

**NPC-ARMSS Meeting
Staff Meeting Agenda
Friday, July 7, 2023
11:00 AM**

Attendees: ARMSS Advisor Committee

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| Call to Order | 11:02 AM |
| Minutes approved by: | Motioned by: Seconded by: |
| Introductions | ARMSS Advisory Committee |
| Old Business | <p>Strand 1</p> <ul style="list-style-type: none"> • Hire Native American Success Coordinator: Completed • Convene meeting of ARMSS Advisor Team and NASC/PD to review project goals, strategies, and timeline: Completed • Contract with short-term User-Experience (UX) designer: Currently working with vendor, Last Call Media, completed a RFP. Completed. • Initial UX Designer orientation and project plan development. Completed. • Hold student and staff focus group meetings to discuss the OIC layout and content. Started. Started. Scheduled to meet with students on May 31 and plan to meet with staff members who have reached out to them. • Discuss content development and update process; build documentation on content to be displayed on webpage vs. those in-person, begin mapping the update process/frequency/responsibilities. Started. They plan to use feedback from the student and staff focus group meetings to use in the building of it. • UX designer builds webpages, connects event/appointment links with other software applications; connects chat options to chat vendors; embeds virtual meeting links. Not started. • Initial OIC test run with direct users. Not started. • Provide trainings to (1) back support staff (update webpage) (2) front support staff (online chat/zoom) (3) peripheral staff (one-stop staff; success navigators; academic advisors; faculty advisors; all student support staff). Not started. • Final OIC test run with multiple stakeholder groups (students, student service staff, faculty). Not started. • Launch OIC. Not started. <p>Strand 2</p> <ul style="list-style-type: none"> • Convene ARMSS Advisor team to evaluate the efficacy of pilot physical One-stop centers, to inform the development of center-based Virtual One-Stop Centers. Completed. This includes Leslie Dye, Michael Jacob, and Jonathan Lawrence. They are there to ensure the one stops interface with WebEx. Also Josh Rogers, Frank Arona, Katie Matott, and Tonya. |

- Train all NPC front-office staff to serve as generalists, who are able to “triage” all incoming students, and direct them to the appropriate location within the physical or Virtual one-stop center, based on their reason for visiting. **Not started.**
- Purchase and install Registration/Financial Aid kiosks in One-Stop centers at all nine college locations. Started. There is a pilot one stop that has been set up and delivered to SCC. **Started.**
- Purchase and install two (2) interactive One-Stop kiosks at each of the five (5) NPC virtual One-stop centers. **Started.**
- Determine schedule and staffing of online chat/Zoom options to accommodate remote admissions and enrollment support. **Not started.**
- Provide training to (1) back support staff (maintain hardware/software) (2) front support staff (online chat/Zoom) (3) peripheral staff (one-stop staff; success navigators; academic advisors; faculty advisors; all student support staff). **Not started.**
- Final VOSC test run with multiple stakeholder groups (students, student service staff, faculty). **Not started.**
- Launch VOSCs at all five NPC center locations. **Not started.**

Strand 3

- Develop a PPRA manual to include the following: 1)Target groups/populations 2)Scope of advising 3)Advisor training 4)How academic advising relates to other advising processes (recruitment, enrollment, faculty mentoring) 5)Evaluation to include student’s perception of their advising experience, student’s sense of belonging and self-efficacy. **Started.** Jeff promised to complete it before he leaves.
- Train front-office staff at all NPC locations to perform the role of Enrollment Advisors, guiding students through the One-Stop flow and assisting Academic Advisors in making personal contact with every student to assure service needs are being met. **Started.** However, when the grant was written, there was talk about restructure where NPC would have enrollment advisors. So this second bullet is floating out there.
- Train advisors to use specific, evidence-based strategies for advising special populations such as: at-risk students, first-year students, minority students, undecided students, etc., as well as how to use the relational model to advise, and how to advise difficult students. **Completed.** Florida Atlantic also has an advising course that Josh would like for the advisors to get.
- Train advisors in the advisor-specific functions of TargetX, the college’s CRM, to proactively help students through the enrollment process, including program intent, course selection, scheduling, and assistance with financial aid processes. **Completed and ongoing.**
- Advisors are trained in use of various data collection tools to inform advising sessions for successful semester completion.

Completed and ongoing. The data collection is collected from notes in Target X.

- Advisors endeavor to make personal contact with 100% of their assigned students at least once per semester to develop/review/update degree plan, review courses taken/academic performance, discuss/address challenges and needs, provide support/resources, set/update goals and targets, and establish items on which to follow up. **Completed and ongoing.** Advisors are attempting to contact their students, but phone numbers change.

Strand 4

- Develop a blueprint describing the purpose of the Learning Communities, structure and connection between the Areas of Interest and the Learning Communities, a process of recruiting Learning Community Developers (faculty), a professional development/training content and schedule, and a plan for recruiting first-year/undecided students into Learning Communities. The blueprint includes a position description for the Learning Community Coordinator. **Started.** The blueprint is supposed to be developed with the student success alliance. Once the blueprint is developed, Dr. Mike will present it to the college at convocation. Renell and Tonya are proposing to bring the Learning Communities Coordinator on early, using unused grant funds, so they can develop the blueprint. We do not have that request approved yet, by the Department of Ed. Renell has mostly completed the position description. Dr. Mike has approved it. Also, the description states the new person will develop the blueprint. Tonya followed up the request to Dept of Ed about bringing the person on board early.
- Present blueprint to faculty and an overview of Learning Communities to college at all-college convocation. **Not started.**

Strand 5

- Make Tohi Lab's TEACH course available as a foundation for developing cultural awareness for all NPC staff and faculty, including temporary employees and adjunct faculty. **Started.** NPC will provide all staff and faculty with a cultural competency course provided by Utah State University. President's cabinet and Belonging committee will take it first. Faculty will have all of fall semester to complete it and it will become a mandatory training through HR for new people coming on board.
- Make available list of online readings, videos, LinkedIn learning courses, and podcasts available to staff, faculty, and students. **Not started,** but Tonya and Renell agree that the linked resources in the TEACH course can be used for this task.

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| | <ul style="list-style-type: none"> • Make cultural competency part of new student orientation for all NPC students and employees. Not started. Possible start date Spring 2024. • Engage Navajo, Hopi, and White Mountain Apache staff and faculty members in the development of a live and online cultural competencies class that is tailored to bring awareness to the uniqueness of each group for NPC staff, faculty, and students. Class is open to all staff and faculty and part of mandatory student success course. Not started. We will try to find the staff to do this in year 1, but not make the course until year 2. • Establish a menu of family-oriented financial literacy classes for students and their families, to be presented in-person at all Native American center locations each semester. Course content will include completion of the FAFSA, identification of all financial aid resources, financial advantage of full-time enrollment in time to degree completion, and self-budgeting and personal financial management. Not started. Marletha and her staff will help us develop a course to be presented at the centers. Also, we plan to offer a center staff retreat in August that will address this. • Work with center manager at each Native American NPC center location to identify and schedule at least one family/community Student Appreciation event each semester, to be held at the center. These may include movie nights, game nights, dances, lectures, or concerts. Not started. Discussion on this will be addressed at the August retreat. Coordinate with NPC Student Government Association (SGA), Phi Theta Kappa (PTK), and Eagle Club to optimize opportunities for SGA participation among Native American students, such that at least one SGA, PTK, or Eagle Club event or activity each year will take place at NPC’s Native American center locations. Not started. |
| <p>Strand 1 Online Information Center (OIC)</p> | <p>Updates/Completed Tasks</p> <ul style="list-style-type: none"> • Hold student and staff focus group meetings to discuss the OIC layout and content. Started. Started. Scheduled to meet with students on May 31 and plan to meet with staff members who have reached out to them. • Discuss content development and update process; build documentation on content to be displayed on webpage vs. those in-person, begin mapping the update process/frequency/responsibilities. Started. They plan to use feedback from the student and staff focus group meetings to use in the building of it. • UX designer builds webpages, connects event/appointment links with other software applications; connects chat options to chat vendors; embeds virtual meeting links. Not started. • Initial OIC test run with direct users. Not started. |

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| | <ul style="list-style-type: none"> • Provide trainings to (1) back support staff (update webpage) (2) front support staff (online chat/zoom) (3) peripheral staff (one-stop staff; success navigators; academic advisors; faculty advisors; all student support staff). Not started. • Final OIC test run with multiple stakeholder groups (students, student service staff, faculty). Not started. • Launch OIC. Not started. <p>RISC Survey Update: The RISC survey is one of the items being purchased by the grant. It will assess student attitudes on their interactions with staff/faculty, departments, and overall feeling toward NPC. There are also additional questions that can be asked (10).</p> |
| <p>Strand 2 Virtual One-Stop Centers (VOSCs)</p> | <p>Updates/Completed Tasks</p> <ul style="list-style-type: none"> • Train all NPC front-office staff to serve as generalists, who are able to “triage” all incoming students, and direct them to the appropriate location within the physical or Virtual one-stop center, based on their reason for visiting. Not started. • Purchase and install Registration/Financial Aid kiosks in One-Stop centers at all nine college locations. Started. There is a pilot one stop that has been set up and delivered to SCC. Started. • Purchase and install two (2) interactive One-Stop kiosks at each of the five (5) NPC virtual One-stop centers. Started. • Determine schedule and staffing of online chat/Zoom options to accommodate remote admissions and enrollment support. Not started. • Provide training to (1) back support staff (maintain hardware/software) (2) front support staff (online chat/Zoom) (3) peripheral staff (one-stop staff; success navigators; academic advisors; faculty advisors; all student support staff). Not started. • Final VOSC test run with multiple stakeholder groups (students, student service staff, faculty). Not started. • Launch VOSCs at all five NPC center locations. Not started. |
| <p>Strand 3 Proactive, Personal, Relational Advising</p> | <p>Updates/Completed Tasks</p> <ul style="list-style-type: none"> • Develop a PPRA manual to include the following: 1)Target groups/populations 2)Scope of advising 3)Advisor training 4)How academic advising relates to other advising processes (recruitment, enrollment, faculty mentoring) 5)Evaluation to include student’s perception of their advising experience, student’s sense of belonging and self-efficacy. Started. Jeff promised to complete it before he leaves. • Train front-office staff at all NPC locations to perform the role of Enrollment Advisors, guiding students through the One-Stop flow and assisting Academic Advisors in making personal contact with every student to assure service needs are being met. Started. However, when the grant was written, there was talk about |

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| Strand 4 First-Year Learning Communities | <p>Updates/Completed Tasks</p> <ul style="list-style-type: none"> • Develop a blueprint describing the purpose of the Learning Communities, structure and connection between the Areas of Interest and the Learning Communities, a process of recruiting Learning Community Developers (faculty), a professional development/training content and schedule, and a plan for recruiting first-year/undecided students into Learning Communities. The blueprint includes a position description for the Learning Community Coordinator. Started. The blueprint is supposed to be developed with the student success alliance. Once the blueprint is developed, Dr. Mike will present it to the college at convocation. Renell and Tonya are proposing to bring the Learning Communities Coordinator on early, using unused grant funds, so they can develop the blueprint. We do not have that request approved yet, by the Department of Ed. Renell has mostly completed the position description. Dr. Mike has approved it. Also, the description states the new person will develop the blueprint. Tonya followed up the request to Dept of Ed about bringing the person on board early. • Present blueprint to faculty and an overview of Learning Communities to college at all-college convocation. Not started. |
| Strand 5 Native American Student Success Initiative | <p>Updates/Completed Tasks</p> <ul style="list-style-type: none"> • Make Tohi Lab’s TEACH course available as a foundation for developing cultural awareness for all NPC staff and faculty, including temporary employees and adjunct faculty. Started. NPC will provide all staff and faculty with a cultural competency course provided by Utah State University. President’s cabinet and Belonging committee will take it first. Faculty will have all of fall semester to complete it and it will become a mandatory training through HR for new people coming on board. • Make available list of online readings, videos, LinkedIn learning courses, and podcasts available to staff, faculty, and students. Not started, but Tonya and Renell agree that the linked resources in the TEACH course can be used for this task. • Make cultural competency part of new student orientation for all NPC students and employees. Not started. Possible start date Spring 2024. • Engage Navajo, Hopi, and White Mountain Apache staff and faculty members in the development of a live and online cultural competencies class that is tailored to bring awareness to the uniqueness of each group for NPC staff, faculty, and students. Class is open to all staff and faculty and part of mandatory student |

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| | <p>success course. Not started. We will try to find the staff to do this in year 1, but not make the course until year 2.</p> <ul style="list-style-type: none"> • Establish a menu of family-oriented financial literacy classes for students and their families, to be presented in-person at all Native American center locations each semester. Course content will include completion of the FAFSA, identification of all financial aid resources, financial advantage of full-time enrollment in time to degree completion, and self-budgeting and personal financial management. Not started. Marletha and her staff will help us develop a course to be presented at the centers. Also, we plan to offer a center staff retreat in August that will address this. • Work with center manager at each Native American NPC center location to identify and schedule at least one family/community Student Appreciation event each semester, to be held at the center. These may include movie nights, game nights, dances, lectures, or concerts. Not started. Discussion on this will be addressed at the August retreat. coordinate with NPC Student Government Association (SGA), Phi Theta Kappa (PTK), and Eagle Club to optimize opportunities for SGA participation among Native American students, such that at least one SGA, PTK, or Eagle Club event or activity each year will take place at NPC’s Native American center locations. Not started. |
| Upcoming Tasks | |
| Questions/Concerns | |
| Next Staff Meeting | |
| Meeting Adjourned | |