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## **I. NORTHLAND PIONEER COLLEGE AND ITS NEED FOR THE PROJECT**

### **A. SYNOPSIS OF NORTHLAND PIONEER COLLEGE'S NASNTI PART A PROJECT**

A 2014 institutional study of students at Navajo County Community College District, **hereafter Northland Pioneer College (NPC)**, revealed that while NPC has many strengths with regard to its instructional and developmental education programs, fewer than 54% of first-time students at NPC are prepared to take English (ENL) 101, the first course of the ENL sequence required for degree completion<sup>1</sup>. Even more troubling, *only 6% of first-time NPC students are academically prepared to enroll in college-level algebra.*<sup>2</sup> This is extremely significant, because NPC's service area encompasses two of the poorest counties in the U.S. Post-secondary education is critical to breaking the cycle of poverty, yet students' frustration at the time to completion of an associate degree, which averages 11 semesters, including four semesters for developmental courses<sup>3</sup>, negatively affects enrollment and completion, especially among underserved populations.

Results of a study published in the What Works Clearinghouse confirm that high school students, particularly from backgrounds underserved in post-secondary education, who earn seven or more credits of dual enrollment (DE) are significantly more likely to complete any college degree, because DE gives them a head start on degree completion.<sup>4</sup> This is especially significant for NPC students, the majority of whom are challenged by financial constraints as well as being the first generation in their families to attend college, and/or representing underserved racial/ethnic backgrounds. NPC has had DE agreements with high schools across

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<sup>1</sup> NPC Division of Institutional Research and Effectiveness

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> WWC Review of the Report "The Impact of Dual Enrollment on College Degree Attainment: Do Low-SES Students Benefit?" - <http://ies.ed.gov/ncee/wwc/SingleStudyReview.aspx?sid=20004>

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its serve area for over 18 years, and currently offers courses at 19 high schools, allowing students to earn college credits in a wide variety of career and technical education (CTE) and general education transfer classes tuition-free.

**Table 1: Number and percentage of high school graduates, enrolling in their first semester at NPC, who took dual enrollment (DE) while in high school.**

<b>Year</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>
<b>Number of students</b>	160	153	192	208	198
<b>Number who had taken dual enrollment</b>	77	50	72	72	80
<b>Percentage who had taken dual enrollment</b>	48.1%	32.7%	37.5%	34.6%	40.4%

The average percentage of high school graduates enrolling in their first semester at NPC, who took DE in high school is only 38.7%. Not all area high schools are able to participate fully in offering DE, including general education, such as College Algebra and College Composition, because their instructors lack the appropriate credentials to teach university-transfer college courses. Moreover, NPC Student Services staff, who could counsel DE students in areas such as college degree planning and financial aid, are constrained by the size and remoteness of the service area from effectively reaching these students.

To enable full participation in standardized DE general education for all high schools across our service area, and to reach more students with ancillary services to promote their pursuit of post-secondary programs, we propose **Technology to Advance Learning Outcomes at Northland (TALON)** extending DE to our high schools by expanding our Wireless Wide Area Network (WWAN) so they can participate through distance learning technology (DLT).

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TALON is based on the very effective model piloted by Utah's Snow College<sup>5</sup>, enabling one college instructor to teach DE classes at multiple high schools from a central location. This is particularly applicable to NPC because of its functionality in providing educational access to a vast, sparsely populated area in a manner that assures standardized, high quality instruction at a significant savings to the college, its partner high schools, the DE students and their families.

A highlight of the TALON DLT model is the introduction of College Algebra-Math152 Plus (MAT 152+), an accelerated learning course, created by developmental education faculty from NPC's College and Career Prep (CCP) division and the Mathematics (MAT) department. MAT 152+, which satisfies degree and university transfer requirements, will be team-taught by NPC MAT and CCP faculty. We focused on MAT 152+, because of the extremely high number of NPC students who are unprepared for college-level math.

Still, offering MAT 152+ and other general education courses to DE high school students does not address the lack of preparedness among NPC's non-traditional adult learners. Through partnership agreements with ten high schools in Project Year One, and two additional high schools in Years 2-4, (a total of 16 high schools), eight of them on Native American tribal lands, NPC will also utilize the DLT high school classrooms to conduct CCP courses for adult learners in the evenings. This will allow us to offer CCP courses in eight new sites in rural communities, enabling students, precluded by time and distance from traveling to a current NPC location, to access the classes they need to become college-ready. We will also utilize TALON to reach all DE and CCP students with ancillary services, such as academic advising, college, career and financial planning and coordination of tutoring.

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<sup>5</sup> "Making Dual Enrollment Work for Rural Colleges", AACC Staff – [AACC 21<sup>st</sup> Century Virtual Center](http://www.aacc21stcenturycenter.org/article/making-dual-enrollment-work-rural-colleges/), June 6, 2014: <http://www.aacc21stcenturycenter.org/article/making-dual-enrollment-work-rural-colleges/>

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TALON will allow NPC to address the NASNTI Absolute Priority: Designing, implementing *and sustaining* a project to increase the number and proportion of high-need students who are prepared for, enroll in and complete on-time post-secondary programs, while also addressing Competitive Preference Priorities 1 and 2 (see attachment). A rigorous project evaluation will compare levels of college-preparedness, enrollment, and completion (as feasible within the five-year project scope) between TALON DE and CCP students and those who do not partake in TALON DE and CCP courses and support services. We will also analyze TALON from a financial perspective. Through TALON, we will be delivering education via a more efficient, cost-effective model, resulting in significant savings in the cost of a college education to our DE and CCP students and improving our own academic programs, institutional management and fiscal stability. **TALON** will positively affect the socioeconomic profile of an area deeply marked by the effects of poverty and low educational attainment, and will serve as a model for other institutions with similar challenges. It is critical to NPC's mission to provide high-quality, low cost, life changing education where it is profoundly needed.

**B. POST-SECONDARY EDUCATION IN A REMOTE, HIGH-POVERTY REGION**

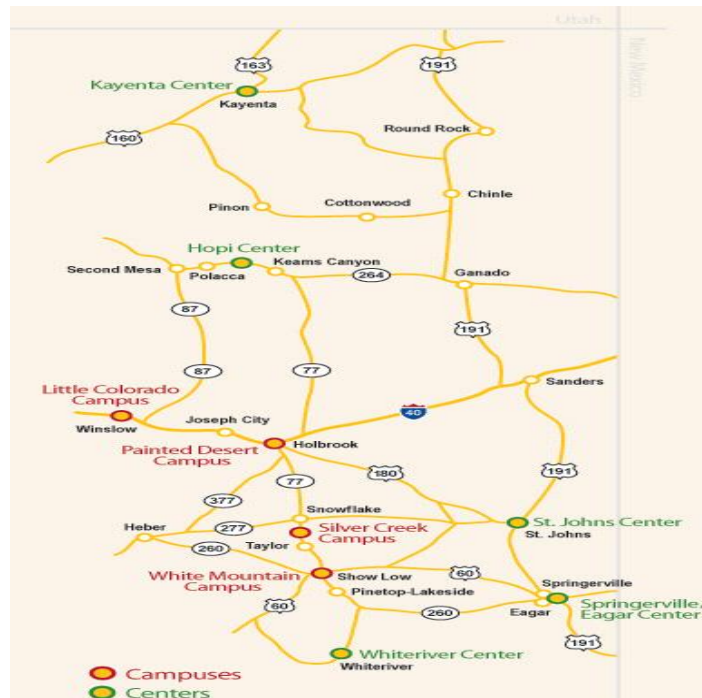
Northland Pioneer College (NPC), established in 1972, is the only comprehensive, multi-campus community college serving Navajo and Apache Counties in rural and remote northeastern Arizona. All students commute to four full-service campuses, and five centers, to participate in traditional classroom lectures, hands-on labs, online courses, and classes offered in video/audio formats. NPC serves an area of 21,148 square miles, with a population density of fewer than 10 persons per square mile. For perspective, there are 56.3 persons per square mile

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across Arizona and 432.4 per square mile in Maricopa County, home of the state capital<sup>6</sup>. To further illustrate the vastness of the NPC service area, West Virginia, which covers approximately the same land area, has twenty-two separate community college districts!

The tribal lands of the Navajo, Hopi and White Mountain Apache people comprise 80% of the NPC service area. Over 56% of the population is Native American, compared to 5% for Arizona and 1.2% for the U.S.<sup>7</sup>. While 17.2% of all Arizonans live below the poverty level, 27.9% of Navajo and 34% of Apache County residents have this distinction<sup>8</sup>, making the two counties among the poorest 1% of all counties in the U.S.<sup>9</sup>. High unemployment and poverty are concomitant with low levels of educational attainment, as will be described in following pages.

**Northland Pioneer College Service Area: Navajo and Apache Counties, Arizona**



<sup>6</sup> 2013 U.S. Census American Community Survey: <http://factfinder.census.gov>

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> U.S. Bureau of Economic Analysis Bearfacts: [www.bea.gov/regional/bearfacts](http://www.bea.gov/regional/bearfacts)

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Navajo and Apache Counties are *profoundly* impacted by persistent poverty, unemployment and low educational attainment. In 2012, Arizona's per capita personal income (PCPI) of \$36,243, ranked only 41<sup>st</sup> in the U.S.<sup>10</sup>. Navajo County's PCPI for 2012 was \$26,393, ranking 12<sup>th</sup> among Arizona's fifteen counties, while Apache County ranked 14<sup>th</sup> with a PCPI of only \$25,711.<sup>11</sup> Three of our centers are located on reservation lands: Kayenta (Navajo Nation), Polacca (Hopi Lands) and Whiteriver (Fort Apache Reservation), so these statistics are critical:

**Table 2. Percent Below the Poverty Level in Navajo and Apache Counties<sup>12</sup>**

<b>Geographical Area</b>	<b>Percent of Population Below Poverty – 2006-2010</b>
<b>U.S.</b>	14.9
<b>State of Arizona</b>	17.2
<b>Navajo County, AZ</b>	27.9
<b>Apache County, AZ</b>	34.0
<b>Fort Apache Reservation, AZ</b>	46.7
<b>Navajo Reservation and Off-Reservation Trust Land, AZ</b>	37.7
<b>Hopi Reservation and Off-Reservation Trust Land, AZ</b>	35.2

**Table 3. 2010 Unemployment Rates for Arizona; Navajo County; Apache County; Fort Apache (White Mountain Apache), Hopi, and Navajo Reservations<sup>13</sup>**

<b>Statistical Area</b>	<b>Unemployment Rate</b>
<b>Arizona</b>	9.8%
<b>Navajo County</b>	17.1%
<b>Apache County</b>	19.6%
<b>Fort Apache Reservation</b>	38.0%
<b>Hopi Reservation</b>	17.5%
<b>Navajo Reservation</b>	20.2%

While 31% of NPC students from 2011-2014 were Pell grant recipients, the NPC Financial Aid office notes that this figure does not capture the number of students who are low-income, because there are so many who have exceeded the number of credits allowed for Pell

<sup>10</sup> U.S. Bureau of Economic Analysis Bearfacts: [www.bea.gov/regional/bearfacts](http://www.bea.gov/regional/bearfacts).

<sup>11</sup> Ibid.

<sup>12</sup> Source: 2010 U.S. Census American Community Survey: <http://factfinder.census.gov>.

<sup>13</sup> Ibid.

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eligibility, are on academic probation, or who do not apply because they are unfamiliar with the process. Financial Aid Director Beulah Bob-Pennypacker estimates the average rate of students who qualify for federal financial aid at well over 50%, while IPEDS data for the past three years indicates an average of 55% of degree-seeking students at NPC are economically disadvantaged.

The majority of NPC students are the first generation in their families to attend college; levels of educational attainment across the service area illustrate this:

**Table 4. Educational Attainment for Residents, Over Age 25, for Apache County and Navajo County, Arizona, and U.S.<sup>14</sup>**

	<b>Less than 9<sup>th</sup> Grade</b>	<b>Attended high school, but did not graduate</b>	<b>Graduated high school or equivalent</b>	<b>Attended college, but did not earn degree</b>	<b>Earned Associate degree</b>	<b>Earned Bachelor's degree</b>	<b>Earned graduate or professional degree</b>
<b>Apache County</b>	14.4%	15.1%	32.3%	20.8%	8.7%	6.1%	2.5%
<b>Navajo County</b>	7.7%	12.9%	27.8%	31.9%	6.8%	8.4%	4.5%
<b>Fort Apache Reservation</b>	8.0%	28.9%	33.1%	16.9%	6.0%	5.1%	2.0%
<b>Hopi Reservation</b>	5.4%	13.5%	30.1%	27.3%	13.7%	7.3%	2.6%
<b>Navajo and Off Reservation Trust Lands</b>	19.0%	15.2%	33.0%	17.9%	7.7%	4.2%	2.9%
<b>Arizona</b>	6.4%	7.9%	24.3%	25.7%	8.4%	17.2%	10.2%
<b>U.S.</b>	5.8%	7.9%	28.0%	21.3%	8.0%	18.2%	10.9%

### **C. THE CRITICAL ROLE OF DISTANCE LEARNING TECHNOLOGY AT NPC**

Since its inception, NPC has prioritized educational *access* across its geographically and economically challenged service area. Throughout the 1970s and early 80s instructors traveled

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<sup>14</sup> Ibid.



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by car between the four campuses, located in Show Low, Snowflake, Holbrook and Winslow, and later to six center locations at Whiteriver (Fort Apache Reservation), Springerville, St. Johns, Heber, Polacca (Hopi Reservation) and Kayenta (Navajo Nation), as well as many remote community sites to deliver classes.<sup>15</sup> Distances between sites range from 35 to over 250 miles.

A Title III Strengthening Institutions Program (SIP) grant in the mid-1980s launched NPC's role as a nationwide pioneer in distance learning technology (DLT) by allowing us to establish our first ITV classes, linking five sites across our 21,158 square mile service area, and provide access to post-secondary education to hundreds of students for whom time and distance were insurmountable barriers. In 1999, a second Title III SIP grant allowed NPC to expand its DLT infrastructure to include all nine campus and center locations, and incorporate anytime, anyplace delivery of student services. A 2005 Title III SIP, in partnership with Coconino Community College, enhanced the quality and functionality of our DLT. In 2010, NPC was awarded a Title III NASNTI Part A grant to fund Project EAGLE: Equitable Access to Gainful Learning Experiences, which has enabled us to develop our own wireless wide-area network (WWAN), saving the institution thousands of dollars each year over the cost of relying on connectivity from one of only two telecommunications companies serving the region, and allowing us to manage our network internally. We greatly expanded course offerings and student services across the region in an effective efficient, economical manner.

Today's NPC Video Classrooms allow synchronous communication via video, live desktop computer feed, and supplemental video cameras to project document images. Model Classrooms (called Audio Classrooms prior to 2012) allow synchronous audio/video

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<sup>15</sup>In 2010, the Heber Center was closed due to the need to drastically reduce the college budget; there are now four campuses and five centers.

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communication with instructor or student via screen projection to remote locations onto a wall-mounted digitizer/screen or Smart Board. The following charts illustrate the importance of DLT instruction at NPC, quantifying the number and percent of NPC students using DLT (Audio, Model [implemented in 2013] and Video formats over the past five years:

**Table 5: Number of students using DLT and traditional instruction at NPC, 2009-2010**

<b>Academic Year</b>	<b>Audio Classroom</b>	<b>Model Classroom</b>	<b>Video Classroom</b>	<b>Traditional Classroom</b>	<b>Total</b>
2009-2010	826	0	1422	2507	4755
2010-2011	824	0	1573	1780	4177
2011-2012	743	0	1474	1766	3983
2012-2013	0	781	1056	1480	3317
2013-2014	0	806	1186	1308	3300
Total	2393	1587	6711	8841	19532

**Table 6: Percentage of students using DLT and traditional instruction at NPC, 2009-2010**

<b>Academic Year</b>	<b>Audio Classroom</b>	<b>Model Classroom</b>	<b>Video Classroom</b>	<b>Traditional Classroom</b>	<b>Total</b>
2009-2010	17.37%	0.00%	29.91%	52.72%	100.00%
2010-2011	19.73%	0.00%	37.66%	42.61%	100.00%
2011-2012	18.65%	0.00%	37.01%	44.34%	100.00%
2012-2013	0.00%	23.54%	31.84%	44.62%	100.00%
2013-2014	0.00%	24.43%	35.94%	39.64%	100.00%
Total	0.00%	20.37%	34.36%	45.26%	100.00%

Indeed, without DLT, we simply would not be able to equitably and comprehensively advance our mission of promoting lifelong learning to our students, the majority of whom are from populations underserved in post-secondary education. Many are non-traditional adult learners who have never completed high school, or who are returning to education after a long hiatus. The table below illustrates the percentages of students from populations underserved in post-secondary education who were enrolled at NPC in the past three years.

**Table 7: The percentage of students from populations underserved in post-secondary education, enrolled at NPC – Fall 2011 – Fall 2013**

<b>Cohort: Full or Part-Time, Degree-Seeking Students Enrolled in Four or More Credits (n= an average of 885 per year)</b>							<b>Percent of Cohort</b>
Disabled							4.03
Economically Disadvantaged							55.0
Underrepresented Minority (Breakdown follows)							45.2
Native American	Asian	Black/African American	Hispanic	Native Hawaiian	Two or More Races	Unknown	White
32.5%	0.8%	1.2%	8.4%	0.2%	0.9%	9.5%	47.0%

These factors underscore the need to provide quality, accessible, affordable post-secondary education across Navajo and Apache Counties, empowering students to complete college programs and achieve desired certificates and degrees on-time and at minimal cost.

#### **D. ANALYSIS OF INSTITUTIONAL STRENGTHS AND SIGNIFICANT PROBLEMS**

NPC is a learner-centered institution, committed to a strategic planning process to ensure self-sufficiency and maintain the high standards required by the Higher Learning Commission, the institution's accrediting agency. The Strategic Planning and Accreditation Steering Committee (SPASC) comprised of faculty, staff and administrators drives institutional priorities. SPASC examined NPC's Academic Programs, Institutional Management and Fiscal Stability to determine strengths and weaknesses of each.

##### **1. Academic Programs: Strengths**

NPC has strong curricula in both academic and vocational (Career and Technical Education or CTE) areas, which serves the needs of students seeking transfer to four-year institutions as well as those seeking skills for employment. The Associate of Arts (AA), the

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Associate of Business (ABus), the Associate of Science (AS), Associate of Arts in Elementary Education (AAEE) and the AA in Early Childhood Education (AAECE) degrees are designed for students intending to transfer to universities. The general education requirements of these degrees are designed to transfer to Arizona's public universities, fulfilling their lower division general education requirements. Associate of Applied Science (AAS) degrees are two-year programs to prepare graduates for direct employment. Certificates of Applied Science (CAS) and Certificates of Proficiency (CP) are short-term programs, narrow in focus, to prepare students for specific employment-related skills. The Associate of General Studies (AGS) degree is intended for non-majors seeking greater flexibility in planning their education. NPC is the educational and training resource for Navajo and Apache counties, offering customized training through the Community and Corporate Learning (CCL) department.

NPC has a national reputation as a leader in community college DLT. As various aspects of its distance learning system were established at NPC, dissemination activities assisted other colleges in rural and remote locations, including Alaska, to implement similar DLT systems.

NPC has a nationally recognized educational support service program, College and Career Prep (CCP), for students unprepared for college-level coursework to enroll in programs appropriate to their abilities in math and English. CCP learning labs enable under-prepared students to achieve goals through tutoring, individualized instruction, and study groups.

NPC has a highly educated faculty. All full-time faculty who teach academic courses for transfer have graduate degrees. Many CTE faculty are outstanding in their professions as indicated by awards, grants, and positions in professional organizations.

Of particular importance for TALON, NPC also has partnerships with 19 high schools across the two-county region to offer dual enrollment courses that allow students to take college courses, in both CTE and general education that satisfy requirements for both high school graduation and college degree completion. These agreements save students and their families considerable time and money. Dual enrollment is tuition-free and many students graduate high school with two or more college semesters completed; some with their associate degree.

Also extremely relevant for TALON, in 2014-15, NPC implemented Proactive Advising for Student Success (PASS), a college-wide initiative to involve all college faculty, staff and student support services personnel in a concerted effort to promote retention and completion of post-secondary programs for our very high-need student body. PASS incorporates new models for proactive academic advising with student management software designed to optimize delivery of support strategies and record-keeping related to student progress and outcomes. TALON enhances instructional delivery to promote retention and course completion, while PASS supplies the ancillary support to optimize success.

**2. Academic Programs: Problem 1:** Over 94% of first-time NPC students must take developmental mathematics, and 55.8% must take developmental reading and/or writing prior to enrolling in college-level courses<sup>16</sup>. Contributing to this, poverty and amount of untaxable land in Navajo and Apache Counties drives local K-12 districts to significant budget issues that preclude them from, among other things, hiring and retaining high-quality teachers. While reservation schools can utilize federal funding for capital improvements, they struggle to attract high-quality teachers willing to work and stay in such a remote area. Low educational levels of parents leads to limited participation in their children's education. Many area high schools are

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<sup>16</sup> NPC Office of Institutional Research

unable to fully participate in dual enrollment (DE), because their instructors lack the appropriate credentials to teach university transfer college courses. **Academic Programs: Problem 2:** At 11 semesters, on-time degree completion is significantly lower at NPC than the state average of six semesters<sup>17</sup>. Students pursuing *certificates* are very successful in completing programs:

**Table 8: Number of graduates in degree and certificate areas at NPC- 2010-2015.**

	2010	2011	2012	2013	2014	2015
Associate of Arts	30	29	27	32	33	34
Associate of Business	9	4	6	9	8	9
Associate of Science	7	3	8	3	8	13
Associate of General Studies	27	12	17	17	37	22
Associate of Applied Science	110	82	103	98	131	132
Certificate of Applied Science	22	9	10	42	68	76
Certificate of Proficiency	25	16	10	13	339	356
<b>Total</b>	<b>230</b>	<b>155</b>	<b>181</b>	<b>214</b>	<b>624</b>	<b>642</b>

Still, the difference between a certificate and a degree is the general education requirement. Of the 11 semesters it takes for the average NPC student to complete an associate's degree, two to four semesters consist of developmental classes, with MAT (at four semesters) being the most difficult sequence to complete.<sup>18</sup> This problem is compounded by the rural and remote nature of the service area. Although NPC has nine campuses and centers offering developmental education through its CCP division, students are still challenged by the constraints of time and distance. Many NPC students are working adults who must balance the responsibilities of job, care of children and elders, as well as limited financial resources to manage pursuit of their college programs. The average NPC student takes 7.2 credit hours per semester<sup>19</sup> - and many must withdraw from a course, due to some factor related to job or family, then re-enroll in a later

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<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

<sup>19</sup> Ibid.

class. By expanding available course offerings, times and locations through DLT, they will have more options to choose from that accommodate their schedules.

**3. Institutional Management: Strengths:** NPC has a long-standing collaborative and inclusive commitment to planning. The Strategic Planning and Accreditation Steering Committee (SPASC) utilizes input from college faculty, staff and administration to set both long and short-term goals and objectives for the institution. To facilitate planning and management, NPC has invested in and implemented a fully functional administrative system, delivered via DLT, which includes financial aid, testing, and academic record information. Students can register for classes through computerized systems, advisors have more complete information to guide students in degree planning, and students can obtain information crucial to enroll and succeed at NPC.

Curricular offerings are consolidated into four divisions, each headed by a Dean, encouraging inter-disciplinary exchange, cutting costs and facilitating improved curricular and budgetary planning. NPC administrators serve on business and community boards; the president participates on the boards of Navajo and Apache County Public School Superintendents. Representatives from all three tribes have served on the Navajo County Community College District Governing Board.

Each campus has one full-time Academic Advisor; the White Mountain Campus, with the highest enrollment of the campuses, has two. In addition to College and Career Prep (CCP), NPC provides tutoring and specific, learner-centered accommodations to disabled students through its Disability Resources and Access program. NPC offers federal, state, institutional, and private financial aid and participates in the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, and the Federal Work Study Program.

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Most importantly, NPC has an extensive WWAN that allows delivery of courses via DLT, providing access to post-secondary educational opportunities to disadvantaged students across a rural and remote region, who would not otherwise be able to consider college.

**4. Institutional Management: Problems:** Due to the size and sparsely populated nature of the service area, NPC Student Services staff are limited to the number of students they can reach with ancillary support services, including academic advising, counseling for college and career preparation, financial aid, and tutoring.

**5. Fiscal Stability: Strengths:** NPC has a consistent record of overall financial management, purchasing, and billing capabilities that have resulted in a stable fiscal profile which has supported its expanded development of student learning sites. Over the past twenty years, NPC has secured grant funds including FIPSE, Title III, Carl Perkins, U.S. Health Resources Services Administration, Arizona Department of Commerce, Arizona Hospital and Healthcare Association, Arizona Community College Association, and state and federal governments, which have made significant impact on program development. NPC seeks alternative funding to directly support students through scholarships via its foundation arm, NPC Friends and Family.

Of particular importance for Project TALON, fuel costs increased steadily at NPC from 2010-2015, due in large part to the rising cost of fuel nationwide. Still, in 2014-15 the college's fuel budget was \$120,000. This year, it is only \$90,000. This is due, in large part, to the expansion of course offerings across the region, particularly those offered via DLT that enable students to take classes closer to home. NPC has a solid track record in its financial management policies, including management of federal, state, and local government funds. It has rarely had



an audit exception to grant funding procedures, and is in a sound position to receive and efficiently utilize Title III support.

**6. Fiscal Stability: Problems:** The College faces a financial crisis that has led administration to authorize operational funding cuts so severe that they preclude growth of programs and services and place the college in a maintenance/survival mode. The following issues contribute to this problem: Under Arizona statutes, community college budgets are constrained by an expenditure limitation that caps the amount of operational spending they can utilize, based on the size of enrollment in full-time student equivalents (FTSE). In other words, enrollment plays a significant role in the college's ability to spend operational funds. Additionally, the state has severely cut its funding to post-secondary education, including the three state universities, in the budget for FY 2015-16. All community colleges took a 50% reduction in operating state aid in 2010; capital state aid had previously been eliminated. For FY 2015-16, the state eliminated operating aid for two community college districts. NPC is one of only three community colleges districts that qualify for state equalization aid. This state aid is based on the districts' inability to levy sufficient tax revenues due to lower assessed values, including the fact that much of the land area is not taxable (tribally and/or federally owned). Equalization aid currently accounts for 50% of the state's community college budget, so the state could cut 50% of their budget and only affect three colleges. Related to this, local taxpayers are increasingly reticent to pick up the tab for community college students, yet they are taking on a larger commitment every year, even though Arizona statutes have limited the college's ability to generate revenue from property tax, because of a cap on the amount property taxes may be increased from year to year. The college is reluctant to approve significant tuition hikes due to the endemic poverty across the service

area. Simply put, there is a limit to what our students can afford. This is compounded by changes to the formula for federal Pell grants that mean NPC students must rely on smaller grants for a shorter period of time. NPC must continually seek ways to provide high-quality, accessible, affordable education in the most cost-effective manner possible.

## **II. PROJECT DESIGN**

### **A. PROJECT GOALS, OBJECTIVES AND OUTCOMES**

Northland Pioneer College proposes **Technology to Advance Learning Outcomes at Northland (TALON)** to increase the number and proportion of high-need students who are academically prepared for, enroll in and complete on-time college programs. Through TALON, we will improve our academic programs, institutional management and fiscal stability, in addition to providing significant savings in the cost of college to TALON students.

**PROJECT GOAL Academic Programs: 1.** By September 30, 2020, increase the number of students at partner schools who complete MAT 152 and at least two additional college courses prior to high school graduation from 38 to 260 (584%), not less than 50% of whom are Native American. **Academic Programs 2.** By September 30, 2020, increase the percentage of students who participate in dual enrollment, then enroll at NPC following high school graduation from 39% (average from 2010-14) to 78%, with not less than 50% being Native American. **Academic Programs 3.** By September 30, 2020, increase the number of students enrolled in DLT CCP from 40 to 280 (600%), not less than 50% of whom are Native American.

**PROJECT GOAL Institutional Management:** By September 30, 2020, increase number of students who receive ancillary services, including, but not limited to academic advisement and counseling regarding college and career choice, financial aid, and tutoring by X%.

**PROJECT GOAL Fiscal Stability:** By September 30, 2020, to increase the number of Full Time Student Equivalents (FTSEs) by 15%, resulting in a total operational savings of 9%<sup>20</sup>.

To accomplish these **comprehensive goals**, NPC must provide *standardized access* to quality, college DE courses, including the supported MAT 152+, and CCP courses, as well as to student services. The keystone of TALON is the deployment of Model Classrooms – multi-modal video classrooms equipped with Smart Boards – at 16 partner high schools over the five-year period, expanding the capacity (bandwidth) of the WWAN accordingly to assure highest-quality DLT. Ten partner high schools have committed to providing facilities and personnel in Project Year One<sup>21</sup>: Shonto Prep, Pinon, Red Mesa, Sanders<sup>22</sup>, Winslow, Joseph City, Holbrook, Snowflake, Blue Ridge, St. Johns<sup>23</sup>, with six added in subsequent years from Whiteriver (Alchesay High School – Ft. Apache Reservation), Heber (Mogollon High School), Ganado, Chinle and Window Rock (Navajo Nation). Specific **outcome objectives** are as follows:

**Table 9: TALON Outcome Objectives to be achieved by September 30, 2020, and their relationships to each Comprehensive Goal: Academic Programs 1 and 2 (AP1; AP2), Institutional Management (IM) and Fiscal Stability (FS)**

1. Increase the number of high school dual enrollment offerings in general education courses at partner schools from 14 in 2014-15 to 48 (243%) in 2019-20. (AP1; IM; FS)
2. Increase the number of high school students at partner schools enrolled in MAT 152 and at least two additional general education college courses through dual enrollment from 38 in 2014-15 to 290 in 2019-20, with not less than 50% being Native American students. (AP1; IM; FS)
3. Increase the number of CCP sections taught via DLT from 4 in 2014-15 to 28 in 2019-20. (AP2; IM; FS)
4. Increase the number of sites where CCP courses are accessible via DLT from 5 in 2014-15 to

<sup>20</sup> This estimate is based on the current operational budget, which is projected to grow less than 2% per year, divided by the estimated increase in FTSE generated by grant-funded activities.

<sup>21</sup> Letters of commitment are on file with the NPC Vice President of Learning and Student Services

<sup>22</sup> These four high schools are located on the Navajo Nation, in very remote areas not currently served by DLT.

<sup>23</sup> These six high schools are located adjacent to tribal lands, and have a high percentage of enrollment of Native American students.

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13 in 2019-20. (AP2; IM; FS)
5. Increase the number students taking CCP courses via DLT at partner schools from 40 in 2014-15 to 280 in 2019-20, with not less than 50% being Native American students. (AP1; IM; FS)
6. Reduce the number of semesters required to completed college-level MAT sequence by 50% from Fall 2015 to Fall 2020. (AP2; IM; FS)
7. Increase the number of DE and CCP students at partner high schools who have participated in at least two ancillary support activities via DLT: academic advising, counseling, college, career and financial planning from 0 in 2015 to 520 in Fall 2015 to Fall 2020.
8. Reduce the cost of completing an associate's degree by \$612.00 per TALON DE student. (Ancillary objective) <sup>24</sup>
9. Reduce the cost of completing an associate's degree by \$1,224.00 per TALON CCP student (Ancillary objective)

The following tables depict annualized projections toward meeting these comprehensive goals, and will be used with the Implementation Strategy charts on pages 21-33 to guide project implementation and facilitate formative and summative evaluations.

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<sup>24</sup> DE is tuition-free. Under current tuition rates of \$68 per credit, a 3-credit class costs \$204. For a TALON student taking MAT 152 and two additional classes (9 credits), this translates into a savings of \$612 per student, or \$23,256 for the 38 students in 2014-15. Savings by Year 5, based on achievement of 290 students (per Objective 2) will total \$177,480 for TALON DE students.

**Table 10: Annual Projections of Progress toward Five-Year Goals**

<b>PY 1 – 10/01/15-09/30/16</b>	<b>PY 2 – 10/01/16-09/30/17</b>	<b>PY 3– 10/01/17-09/30/18</b>	<b>PY 4 – 10/01/18-09/30/19</b>	<b>PY 5 – 10/01/19-09/30/20</b>
1. Increase the number of high school dual enrollment offerings in general education courses at partner schools by 30. (AP1; IM; FS)	1. Increase the number of high school dual enrollment offerings in general education courses at partner schools by 6. (AP1; IM; FS)	1. Increase the number of high school dual enrollment offerings in general education courses at partner schools by 6. (AP1; IM; FS)	1. Increase the number of high school dual enrollment offerings in general education courses at partner schools by 6. (AP1; IM; FS)	1. Maintain 16 new sites developed over the first four years.
2. Increase the number of high school students at partner schools enrolled in MAT 152 and at least two additional general education college courses through DE by 165. (AP1; IM; FS)	2. Increase the number of high school students at partner schools enrolled in MAT 152 and at least two additional general education college courses through DE by 35. (AP1; IM; FS)	2. Increase the number of high school students at partner schools enrolled in MAT 152 and at least two additional general education college courses through DE by 35. (AP1; IM; FS)	2. Increase the number of high school students at partner schools enrolled in MAT 152 and at least two additional general education college courses through DE by 55. (AP1; IM; FS)	2. Maintain enrollment numbers at 16 new sites developed over the first four years.
3. Increase the number of CCP sections taught via DLT from 5 to 13. (AP2; IM; FS)	3. Increase the number of CCP sections taught via DLT from 13 to 17.	3. Increase the number of CCP sections taught via DLT from 17 to 25.	3. Increase the number of CCP sections taught DLT from 25 to 29.	3. Maintain CCP sections at new sites developed over the first four years
4. Increase the number of sites where CCP courses are accessible via DLT from 9 to 14. (AP2; IM; FS)	4. Increase the number of sites where CCP courses are accessible via DLT from 14 to 15. (AP2; IM; FS)	4. Increase the number of sites where CCP courses are accessible via DLT from 15 to 17. (AP2; IM; FS)	4. Increase the number of sites where CCP courses are accessible via DLT from 17 to 18. (AP2; IM; FS)	4. Maintain 16 new sites developed over the first four years.
5. Increase the number students taking CCP	5. Increase the number students taking CCP	5. Increase the number students taking CCP	5. Increase the number students taking CCP	5. Maintain 16 new sites developed over

courses via DLT at partner schools by 140, with not less than 50% being Native American students. (AP1; IM; FS)	courses via DLT at partner schools by 30, with not less than 50% being Native American students. (AP1; IM; FS)	courses via DLT at partner schools by 55, with not less than 50% being Native American students. (AP1; IM; FS)	courses via DLT at partner schools by 55, with not less than 50% being Native American students. (AP1; IM; FS)	the first four years.
6. Reduce the number of semesters required to completed college-level MAT sequence by one semester (12.5%.) (AP2; IM; FS)	5. Reduce the number of semesters required to completed college-level MAT sequence by one semester (12.5%.) (AP2; IM; FS)	5. Reduce the number of semesters required to completed college-level MAT sequence by one semester (12.5%.) (AP2; IM; FS)	5. Reduce the number of semesters required to completed college-level MAT sequence by one semester (12.5%.) (AP2; IM; FS)	5. Maintain 1 semester to complete college-level MAT sequence for CCP students.
7. Not less than 205 DE and CCP students at partner high schools have participated in at least two ancillary support activities via DLT: (IM; FS)	6. Not less than 250 DE and CCP students at partner high schools have participated in at least two ancillary support activities via DLT: (IM; FS)	6. Not less than 305 DE and CCP students at partner high schools have participated in at least two ancillary support activities via DLT: (IM; FS)	6. Not less than 370 DE and CCP students at partner high schools have participated in at least two ancillary support activities via DLT: (IM; FS)	6. Maintain DLT ancillary services at 16 new sites. (IM;FS)
8. Increase FTSE by 6.83% (IM; FS)	8. Increase FTSE by 2.5% (IM; FS)	8. Increase FTSE by 3.5% (IM; FS)	8. Increase FTSE by 2.17% (IM; FS)	7. FTSE increase by 15%.

### III. PROJECT ACTIVITIES: IMPLEMENTATION STRATEGY

The Implementation Strategy, describing execution of each **activity**, **strategies** necessary for its accomplishment, and its **measurable outcomes**, is illustrated in specific, time-oriented and outcome-based detail on the following charts. to facilitate ease of project management and ongoing evaluation for continuous refinement. It guides TALON key personnel in carrying out the project, assures that all comprehensive Project Goals are realized, and aligns with the comprehensive evaluation plan described in detail in Part VII.

**Table 11: Implementation Strategy Model**

<b>TALON Project Year One: October 1, 2015 – September 30, 2016</b>			
<b>Activity #1: To convene a project advisory team, comprised of all key TALON project personnel, high school administrators, the NPC Assoc Dean of Learning and Developmental Ed, the NPC Dean of Arts and Sciences, and the Project Evaluator, to meet not less than twice per year to assure ongoing project achievement, refinement and improvement. (Relates to Project Goals for AP1 &amp; AP 2; IM.)</b>			
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Completion Date</b>	<b>Outcome Measure(s)</b>
1. Inform the NPC District Governing Board of the Notice of Grant Award.	NPC President	October 31, 2015	1. NPC District Governing Board accepts grant award.
2. Inform all NPC administration, faculty and staff and all partner high schools of grant award, and establish regular meeting calendar.	NPC Vice President for Learning and Student Services	November 15, 2015	2. TALON advisory committee meeting calendar is disseminated to all committee members.
3. Hire Project Director, Audio-Video Technician, and Support Center Operator. These are grant-funded positions that will be sustained by NPC after 2015. AV Tech will sunset, because duties will be assumed by school districts.	NPC Director of Human Resources	December 1, 2015	3. Key personnel begin duties by January 4, 2016. First meeting of the project advisory team is held; ongoing calendar is established by January 31, 2015.
<b>Activity #2: To establish and implement a menu of dual enrollment offerings at each partner high school, including MAT 152+ and at least two other general education classes, aligned with high school and college scheduling and taught by NPC instructors via DLT. (Relates to Project Goals for AP1 and IM.)</b>			
1. NPC Dual Enrollment Committee meets to approve	NPC Faculty Chair of	November 30,	1. NPC Dual Enrollment

the pool of available course offerings for TALON. (NPC faculty must approve all courses for dual enrollment per AZ state statute.)	Dual Enrollment	2015 and May 15, 2016.	Committee approves all available course offerings for TALON by December 15, 2015 for PY 1 and May 15, 2016 for PY 2.
2. Meet with principals at all partner high schools to identify three cohorts, each comprised of no more than five high schools, based on alignment of school schedules.	Project Director/Lead Faculty	January 30, 2016	2. Scheduling for Year One of dual enrollment course blocks is complete.
3. Meet with principals and curriculum specialists at all partner schools to identify two additional dual enrollment offerings, based on needs at partner high schools, to supplement the MAT 152 Plus course offering.	Project Director/Lead Faculty, NPC Dean of Arts and Sciences and NPC Associate Dean of Education and College and Career Prep.	January 30, 2016	3. Each cohort of schools has a common set of offerings identified for delivery through dual enrollment in Year One.
4. Utilize NPC course placement process to identify students at each partner high school with the ability to benefit from MAT 152 Plus.	Project Director	March 31, 2016	4. Roster of students is established for MAT 152 Plus to begin Fall 2016.
5. Utilize NPC course placement process to identify students for enrollment in additional dual enrollment classes.	Project Director	April 30, 2016	5. Roster of students is established for all other TALON DE gen ed classes; dual enrollment classes begin Fall 2016.
Students not yet registered in spring for the upcoming school year will be assessed upon enrollment and placed accordingly.			
<b>Activity #3: To establish and implement a menu of College and Career Prep (CCP) courses to be taught by NPC instructors</b>			



<b>in the evenings via DLT, at each partner high school where CCP classes do not exist at NPC campuses or centers in the community.</b> (Relates to Project Goals for AP and IM.)			
1. Analyze current CCP offerings and develop menu of course sections, most needed based on needs of adult learners at each TALON site.	Project Director; NPC Associate Dean of Education and College and Career Prep	May 1, 2016	1. New CCP course offerings appear on schedule for Fall semester, 2016 in Shonto, Pinon, Red Mesa, St.Johns and Sanders.
2. Identify faculty in MAT and CCP to teach new CCP course sections at each TALON site.	Project Director; NPC Associate Dean of Education and College and Career Prep	May 1, 2016	2. Faculty generate syllabi for new CCP course offerings.
3. Enroll CCP students at each TALON site.	Project Director	August 15, 2016	3. New CCP sections at TALON sites in Shonto, Pinon, Red Mesa, and Sanders are initiated.
<b>Activity #4: To establish and implement a schedule for presenting student services information regarding academic advising, counseling for college, career and financial planning, and tutoring not less than three times each semester during each DE and each CCP class offered at partner sites.</b> (Relates to Project Goals for AP, IM and FS.)			
1. Meet with principals and counselors at all partner high schools to identify objectives for student services presentations delivered via DLT to DE students.	Project Director	January 30, 2016	1. List of objectives for student service presentations to TALON DE students is compiled and shared with NPC Director of Student Services.
2. Meet with NPC Assoc Dean of Learning and Developmental Education to identify objectives for	Project Director	January 30,	2. List of objectives for student service presentations to

student services presentations delivered via DLT to CCP students.		2016	TALON CCP students is compiled and shared with NPC Director of Student Services.
3. Meet with NPC Associate Dean of Learning and Developmental Ed and Dean of Arts and Sciences to coordinate scheduling of student services presentations during DE and CCP classes throughout each semester.	Project Director	February 15, 2016	3. A menu of not less than three student services presentations for DLT DE and CCP students at each partner site is incorporated into class scheduling.
4. Meet with NPC Student Services staff to coordinate which presentations and presenters will carry out presentations as planned.	Project Director	Fall semester 2016	4. Presentations are made to students at each TALON site as scheduled.
<p><b>Activity #5: To establish Model Classrooms in ten (10) partner high schools in Project Year 1, and not less than two partner high schools in each subsequent project year, to facilitate dual enrollment and CCP classes taught via DLT.</b> (Relates to Project Goals for AP1; AP2; IM; FS)</p> <p><b>Activity # 6: To expand capacity throughout the WWAN, assuring that all sites have adequate bandwidth to provide high-quality audio-video to support all DL activities.</b> (Relates to Project Goals for AP1, AP2; IM; FS)</p> <p>Due to their interrelated nature, strategies for these two activity objectives will be carried out concurrently with Person(s) Responsible noted accordingly.</p>			
1. Acquire the equipment for the first ten model classrooms and NPC faculty teaching sites through the RFP process.	Project Director with AV Tech and NPC Director of Information Services	March 31, 2015	Equipment for the first ten model classrooms and NPC faculty teaching sites is purchased and installed.
2. Increase bandwidth at all ten partner sites to accommodate model classrooms.	Project Director, AV Tech and Support	March 31, 2015	Capacity at all ten partner sites is sufficient to assure quality

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	Center Operator coordinating with telecom vendors		of instructional delivery.
3. Conduct testing of all classroom equipment and train high school instructional support staff at each partner site in use of equipment and classroom management responsibilities in all model classrooms.	Project Director, AV Tech and Support Center Operator	July 15, 2015	Staff at each high school site demonstrate proficiency to use and support equipment and manage classroom / students sufficient to begin delivery of dual enrollment courses.
4. Provide orientation for NPC faculty in use of new equipment for delivery of dual enrollment through model classrooms.	AV Tech and NPC Faculty in Educational Technology (FET)	July 15, 2015	NPC faculty demonstrate proficiency to use and support equipment and provide instruction sufficient to begin delivery of dual enrollment courses.
5. Implement dual enrollment classes according to schedule.	Project Director and NPC faculty	July/August 2016	The first semester of TALON dual enrollment courses is complete and students are assessed by December 31, 2016.
<b>Activity #7: To conduct regular, rigorous formative project evaluations and summative evaluation, including all reporting associated with each.</b> (Relates to Project Goals for AP, IM and FS.)			
1. Conduct bi-annual AV checks at each partner site to assure all equipment is performing; do preventative maintenance.	AV Tech and SCO and IT staff at all partner high schools	Beginning and end of each semester	1. All TALON equipment is ready for the upcoming semester.

2. Convene a meeting of all NPC distance learning faculty, high school instructional support staff, high school administrators, NPC Dean of Arts and Sciences, NPC Assoc Dean of Learning and Developmental Ed, NPC Faculty in Educational Technology and project key personnel (TALON Advisory Committee) to evaluate outcomes for Project Year One, identify need for modifications to activities/instructional delivery, and plan for Year 2.	Project Director	May 15, 2016	2. Project modifications are made as necessary.
3. Conduct formative evaluation of Project Year 1, analyzing results of outcome measures and lessons learned.	Project Director; Evaluator	July 31, 2016	3. Evaluation report delivered to NPC President, Executive Team, SPASC, District Governing Board, and Title III.
4. Revise project tasks and methods as necessary per results of formative evaluation.	Project Director; Evaluator	Bi-annually, May & December each year.	4. Revisions report delivered to NASNTI, NPC District Governing Board, Executive Team and SPASC by June 30, 2016.
<b>TALON Project Years Two – Five : October 1, 2016 – September 30, 2020</b>			
<b>Scheduled Roll-Out of Additional Schools: Year 2 – Alchesay, Mogllon, Year 3 – Ganado, Chinle; Year 4 – Window Rock</b>			
<b>Activity #1: To convene a project advisory team, comprised of all key TALON project personnel, high school administrators, the NPC Associate Dean of Education and CCP, the NPC Dean of Arts and Sciences, and the Project Evaluator, to meet not less than twice per year to assure ongoing project achievement, refinement and improvement. (Relates to Project Goals for AP1; AP2; IM.)</b>			
<b>Strategies</b>	<b>Person(s)</b>	<b>Completion</b>	<b>Outcome Measure(s)</b>

	<b>Responsible</b>	<b>Date</b>	
1. Convene bi-annual meeting of advisory committee to assess Fall and Spring semesters of Project Year.	Project Director and Evaluator with TALON Advisory Committee	December 30; May 15, each project year.	1. Fall and Spring semesters are evaluated; report is developed; agreements are updated as necessary and existing dual enrollment classes are scheduled or modified as needed for pilot group of ten schools and new schools added each year per plan.
<b>Activity #2: To establish and implement a menu of dual enrollment offerings at each partner high school, including MAT 152+ and at least two other general education classes, aligned with high school and college scheduling and taught by NPC instructors via DLT. (Relates to Project Goals for AP1 and IM.)</b>			
1. NPC Dual Enrollment Committee meets to approve any additions to the pool of available course offerings for TALON for the upcoming project year.	NPC Faculty Chair of Dual Enrollment	November 30, each project year.	1. NPC Dual Enrollment Committee approves all available course offerings for TALON PY Two by December 15 each project year.
2. Meet with principals at not less than two new partner high schools to identify cohorts, each comprised of no more than five high schools, based on alignment of school schedules for upcoming project year.	Project Director/Lead Faculty	January 30, each project year.	2. Scheduling for upcoming project year of dual enrollment course blocks is complete.
3. Meet with principals and curriculum specialists at all partner schools to identify two additional dual enrollment offerings, based on needs at partner high schools, to	Project Director/Lead Faculty, NPC Dean of Arts and Sciences and	January 30, each project	3. Each cohort of schools has a common set of offerings identified for delivery through

supplement the MAT 152 Plus course offering for upcoming project year.	NPC Associate Dean of Education and College and Career Prep.	year.	dual enrollment in upcoming project year.
4. Utilize NPC course placement process to identify students at each partner high school with the ability to benefit from MAT 152 Plus.	Project Director	March 31, each project year.	4. Roster of students is established for MAT 152 Plus to begin Fall semester.
5. Utilize NPC course placement process to identify students for enrollment in additional dual enrollment classes.	Project Director	April 30, each project year.	5. Roster of students is established for all other TALON DE gen ed classes; dual enrollment classes begin Fall semester.
Students not yet registered in spring for upcoming school year will be assessed upon enrollment and placed accordingly.			
<b>Activity #3: To establish and implement at menu of College and Career Prep (CCP) courses to be taught by NPC instructors in the evenings via DLT, at each partner high school.</b> (Relates to Project Goals for AP2 and IM.)			
1. Analyze current CCP offerings and develop menu of course sections, most needed based on needs of adult learners at each TALON site.	Project Director; NPC Associate Dean of Education and College and Career Prep	May 1, each project year.	1. New CCP course offerings appear on schedule for Fall semester, in Heber Yr2), Ganado and Chinle (Yr3) and Window Rock (Yr 4).
2. Identify faculty in MAT and CCP to teach new CCP course sections at each TALON site.	Project Director; NPC Associate Dean of Education and College and Career Prep	May 1, each project year.	2. Faculty generate syllabi for new CCP course offerings.

3. Enroll CCP students at each TALON site.	Project Director	August 15, 2016	3. New CCP sections at TALON sites in in Heber Yr2), Ganado and Chinle (Yr3) and Window Rock (Yr 4) are initiated.
<b>Activity #4: To establish and implement a schedule for presenting student services information regarding academic advising, counseling for college, career and financial planning, and tutoring not less than three times each semester during each DE and each CCP class offered at partner sites.</b> (Relates to Project Goals for AP, IM and FS.)			
1. Meet with principals and counselors at all partner high schools to identify objectives for student services presentations delivered via DLT to DE students.	Project Director	January 30, 2016	1. List of objectives for student service presentations to TALON DE students is compiled and shared with NPC Director of Student Services.
2. Meet with NPC Assoc Dean of Learning and Developmental Education to identify objectives for student services presentations delivered via DLT to CCP students.	Project Director	January 30, 2016	2. List of objectives for student service presentations to TALON CCP students is compiled and shared with NPC Director of Student Services.
3. Meet with NPC Associate Dean of Learning and Developmental Ed and Dean of Arts and Sciences to coordinate scheduling of student services presentations during DE and CCP classes throughout each semester.	Project Director	February 15, 2016	3. A menu of not less than three student services presentations for DLT DE and CCP students at each partner site is incorporated into class scheduling.
4. Meet with NPC Student Services staff to coordinate which presentations and presenters will carry out	Project Director	Fall semester 2016	4. Presentations are made to students at each TALON site

presentations as planned.			as scheduled.
<p><b>Activity #5: To establish Model Classrooms in ten (10) partner high schools in Project Year 1, and not less than two partner high schools in each subsequent project year, to facilitate dual enrollment and CCP classes taught via DLT.</b> (Relates to Project Goals for AP1; AP2; IM; FS)</p> <p><b>Activity #6: To expand capacity throughout the WWAN, assuring that all sites have adequate bandwidth to provide high-quality audio-video to support all DL activities.</b> (Relates to Project Goals for AP1; AP2; IM; FS)</p> <p>Due to their interrelated nature, strategies for these two activity objectives will be carried out concurrently.</p>			
1. Acquire the equipment for two additional model classrooms.	Project Director, AV Tech and Support Center Operator	March 31, Years 2 through 4.	1. Equipment for two new model classrooms is purchased and installed.
2. Acquire equipment for NPC faculty to deliver course work to new model classroom locations.	Project Director, AV Tech and Support Center Operator	March 31, Years 2 through 4.	2. Equipment for NPC faculty to deliver course work to new classrooms is purchased and installed.
3. Increase bandwidth at new partner sites to accommodate model classrooms.	Project Director, AV Tech and Support Center Operator coordinating with telecom vendors	March 31, Years 2 through 4.	3. Capacity at all partner sites is sufficient to assure quality of instructional delivery.
4. Conduct testing of all classroom equipment and train high school instructional support staff at each new partner site in use of equipment and classroom management responsibilities in all model classrooms.	Project Director, AV Tech and Support Center Operator	July 15, each project year, ongoing	4. Staff at each high school site demonstrate proficiency to use and support equipment and manage classroom / students sufficient to begin delivery of dual enrollment courses.



5. Provide orientation for NPC faculty in use of new equipment for delivery of dual enrollment through model classrooms.	AV Tech and NPC Faculty in Educational Technology	July 15, each project year, ongoing.	5. Provide orientation for NPC faculty in use of new equipment for delivery of dual enrollment through model classrooms.
6. Implement dual enrollment classes according to schedule.	Project Director and NPC faculty	July/August and January each project year.	6. TALON dual enrollment students are assessed by December 15 and May 15 each year.
<b>Activity #7: To conduct regular, rigorous formative project evaluations and summative evaluation, including all reporting associated with each.</b> (Relates to Project Goals for AP1; AP2; IM; FS.)			
1. Conduct bi-annual AV checks at each partner site to assure all equipment is performing; do preventative maintenance.	AV Tech and SCO and IT staff at all partner high schools	Beginning and end of each semester	1. All TALON equipment is ready for the upcoming semester.
2. Convene a meeting of all NPC distance learning faculty, high school instructional support staff, high school administrators, NPC Dean of Arts and Sciences, Assoc Dean of Learning and Developmental Ed, NPC Faculty in Educational Technology and project key personnel (TALON Advisory Committee) to evaluate outcomes for Project Year One, identify need for modifications to activities/instructional delivery, and plan for upcoming year.	Project Director	May 15, each project year.	2. Project modifications are made as necessary.
3. Conduct formative evaluation of Project Year Two, analyzing results of outcome measures and lessons learned.	Project Director; Evaluator	June 30, each project year.	3. Evaluation report delivered to NPC President, Executive Team, SPASC, District

			Governing Board, and Title III.
4. Revise project tasks and methods as necessary per results of formative evaluation.	Project Director; Evaluator	Bi-annually, July & February each year.	Revisions report delivered to NASNTI, NPC District Governing Board, Executive Team and SPASC.
<b>TALON Project Year Five: October 1, 2019 – September 30, 2020</b>			
<b>Activity #7: To conduct regular, rigorous formative project evaluations and summative evaluation, including all reporting associated with each.</b> (Relates to Project Goals for AP1; AP2; IM; FS <i>Related to summative evaluation and sustainability.</i> )			
<b>Process Objectives</b>	<b>Person(s) Responsible</b>	<b>Completion Date</b>	<b>Outcome Measure(s)</b>
1. Convene a meeting of all NPC distance learning faculty, high school instructional support staff, high school administrators, NPC Dean of Arts and Sciences, Assoc Dean of Learning and Developmental Ed, NPC Faculty in Educational Technology and project key personnel (TALON Advisory Committee) to evaluate outcomes for Project Year One, identify need for modifications to activities/instructional delivery, and plan for upcoming year.	Project Director	May 15, 2020	1. Project modifications are made as necessary. Sustainability plan is established after Project Year One and amended as necessary for viability beyond the sunset of grant funds.
2. Conduct formative evaluation of Project Year Five, analyzing results of outcome measures and lessons learned.	Project Director; Evaluator	June 30.	2. Formative evaluation report delivered to NPC President, Executive Team, SPASC, District Governing Board, and Title III.
Conduct summative evaluation of Project TALON and	Project Director;	July 31, 2020	Summative Evaluation report

*Navajo County Community College District d.b.a. Northland Pioneer College - Arizona  
Native American Serving Non-Tribal Institutions (NASNTI) Part F Program  
Technology to Advance Learning Outcomes at Northland (TALON)*

adopt successful aspects of model according to sustainability plan.	Evaluator		delivered to NPC President, Executive Team, SPASC, District Governing Board, and NASNTI. Sustainability plan is implemented and Project TALON is institutionalized at Northland Pioneer College and its partner high schools.
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#### **IV. QUALITY OF PROJECT PERSONNEL**

Key personnel responsible for carrying out activities per the Implementation Strategy Charts include the Project Director who will be employed through grant funds and supervised directly by the college Vice President for Learning and Student Services. The Project Director will work directly with all key personnel and stakeholders to coordinate the delivery of program activities and services, as described in the Implementation Charts, and with the Evaluator and the NPC Director of Financial Services to conduct evaluations and expenditure reports. The Project Director will also have the task of monitoring activities and services at all project locations. The Audio-Video Technician (AV Tech) will be responsible for supervising the purchase and installation and maintenance of all DLT equipment and supplies at each partner school, and for training the technological staff at each partner school to maintain the DLT classrooms and all related wiring and peripherals. The AV Tech will be employed through grant funds and be supervised by the Director of Information Services. The Support Center Operator (SCO), employed through grant funds and supervised by the Director of Information Services will provide operational support to the DLT classrooms at all partner schools, monitoring and maintaining the systems associated with the DLT classrooms. Salaries for the Project Director and SCO will be maintained by NPC following the grant period to assure sustainability. By training technical staff at each partner school, the AV Tech will promote sustainability of activities and services, so the AV Tech salary will sunset at the close of the grant period. All key personnel will work closely with one another, collaborating on multiple activities as illustrated in the Implementation Charts.

NPC Faculty in Educational Technology (FET), Dr. Wei Ma, who is supervised by the Associate Dean for Learning and Developmental Education, will assist with project activities that require faculty to become proficient with any new instructional technology. Dr. Ma has a Master's degree in telecommunications and a Ph.D. degree in Educational Studies (Educational Technology Emphasis). His expertise is in providing training and support for college faculty and students on a variety of educational technologies and incorporating learning theories into technology implementation to facilitate learning. He will devote 10% of his time to Project TALON, for which no federal funds are requested.

Minimum qualifications for the three key personnel hired through grant funds follow. It is always the position of the college to advertise in local media for positions, and in some cases in specialized publications for positions. By conducting searches in this manner, and by networking with representatives from *every* constituency of the college, NPC optimizes the chance of employing individuals who best represent the project's target population.

**Project Director:** Required qualifications include a Master's degree and three years of relevant experience, preferably in a post-secondary education grant program, including management of multi-year, multi-faceted projects, personnel management, development and assessment of survey instruments, quantitative and qualitative data analysis, and accounting experience.

**Audio-Video Technician (AV Tech):** Required qualifications include: Associate's degree and three years of experience with audio/video and distance learning equipment; three years of experience providing technical training to faculty and staff; Industry standard computer certifications (CompTIA, Microsoft, CISCO, etc.) and experience working in a higher education environment.

**Support Center Operator (SCO):** Associate's degree and three years of experience related to the operation of computer hardware and software and audio/video is required. Specifically, the SCO will demonstrate skill and proficiency in the operation of interactive white boards, video and audio equipment for DLT, and computer networks.

For all key personnel, but particularly the Project Director, an individual who has overcome barriers to his or her educational attainment, such as being from a population underserved in post-secondary education and/or the first-generation in his or her family to earn a college degree, is preferred, because of the ability to relate to the participants of the grant-funded project. Familiarity with the unique cultural aspects of the service area is required. Key personnel must understand the vast and remote nature of the region, and the need to travel within it on a regular basis, as well as the use of interactive distance learning and online technologies that facilitate real-time, face-to-face communication. They must also appreciate that they will not be working with Native Americans, per se, but with three distinctly *different* tribes with different customs, lifestyles, and methods of tribal governance. The person who does not recognize and internalize the uniqueness, disparity and diversity that exists *across* these cultures is the person who will fail in serving the project, even though he or she may be eminently qualified in all other aspects of the position.

## **V. ADEQUACY OF RESOURCES**

**A. Overview of Budget:** The total cost to implement TALON for five years is \$1,754,710 , an average of \$350,942 per year. Of this, \$919,710 (52.4%) is requested from NASNTI over a five-year period for the salaries and benefits for the Project Director, AV Technician, and SCO. Salaries for the Project Director and SCO will be sustained by the

partnership following the grant period. Equipment and supplies, including installation and maintenance of same, for the Model Classrooms at each partner high school, and expansion of capacity (bandwidth) to assure DLT at each site is of optimal quality account for \$652,000 (37.2%). Replacement and maintenance of equipment will be sustained by the partnership. A total of \$125,000 or \$25,000 per year (7.1%) is allocated for contracting with an external evaluator. NPC will provide \$83,520 (4.8%) to provide hourly wages for on-site monitors for CCP course offerings at partner high schools in the evenings. Partner high schools have committed approximately the same amount to provide hourly wages for lab aides who will oversee dual enrollment courses. We have included \$5,000 (0.3%) for travel for two key personnel to attend a national conference during the grant period. Travel is based on NPC board-approved rates, including coach airfare and ground transportation from the college service area to Phoenix's Sky Harbor Airport. All salaries and hourly wages are based on NPC District Governing Board approved rates for similar positions within the college. Benefits are standard for all NPC full-time employees and, beyond Project Year One, reflect the current inflationary increases expected over the five-year scope of the grant. Prices for supplies reflect the average for NPC rates from District Governing Board approved vendors, and actual purchase will take into account the best product for the best value. There are a number of commercial DLT hardware/software packages available to provide equipment for the Model Classrooms. We are exploring these options, and we will make our final selection through an RFP process, based on what is most appropriate to our decentralized college model, integrates most efficiently with NPC's current data management systems, and is most cost-effective. Our budgeted estimate is based on an average cost of packages available. Any unspent funds will be returned to NASNTI or reallocated to activities related to goal attainment, per approval from NASNTI.

**B. Commitment of Institutional Resources:** TALON is a key element of the college's primary strategic priority for 2016-2017, "Removing Barriers to Student Success". This priority was defined by focus groups with local communities, surveys and discussions with the college community and a strategic planning retreat with college administration and District Governing Board, as well as a review of quantitative and qualitative research within the college.

As aforementioned, SPASC oversees the strategic planning process, coordinates development of measurable outcomes, and works to identify future strategic priorities. Therefore, SPASC will provide internal oversight of progress according to the Process Objectives and Outcome Measures described in the **Implementation Strategy charts** beginning on Page 21. The NPC TALON Project Director will work with the Project Evaluator to include SPASC's input in the formative and summative project evaluations. Of particular importance, the Project Director will be an advisory member of SPASC.

NPC has committed financial resources to the success of TALON. The college will provide wages for part-time monitors to oversee CCP classes at all partner high school sites on evenings and weekends. NPC will also provide all key personnel with office space, a dedicated phone and laptop computer equipped with WWAN and Internet connectivity, and use of college vehicles for all in-district travel related to TALON activities and services.

**C. Commitment of High School Partners:** NPC has partnered with ten high schools for the first project year, all of whom have signed a letter of commitment<sup>25</sup> assuring their role in providing for activities and services as described in the implementation plan: Dedicated classrooms for DLT dual enrollment, and CCP instruction; willingness to work with NPC

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<sup>25</sup> On file in the office of the Vice President for Student Services



administrators to synchronize their schedules to accommodate these classes; provision of monitors to oversee dual enrollment classes; and access to classrooms after school hours to facilitate CCP schedules. Six additional high schools have given verbal commitment, choosing to begin partnering after Year One due to administrative turnover in 2016-16.

**D. Sustainability:** NPC will contribute extensive resources through personnel, implementation and administration of TALON to assure its sustainability beyond the grant period. While salary is requested from Title III for the full-time Project Director and the SCO, the college will absorb these positions following the close of the project. The AV Tech will assure a qualified pool of technicians at each partner high school can maintain and update equipment. Essentially, a grant from the NASNTI Program is seed money that allows NPC and its high school partners to establish TALON. The success of its outcomes, including more enrollment, retention and completion of students, and the ability to deliver high-quality post-secondary instruction in an efficient, cost-effective manner, will assure TALON's sustainability.

## **VI. QUALITY OF THE PROJECT MANAGEMENT PLAN**

**The objectives for TALON project management are as follows:**

1. To ensure consistent and complete adherence to all federal and institutional policies;
2. To establish and maintain open communication among college administration including the President, TALON key personnel, and all faculty, staff, consultants and vendors involved in TALON activities, as well as all partner high school administrators, staff and faculty;
3. To fulfill project milestones and objectives on schedule as well as assure the integration of the total project with strengthening the institution as a result of TALON activities;
4. To implement an effective formative and summative evaluation of TALON activities and

integrate the evaluation into the college's Strategic Planning process;

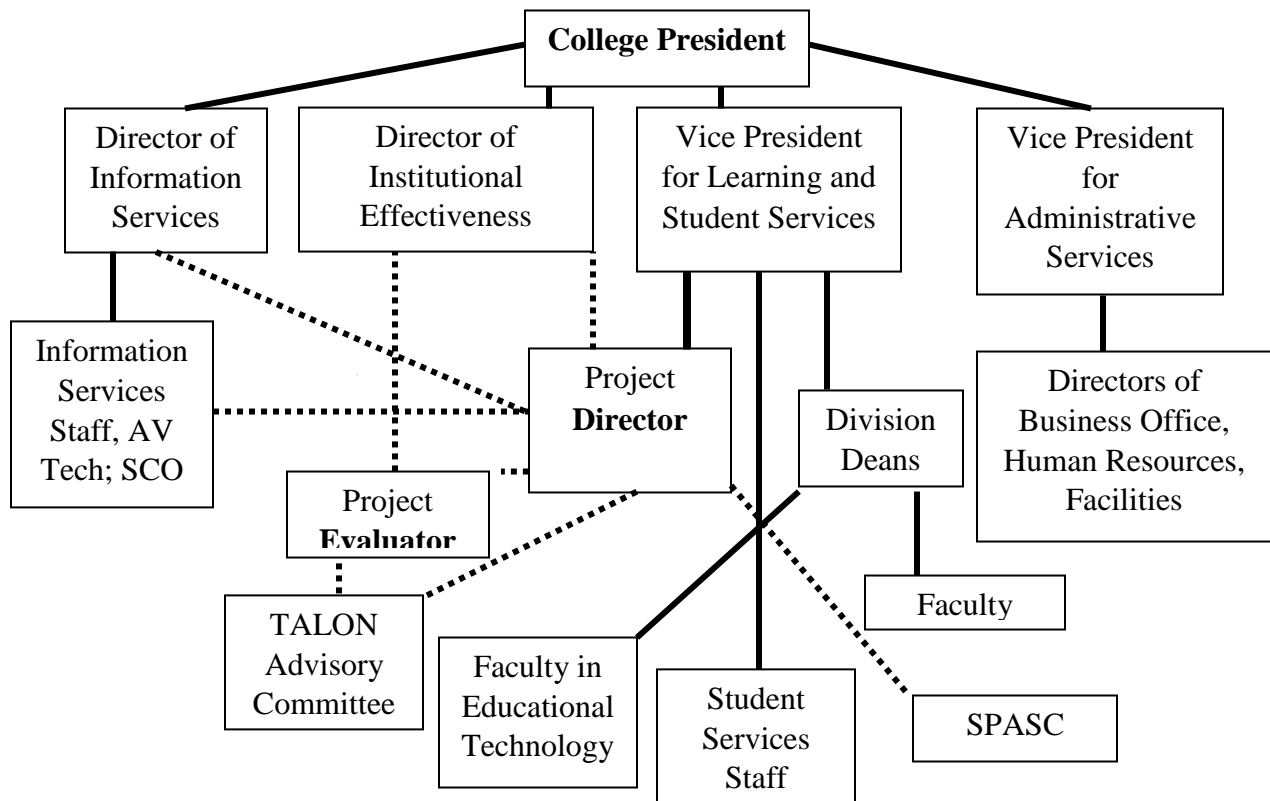
5. To exercise financial responsibility and ensure appropriate use of funds;
6. To incorporate all project activities into college operations at the end of the grant period;
7. To sustain and build upon the project accomplishments.

In order to meet the objectives listed above, NPC has developed the policies and procedures needed for effective and efficient management of Project TALON. These policies will meet Title III regulations as well as adhere to established college policies for the regulations of restricted funds. The college will incorporate Title III activities into institutional planning and operating procedures to ensure efficient and responsible operation. All policies and procedures will be evaluated over the five-year period. Strong fiscal management will ensure funds are used as specified for the strengthening of the institution and do not supplant existing college funds. Because of its importance, Dr. Jeanne Swarthout, President of NPC, will be responsible for overall supervision of TALON and will remain personally involved throughout the five-year period to ensure maximum program success. She will exercise a direct influence on the quality of program implementation and fulfillment of activity objectives.

The Project Director will meet every other week throughout the year with the Executive Team: the president, vice presidents for administrative services, and learning and student services, and Director of Information Services. Through this group, information on the project can be provided to key administrators so they can integrate project activities with related, institutional activities. The Executive Team can also efficiently make decisions regarding the ongoing refinement of the project. The Project Director will also meet monthly with SPASC, and bi-annually with the full TALON advisory committee as described in the Implementation

Charts. The organizational chart below depicts the lines of authority of key institutional decision makers as they relate to TALON:

**Project TALON Organizational Chart**



Supervisory Relationship \_\_\_\_\_

TALON Working Relationship.....

The Director will file activity reports that will reflect progress toward objectives, activities, strategies and outcome measures, as stated in the Implementation Charts, and on the Annual Projections Charts, tracking progress toward overall goals. They will be part of the official TALON file and will be useful tools for internal monitoring of projected activities and for review during federal program audits. Quarterly reports will provide a composite of monthly reports

reflecting progress toward outcomes. Activity reports will be due on January 15, April 15, July 15 and October 15 for the quarter immediately preceding, to be shared with the Executive Team.

In summary, NPC will develop and implement a Title III project that is effectual, conducive to institutional improvement, and sustainable.

## **VII. QUALITY OF EVALUATION PLAN**

**A. Evaluator:** As Director of Policy Initiatives at Northern Arizona University (NAU) in Flagstaff, Arizona, Ms Eva Putzova brings extensive experience to her role as TALON Project Evaluator. She employed her background in market research and analysis to develop an innovative program to increase Arizona baccalaureate degrees. She has over twelve years' experience creating university business plans, presentations, position and concept papers for the Arizona Board of Regents. She regularly conducts policy research and oversees university-wide student surveys, including planning, implementation, statistical analysis, reporting, enabling her to manage and facilitate university strategic planning processes. Ms. Putzova authored the TALON Evaluation Plan and will serve as Project Evaluator on a consulting basis.

**B. Data Collection:** The evaluation design will be divided into two categories –Implementation and Results and Impact. Formative evaluation will focus on the implementation processes; summative evaluation will describe progress toward meeting project goals and objectives (Results) and study the relationship between the project implementation and outcomes (Impact).

### ***Implementation***

The formative evaluation will be guided by the following three questions:

1. Were the tasks identified as process objectives accomplished according to the project Implementation Plan, meeting timeline and outcome expectations?
2. What communication and

project management strategies worked well? 3. What project modifications should be made to the project management plan?

Processes and their individual phases that will be assessed through formative evaluation include, hiring project personnel, implementing DLT, installing Model Classrooms, synchronizing course scheduling with partner schools, scheduling TALON CCP course sections and student services presentations, and preparing DLT faculty and high school technical staff to implement services. In addition, a performance instrument will assess the effectiveness of the DLT and Model Classrooms. The instrument will provide data to modify strategies as needed as the DLT and Model Classrooms are expanded throughout the district. It will be administered to DLT faculty, high school administrators and technical staff, and both DE and CCP students.

Formative evaluation will be carried out bi-annually throughout the duration of the project. The information necessary to develop the reports will come from quarterly activity reports and an online survey from the Project Director followed by semi-structured interviews to contextualize the survey answers. In addition, the NPC President will be interviewed once a year to provide institutional perspective on the project implementation process. The instruments developed for the formative evaluation, including the online survey instrument and the semi-structured interview questionnaire will be available in electronic format to be use by other institutions that decide to replicate this project.

### ***Results and Impact***

Summative evaluation will assess the project's impact on meeting the three overarching goals in the area of academic programs, institutional management, and fiscal stability as outlined in Part II of this application. While a comprehensive summative evaluation of the project cannot be conducted until the project strategies have had a chance to take effect, individual measurements

will be collected and monitored annually to inform the feasibility of meeting projected benchmarks and included in the bi-annual report. The key questions that provide basis for the descriptive and causal parts of the summative evaluation are: 1. What are the usage patterns and performance of Model Classrooms? 2. To what extent were the objectives of the project met? 3. What impact did TALON and its major components—DLT and Model Classrooms—have on student access (enrollment), performance (college preparation; on-time degree completion)? 4. Has the standardization of CCP instruction using DLT between the campus, center and TALON locations resulted in higher CCP enrollment and completion rates? 5. What impact did the DLT delivery of ancillary services have on enrollment among TALON students? 6. What impact did TALON and its major components—DLT and Model Classrooms—have on NPC’s financial performance and sustainability?

Data for the Academic Progress goals will also be collected for the following: a.) Performance and completion rates of students enrolled in comparable DE classes taught by college-certified, high school instructors using traditional, face-to-face instruction; b) Performance and completion rates of students enrolled in DE MAT 152+ as compared to other sections of DE MAT 152; c) Performance and completion rates of CCP students enrolled at TALON sites as compared to CCP students enrolled in the same courses taught using traditional, face-to-face instruction; d) Enrollment rates of CCP students enrolled in TALON courses; e) Enrollment rates of TALON DE students. Analysis will help determine the overall effectiveness of TALON services and strategies.

**C. Data Analysis:** Qualitative analysis will be the prevailing statistical method to provide continual evaluation of project implementation processes. Quantitative data analysis, including univariate, bivariate, and multivariate statistical techniques will be employed in summative evaluation. Sophisticated statistical analysis, such as multivariate regression analysis will be used to control for extraneous factors that may influence outcomes. The impact of the project’s design

on the identified outcomes (objectives under academic programs, institutional management, and fiscal stability goals) will be tracked through trend analysis.

**D. Reporting of Outcomes:** Formative evaluations are based in part upon participant satisfaction as evidenced by responses to surveys. These surveys will undoubtedly reveal unanticipated outcomes, which may result in certain activities or services being modified to better serve project participants and to optimize outcomes. As part of the formative evaluation, the Evaluator and Director will analyze survey results at the close of each semester and summarize findings for SPASC and the TALON Advisory Committee.

Additionally, data collected in formative evaluations may reveal unanticipated trends related to the number of students enrolled in and/or completing TALON DLT courses, or the quantity of process and/or outcome measures that are met or unmet at any point. This information will be included in the formative evaluation report, and shared with the aforementioned committees. In reviewing these reports, the project team can work together to rectify any problems revealed through the evaluation process.

The Evaluator, assisted by the Director, will prepare a summative evaluation report at the close of the project, addressing all data elements described previously. Final data will be gathered on the number of partner schools and students who participated in TALON, the number and type of classes offered/affected, and participant satisfaction with TALON, as well as achievement of overall comprehensive goals. A quantifiable and anecdotal synopsis of all data collected, all formative evaluation reports, and information on any modifications that were made to project objectives, activities and services will be included in the this report. Finally, a reflection on the project will address the following: What lessons were learned? How might

TALON assist other institutions in using DLT to optimizing learning outcomes, thus improving enrollment, retention and time to completion, particularly in rural community colleges located in areas impacted by poverty and isolation? The summative evaluation report will be shared with the SPASC, the College President, Executive Committee and District Governing Board, the TALON Advisory Committee, and the Title III NASNTI program. The report will also be published on the NPC web site for the benefit of other institutions that serve students using DLT.

## **E. MONITORING OF PROGRESS**

To determine progress toward the three comprehensive goals, the Evaluator will work with the NPC Coordinator for Institutional Effectiveness to collect data for the number of students who have participated in TALON services (DE and CCP courses) at each location, the specific courses each student has taken, and the a) number of students who have completed college-level math and at least two additional college courses prior to high school graduation (Goal #1-Academic Programs). The Director will also gather and analyze data on b) the number and percentage of class sections, both general education and CCP, taught using the TALON DLT model and on the CCP completion rates (Goal #2-Academic Programs). The Evaluator will also quantify FTSE generated by students taking TALON DE and CCP courses, and the number of TALON students participating in ancillary services per the Implementation Plan (Institutional Management). Finally, the Evaluator will work with the NPC Vice President for Administrative Resources to analyze cost savings to the college and students, resulting from FTSE generated as well as use of more efficient, cost-effective instructional models (Fiscal Stability). Data collected each year will be compared directly to the projections applied in the Annual Projections charts on pages 20-21 to each of the above indicators to ensure that timely overall progress is being



made. All results will be shared twice yearly with the TALON Advisory Committee and SPASC so they may assist the Project Director with ongoing project refinement.

## IN SUMMARY

Because Technology to Advance Learning Outcomes at Northland (TALON) is designed as a *collaborative* project involving all divisions of the college, because it is an integral part of the college's strategic plan, as evidenced by the college's significant commitment in staff and resources, and because it has the commitment of its high school partners, strategies will be institutionalized. Essentially, NPC is requesting seed money from the NASNTI Program to develop and implement the project activities. The sense of responsibility shared by all TALON stakeholders is born out of the overwhelming need they encounter every day in bringing educational services to this vast, rural and remote region. Because the project is designed to optimize learning outcomes, and because it has the unyielding support all partners, TALON *will succeed* and so students *will succeed*. TALON as a demonstration project has the potential to change the instructional paradigm for the geographically dispersed student body at NPC and other colleges like it across the United States, particularly since its evaluation plan provides for a comparison of TALON students to a control group of non-TALON students. Most importantly, a region marked by poverty and its effects will know the potential and the promise of post-secondary education, regardless of their geographic location. We of course are hopeful that our submission will be well received and chosen for funding! Whether our proposal is accepted or not, we would like to thank the Office of Postsecondary Education's Strengthening Institutions Programs for their long history of commitment to our past projects and others like it, and we look forward to working with NASNTI in the future on this and other opportunities.