51	52	60	55	51	63	69	86
Unknown	-	-	-	-	-	-	-	-	-	-
Total (1)	2,703	3008	3,182	3,021	3,044	3,354	3,211	3,234	3,718	3,917

Source:

District records.

Note:

(1) Totals are unduplicated headcounts.

**Navajo County Community College District
(Northland Pioneer College)
Employee Statistics
(Headcount)
Last Ten Fiscal Years**

Employees	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14 (3)	2012-13	2011-12
Faculty										
Full-time	78	69	74	74	75	78	75	77	76	77
Part-time	68	74	73	86	70	83	83	82	85	64
Subtotal of Faculty	146	143	147	160	145	161	158	159	161	141
Administrative & Support Staff										
Full-time	140	138	140	124	130	129	135	137	133	134
Part-time	151	128	146	184	168	131	138	136	151	156
Subtotal of Staff	291	266	286	308	298	260	273	273	284	290
Total Employees	437	409	433	468	443	421	431	432	445	431
Students per Faculty (1)	8.96	10.42	11.85	11.08	12.60	12.06	11.72	11.48	12.19	14.68
Students per Staff (1)	4.49	5.61	6.09	5.75	6.13	7.46	6.78	6.68	6.91	7.14
Average class size (2)	14	13	14	15	14	14	13	11	12	13

Source:

District records.

Notes:

- (1) Audited Fall Full Time Student Equivalent (FTSE) divided by Subtotal Faculty or Subtotal Staff.
- (2) Average class size is based on an academic year and is calculated using only classes for Liberal Arts and Nursing excluding multicourse labs and two internet classes (POS221 & POS222).
- (3) Average class size for 2013-14 was corrected from 12 to 11

**Navajo County Community College District
(Northland Pioneer College)
Schedule of Capital Asset Information
Last Ten Fiscal Years**

Location	Fiscal Years									
	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12
Maintenance/PAD										
Total Square Footage	11,320	11,320	11,320	11,320	11,320	11,320	11,320	11,320	11,320	11,320
102 N. 1st Avenue	8,320	8,320	8,320	8,320	8,320	8,320	8,320	8,320	8,320	8,320
PAD/Receiving (3)	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Total Acreage	0.89	0.89	0.89	0.54	0.54	0.54	0.54	0.54	0.54	0.54
New Holbrook Campus										
Total Square Footage	101,287	101,287	101,287	101,287	101,287	101,287	101,287	101,287	56,220	56,220
Total Acreage	27.71	27.71	27.71	27.71	27.71	27.71	27.71	27.71	27.71	27.71
Show Low Campus										
Total Square Footage	84,646	84,646	84,646	84,646	84,646	84,646	84,646	84,646	84,646	84,646
Total Acreage	31.69	31.69	31.69	31.69	31.69	31.69	31.69	31.69	31.69	31.69
Snowflake Campus										
Total Square Footage	60,240	60,240	60,240	60,240	60,240	60,240	60,240	60,240	60,240	60,240
Total Acreage	18.5	18.5	18.5	18.5	18.5	18.5	18.5	18.5	18.5	18.5
Winslow Campus										
Total Square Footage	50,540	50,540	50,540	50,540	50,540	50,540	50,540	50,540	50,540	50,540
Total Acreage	26.72	26.72	26.72	26.72	26.72	26.72	26.72	26.72	26.72	26.72
Kayenta Center (1)										
Total Square Footage	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,532	3,532
Hopi Center (2)										
Total Square Footage (3)	9,686	9,686	9,686	9,686	9,686	9,686	9,686	9,686	9,686	9,686
Whiteriver Center (2)										
Total Square Footage	14,194	14,194	14,194	12,992	12,054	12,054	12,054	12,054	12,054	12,054
St Johns Center (1)										
Total Square Footage										
Cosmetology/Welding	5,320	5,320	5,320	5,320	5,320	5,320	5,320	5,320	5,320	5,320
Springerville/Eager Center										
Total Square Footage	25,670	25,670	25,670	25,670	25,670	25,670	25,670	25,670	25,670	6,880
940 E Maricopa (1)	25,670	25,670	25,670	25,670	25,670	25,670	25,670	25,670	25,670	-
578 N. Main	-	-	-	-	-	-	-	-	-	4,000
District Owned Modulars	-	-	-	-	-	-	-	-	-	2,880
Tower Buildings										
Total Square Footage	1,120	1,120	1,120	980	980	980	980	980	980	980
Greens Peak	140	140	140	-	-	-	-	-	-	-
Wht River Point (3)	140	140	140	140	140	140	140	140	140	140
McKays Peak (3)	420	420	420	420	420	420	420	420	420	420
Dry Lake (3)	420	420	420	420	420	420	420	420	420	420
Total District										
Total Square Footage	365,143	365,143	365,143	363,661	362,723	362,723	362,723	362,723	318,188	299,398
Total Acreage	105.51	105.51	105.51	105.16	105.16	105.16	105.16	105.16	105.16	105.16

Source:
District records.

Notes:
(1) Leased facilities, only square footage of facilities included.
(2) District owned building on Tribal lands, only square footage of building included.
(3) Corrections to square footage made in FY 2019-20 represented retroactively

Forty-seven years ago, Northland Pioneer College originated from a previously abandoned hospital, school, and a cluster of old commercial buildings spread throughout Navajo County. These deep-rooted centers at the college would transform lives for generations to come. Easily accessible to population clusters, these centers offered college courses, fun workshops, and vocational training, utilizing a decentralized concept unique in Arizona. Early on, computer labs and libraries were built in converted school buses that traveled between the various centers in the remote counties.

Currently, NPC is known for leading in the application of distance learning technology, always expanding educational opportunities to the college's vast geographic area. Pioneering the use of microwave technology to provide interactive video instruction, NPC's instructors can be on one campus teaching students at multiple locations. Today, NPC's modern wireless wide area network (WWAN) connects 9 different campuses, and centers reaching Apache and Navajo lands across 21,000 square miles, as well as 16 of the region's high schools, some located in remote, rural areas of Northeastern Arizona. Most recently, NPC's District Governing Board members, the college's new President, Dr. Chato Hazelbaker, and NPC administration and staff, joined Navajo County government and City of Show Low dignitaries to break ground on the college's newest development, a 28,820 square foot skills center at the Show Low Campus, tentatively opening in late 2022.

Without such growth, offering opportunities and essential tools of instruction, a college education would be beyond the geographical and financial reach of many of NPC's students. NPC works hard and tirelessly to expand minds and transform the lives of students.



Locations: Show Low, Snowflake/Taylor, Holbrook, Winslow, Kayenta, Hopi, Springerville/Eagar, St. Johns, Whiteriver

Request to Accept Additional Funds for Open Textbooks Grant

Recommendation:

Staff recommends acceptance of an additional \$126,059.76 for the Open Textbooks for Rural Arizona Grant awarded through the US Department of Education. With the initial award of \$101,898, this will bring the 3-year grant award total to \$227,957.76.

Summary:

The three-year federal grant is to facilitate collaboration and professional development related to Open Educational Resources (OER), develop high-quality OER textbooks and ancillary materials to address gaps in the existing marketplace, and implement and expand the use of OER to reduce key barriers to degree completion by decreasing the cost of education. The grant has a budget/performance period that begins September 1st, 2021 and ends August 30th, 2024.

The grant project is a collaborative effort of the Arizona Open Textbook Consortium led by Yavapai College. Consortium members include Arizona Western College, Eastern Arizona College, Central Arizona College, Coconino Community College, Mohave Community College, and Northland Pioneer College. As a sub-awardee, NPC received an initial award of \$101,898.00, which was approved by the District Governing Board on October 19th, 2021. Recently, the Department of Education has approved additional funding requested by the Consortium, and an additional \$126,059.76 will be allocated to NPC through the Consortium.

In collaboration with the consortium members, the college will utilize the funds to expand professional development opportunities and support for development, adoption, and evaluation of OERs.



Request to Approve Purchase of Computer Equipment

Recommendation:

Staff recommends approval to purchase Laptop Computers from SHI International Corp for a total cost of \$232,868.34.

Procurement Process and Budget Information:

This is an annual, budgeted expense and National Contract NASPO Computer Equipment MNNVP-133 is used to ensure best value for the college.

Summary:

As part of a regular refresh cycle the Technology Advancement and Support Division annually purchases computers to replace ageing equipment.

The Procurement Department has provided the total cost for approval as the quote, below, does not include local taxes that the college must pay.





Pricing Proposal
 Quotation #: 22780607
 Created On: 11/18/2022
 Valid Until: 12/31/2022

AZ-Northland Pioneer College

Inside Account Executive

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All Prices are in US Dollar (USD)

Product	Qty	Your Price	Total
1 HP Elite 600 G9 - Wolf Pro Security - SFF - Core i7 12700 / 2.1 GHz - RAM 16 GB - SSD 256 GB - NVMe, TLC - UHD Graphics 770 - GigE - Win 10 Pro 64-bit (includes Win 11 Pro License) - monitor: none - keyboard: US - with HP 3 years Next Business Day Onsite HP, Inc. - Part#: 6J626UT#ABA Contract Name: NASPO Computer Equipment Contract #: MNNVP-133 Subcontract #: ADSPO16-098209 Note: 4-6 Weeks ETA	172	\$985.32	\$169,475.04
2 HP EliteBook 840 G9 Notebook - Wolf Pro Security - Intel Core i5 1235U / 1.3 GHz - Win 10 Pro 64-bit (includes Win 11 Pro License) - Iris Xe Graphics - 16 GB RAM - 512 GB SSD NVMe, TLC, HP Value - 14" IPS 1920 x 1200 - Wi-Fi 6E - kbd: US - with HP 3 year HP, Inc. - Part#: 6C174UT#ABA Contract Name: NASPO Computer Equipment Contract #: MNNVP-133 Subcontract #: ADSPO16-098209 Note: In Stock	35	\$1,237.89	\$43,326.15

Subtotal	\$212,801.19
Shipping	\$0.00
*Tax	\$13,683.12
Total	\$226,484.31

*Tax is estimated. Invoice will include the full and final tax due.

Additional Comments

Please Note: HP, Inc. has a zero returns policy on custom build PCs. Ink and toner are also considered non-returnable

Hardware items on this quote may be updated to reflect changes due to industry wide constraints and fluctuations.

Please note, if Emergency Connectivity Funds (ECF) will be used to pay for all or part of this quote, please let us know as we will need to ensure compliance with the funding program.

Thank you for choosing SHI International Corp! The pricing offered on this quote proposal is valid through the expiration date listed above. To ensure the best level of service, please provide End User Name, Phone Number, Email Address and applicable Contract Number when submitting a Purchase Order. For any additional information including Hardware, Software and Services Contracts, please contact an SHI Inside Sales Representative at (888) 744-4084. SHI International Corp. is 100% Minority Owned, Woman Owned Business. TAX ID# 22-3009648; DUNS# 61-1429481; CCR# 61-243957G; CAGE 1HTF0

The products offered under this proposal are resold in accordance with the terms and conditions of the Contract referenced under that applicable line item.