



A Relational Model for Student Success (ARMSS) Grant-Year 1 Highlights

Staff

Project Director

Tonya Thacker holds a Bachelor degree in Elementary Science Education from University of New Mexico and a Master degree in Educational Leadership in Higher Education from New Mexico State University. She is currently pursuing an Ed.D. in Higher Education Administration at the University of Alabama in Tuscaloosa. Tonya has experience as a K-12 science teacher in Arizona. She has also worked as a Native American Program Manager in the Amphitheater School District in Tucson. Tonya's previous higher education experience includes work with MESA (Math, Engineering, Science Achievement) and the College of Medicine's Obstetrics and Gynecology department at the University of Arizona. Most recently, Tonya was a Student Success Specialist for the Nursing Program, the Director of Adult Education, and most recently, Institutional Researcher at the University of New Mexico-Gallup Branch.



Learning Communities Coordinator

Rickey received his AA at Central Arizona College and then transferred to Northern Arizona University (NAU) and received his bachelor's degree in Elementary Education with a content emphasis in rural education. While teaching Rickey returned to NAU to earn his graduate degree in Curriculum and Instruction and then later in administration earning his principal certification. During his career in education Rickey has taught elementary, junior high, high school, and college level coursework. He has served as an administrator at a high school (assistant principal) and several administrative positions at the college level.



Strategy 1- Online Information Centers (OIC)



The OIC will feature an organized, accessible, internally consistent knowledge base maintained through standardized departmental processes. This will be on a centralized web location, accessible anytime and anyplace. This will be the sole source of student support resource information, including program pathways maps, for all students and employees, eliminating confusing inconsistency and simplifying access to college services.

Year 1 Completed Tasks:

- Hire Native American Success Coordinator
- Convene meeting of ARMSS Advisor Team and NASC/PD to review project goals, strategies, and timeline
- Contract with short-term User-Experience (UX) designer
- Initial UX Designer orientation and project plan development
- Hold student and staff focus group meetings to discuss the OIC layout and content
- 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

Year 1 Incomplete Tasks (To be completed in Year 2):

- UX designer builds webpages, connects event/appointment links with other software applications; connects chat options to chat vendors; embeds virtual meeting links
- Initial OIC test run with direct users
- 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)
- Final OIC test run with multiple stakeholder groups (students, student service staff, faculty)
- Launch OIC

Strategy 2- Virtual One-Stop Centers (VOSCs)

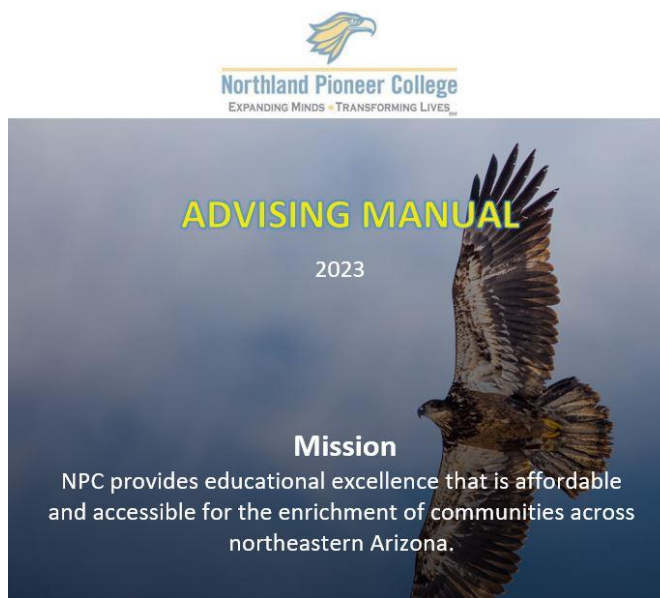


These will be set up at the five remote center locations. The Virtual One-Stop Centers will allow students to access the OIC and engage with support staff at any of the nine locations for face-to-face, real-time services. These need a scheduling/queueing software to facilitate efficient workflows. The goal is prompt and efficient service.

Year 1 Completed Tasks:

- 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.
- 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.
- Purchase and install Registration/Financial Aid kiosks in One-Stop centers at all nine college locations.
- Purchase and install two (2) interactive One-Stop kiosks at each of the five (5) NPC virtual One-stop centers.
- Determine schedule and staffing of online chat/Zoom options to accommodate remote admissions and enrollment support
- 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)
- Final VOSC test run with multiple stakeholder groups (students, student service staff, faculty)
- Launch VOSCs at all five NPC center locations

Strategy 3- Relational Advising



Academic advisors will be proactive and reach out to students. The new model for advising encompasses: recruitment; enrollment advising; academic advising; faculty advising; and financial advising. Financial services will also include assistance with applying for grants, scholarships, childcare, SNAP benefits, and connecting them with food banks/charities/housing or utility assistance. Financial services will also offer financial literacy training for students on topics such as budgeting, debt management, and using a personal finance calendar.

Year 1 Completed Tasks:

- 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
- 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
- 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

Year 1 Incomplete Tasks (To be completed in Year 2):

- 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
- Advisors are trained in use of various data collection tools to inform advising sessions for successful semester completion
- 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

Strategy 4- Learning Communities



LEARNING COMMUNITIES

NPC's Learning Communities foster Care, Connection, and Collaboration for student success!

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Learning Communities integrate two or more courses in ways that meaningfully combine and connect the knowledge of each course. Some learning communities extend learning beyond the classroom. Learning Community classes are smaller, more informal, and more interactive so that students and faculty get to know one another better by sharing ideas, considering one another's viewpoints, and helping each other learn. Students and faculty engage in a collaborative effort of teaching and learning that may include experiential learning, active participation, critical thinking, thematic or problem-solving projects, and reflection.



NPC will connect first-year and undecided students to Learning Communities centered on their areas of interest or pathways of study. This encourages engagement with their faculty and like-minded peers, fostering a sense of engagement and belonging. ARMSS will focus on training faculty on how to initiate Learning Communities.

Year 1 Completed Tasks:

- Hire Learning Communities Coordinator in Year 1
- 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.

Year 1 Incomplete Tasks (To be completed in Year 2):

- Present blueprint to faculty and an overview of Learning Communities to college at all-college convocation

Strategy 5- Native American Student Success

NPC'S TRIBAL LOCATIONS



NPC's Whiteriver Center

Map & Directions
Center Staff



NPC's Hopi Center

Map & Directions
Center Staff



NPC's Kayenta Center

Map & Directions
Center Staff

The intent of this strategy is to 1.) deliver activities to strengthen Native American cultural awareness and promote culturally sensitive practices, curriculum, and pedagogy among college faculty, staff, and students 2.) to purposefully cultivate a sense of belonging, self-efficacy, and direction among Native American students.

Year 1 Completed Tasks:

- 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
- Make available list of online readings, videos, LinkedIn learning courses, and podcasts available to staff, faculty, and students
- 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.
- Work with center manager at each Native American NPC center location to identify at least one SGA, PTK, or Eagle Club event or activity each year will take place at NPC's Native American center locations.

Year 1 Incomplete Tasks (To be completed in Year 2):

- Make cultural competency part of new student orientation for all NPC students and employees
- 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.
- Phi Theta Kappa: 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.
- 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

Note: The Project Director for the ARMSS grant started on May 1, 2023. This late hire impacted the completion of some Year 1 grant tasks.