Northland Pioneer College: Title III/ARMSS Grant-YEAR 2

Goal:
Increase student retention and completion though ARMSS grant strategies

Strategy 1: Online Information Center (OIC) will advance the consistency of information for all NPC students by implementing one centralized web location to receive college services, sign up for events, and schedule appointments with support staff.

Strategy 1 Logic Model: Resources/Input: ARMSS Grant → Activities: 1. Select IT Consultant. 2. Hold focus groups with staff and students to discuss how the OIC will be designed. 3. IT consultant will build OIC. 4. Train IT staff and peripheral advising staff/faculty advisors/support staff on its navigation capabilities. 5. Launch OIC. → Outputs: An online information site that is accessible by all students who will receive up to date, consistent information and access to set up appointments with staff. → Outcomes: Retention of students because they have access to a resource web page that helps them navigate institutional needs for student success. → Impact: NPC will increase the retention, persistence, and completion of students over the next 5 years in accordance with the ARMSS grant goals.

Completed Tasks	Incomplete Tasks	Responsible Staff
• Select IT Consultant: Last Call Media • Hold Focus Groups with staff and students	• IT consultant will build OIC • Train IT staff and peripheral staff on its navigation capabilities • Launch OIC • Hire IT Consultant to create student landing page and single sign-on for OIC (in tandem with Anthology)	Tonya Thacker Katie Matott Michael Jacob

Strategy 2: Virtual One-Stop Centers (VOSCs) is intended to provide efficient and timely, personalized access to all college support specialists/departments (advising, financial aid, Veteran's services), especially for students at remote centers located on tribal lands.

Strategy 2 Logic Model: Resources/Input: ARMSS Grant → Activities: 1. Purchase, assembly, and delivery of VOSCs to all NPC campuses and centers. 2. Training of front office staff, financial aid staff, Veteran's staff, and advisors of how to operate the VOSCs. → Outputs: Efficient services provided to students who need to speak with campus staff from another campus/center → Outcomes: Retention of students because their needs and concerns were addressed in an efficient and meaningful manner. → Impact: NPC will increase the retention, persistence, and completion of students over the next 5 years in accordance with the ARMSS grant goals.

Completed Tasks	Incomplete Tasks	Responsible Staff
• Purchase, assemble, and deliver VOSCs to all NPC campuses and centers. • Training of center front office staff	• Train campus front office staff • Train financial aid staff • Train Veteran's staff • Train advisors	Tonya Thacker Joshua Rogers Michael Jacob Debra Stewart Jonathan Lawrence Frank Orona Marletha Baloo

Strategy 3: Pro-active, Personalized, Relational Advising will optimize the NPC students' ability to navigate college processes, promote a sense of belonging, and advance self-efficacy

Strategy 3 Logic Model: Resources/Input: ARMSS Grant → Activities: 1. Development of a PPRA manual. 2. Train front office staff to act as Enrollment Advisors. 3. Train advisors to use specific, evidence-based strategies in relational advising model. 4. Train advisors to use Target X. 5. Advisors will make personal contact with 100% of their assigned students at least once per semester. 6. Collect user experience information via surveys and adjust for improvement. → Outputs: Personalized and intentional advising to each NPC student. → Outcomes: Retention of students because advisors will develop a relationship intent on providing student success support throughout their time as a NPC student (develop/review/update degree plan, discuss academic performance, address challenges/needs, provide support, set goals and targets) → Impact: NPC will increase the retention, persistence, and completion of students over the next 5 years in accordance with the ARMSS grant goals.

Completed Tasks	Incomplete Tasks	Responsible Staff

- Develop PPRA manual - Train front office staff to act as enrollment advisors - Train advisors to use specific, evidence-based strategies in relational advising model - Train advisors to use Target X	- Advisors will make personal contact with 100% of their assigned students at least once per semester - Collect user experience information (via student surveys) and adjust for improvement - Utilize funds for Year 2 Advisor Training (NACADA practices) - Conduct Spring 2024 RISC survey for student belonging and engagement - Provide relational advising and positive student engagement training for front office staff (no stipends this year) - Provide financial wellness training to financial aid staff (ongoing from year 1)	Tonya Thacker Joshua Rogers

Strategy 4: First-Year Learning Community (LC) will promote a sense of belonging, purpose, and motivation among first-year and undecided NPC students to improve program persistence and completion.

Strategy 4 Logic Model: <u>Resources/Input:</u> ARMSS Grant → <u>Activities:</u> 1. Develop a LC blueprint. 2. Present blueprint to faculty. 3. Recruit faculty team to develop LC with LC Coordinator. 4. Identify Cohort 1. 5. Implement LC for Fall 2024. 6. Collect user information from surveys and adjust for improvement. → <u>Outputs:</u> LC cohorts of students across NPC. → <u>Outcomes:</u> Retention of students because LCs are an identified best practice strategy for student success. → <u>Impact:</u> NPC will increase the retention, persistence, and completion of students over the next 5 years in accordance with the ARMSS grant goals.

Completed Tasks	Incomplete Tasks	Responsible Staff
Develop a LC blueprint	- Recruit faculty team to develop LC with LC Coordinator - Identify first LC cohort - Implement LC in Fall 2024 - Collect user information (via student surveys) and adjust for improvement	Tonya Thacker Rickey Jackson Selected faculty (TBD)

Strategy 5: Native American Student Success Initiative: This initiative will help Native American NPC students, especially those who attend classes at remote centers, fell a sense of connectedness and belonging to the college, as well as a sense of self-efficacy. This will strengthen Native American cultural awareness and promote culturally-sensitive practices, curriculum, and pedagogy among college faculty, staff, and students. Also, this initiative will purposefully cultivate a sense of belonging, self-efficacy, and direction for NPC Native American students.

Strategy 5 Logic Model: <u>Resources/Input:</u> ARMSS Grant → <u>Activities:</u> 1. Make Tohi Lab TEACH course available to all NPC faculty and staff. 2. Create an online resource library of cultural competency articles and videos. 3. Make cultural competency part of new student and new staff orientation. 4. Engage Navajo, Hopi, and White Mountain Apache staff and faculty members in the development of a live and online cultural competency training course. 5. Coordinate a peer-to-peer mentorship program that pairs continuing NA students and alumni with incoming NA students. 6. Establish a menu of college success classes for students and their families. 7. Establish a menu of family-oriented financial literacy classes for students and their families. 8. Identify and schedule at least 1 family/community student appreciation event each semester. 9. Coordinate with NPC SGA, PTA, and Eagle Club to engage NA students. → <u>Outputs:</u> Initiatives and program support to provide a sense of belonging for the NA students across NPC. → <u>Outcomes:</u> Retention of NA students because NPC will provide support throughout their NPC experience. → <u>Impact:</u> NPC will increase the retention, persistence, and completion of students over the next 5 years in accordance with the ARMSS grant goals.

Completed Tasks	Incomplete Tasks	Responsible Staff
Make TOHI TEACH course available to all NPC faculty and staff	- Create an online resource library of cultural competency articles and videos - Make cultural competency part of new student and new staff orientation - Engage Navajo, Hopi, and White Mountain Apache staff and faculty members in the development of a live and online cultural competency training course. - Coordinate a peer-to-peer mentorship program that pairs continuing NA students and alumni with incoming NA students. - Establish a menu of college success classes for students and their families. - Establish a menu of family-oriented financial literacy classes for students and their families.	Tonya Thacker

	• Identify and schedule at least 1 family/community student appreciation event each semester. • Coordinate with NPC SGA, PTA, and Eagle Club to engage NA students. • Develop a NPC TEACH course to be used for cultural competency training	