

## NHTI Concord's Community College

### 4-Year Needs Assessment Plan

June 2020-June 2024

Strengthening CTE for the 21<sup>st</sup> Century Act (Perkins) Local Application

#### 1.) Summarize the results of the comprehensive needs assessment.

- Core indicator performance data for the past three years showed an average upward trend of at least 2 percentage points for relevant postsecondary indicators including placement and retention of CTE concentrators. However, all programs have had declining enrollments, except for our high in demand fields of Nursing, Dental and Rad Tech programs, which are limited due to clinical space and faculty costs.
- Students in non-traditional programs have shown a minimal increase of concentrators.
- Overall special populations including students who are limited English proficient and economically disadvantaged have lower positive retention and placement rates than other student counterparts; however, we recently addressed this with a new coordinated care advising model where ESOL and disadvantaged students will have targeted interventions by a dedicated team of advisors. There have, however, been promising retention of veterans and ESOL students in our CTE Engineering programs.
- A new emerging need is for additional simulation software and realigning curriculum to meet the new remote workplace learning spaces and labs moving to online environments due to the coronavirus.
- An emerging need was found in our Rad Tech program; we will require a new VERT<sup>1</sup> system simulator that is costly: \$110,000 and cannot be absorbed through an increase in enrollment. Our program enrollment is limited due to the limited number of clinical affiliation sites. Our clinical sites need to extend into Northern England due to this limitation. Students do not need to share equipment but newer equipment will be needed to sustain this program.
- There was identified a need to maintain and increase equipment in the nursing labs, including beds and IV pumps. Nursing equipment will need to be sustained over the next 4 years.
- An additional identified need is attention dedicated to the matriculation of CTE high school students into NHTI's college programs; currently students enroll in Running Start classes, which introduce them to these CTE careers; however, the matriculation to our college programs is low. Instead of simply enrolling students into Running Start classes, we intend to create intentional pathways to encourage matriculation and ease of transition into our CTE college programs. We have identified this in many CTE programs but primarily within our Engineering programs. We would like to hire a staff person to assist us with this role and to work with faculty, advisors and our learning commons staff to support increased matriculation, increase awareness of careers and enrollment within our low enrolled CTE

areas. The low number of CTE high school students enrolling in our nursing program directly impacts our retention rates. The average age of our nursing student is 31, which typically increases the number of personal demands on the ability to remain in the program including financial, family and medical reasons. Our three-year program completion rate has ranged from 62-68% since 2013.

**2.) Provide information about the CTE programs and programs of studies funded by Perkins funds.**

- NHTI Concord's Community College has 26 CTE programs of certificate and degree programs:  
Nursing, Paramedic, Rad Therapy, Rad Tech, Business Administration, Event/Conference Management, Hospitality, Hospitality Management, Tourism, Travel and Tourism, Animation and Graphics, Information Technology/ Tech Support, IT Applications, IT Networks, Electronic Engineering Technology, Early Childhood, Education/Teacher Preparation, Architectural Engineering Technology, Civil Engineering, Electronic Engineering, Mechanical Engineering, Criminal Justice, Paralegal, Addiction Counseling, Community Social Services and Human Services.
- Those programs that primarily request funding through by Perkins are our high cost Allied Health lab programs: Nursing, Dental, Rad Therapy Allied Health. Additionally, NHTI's Engineering programs are supported by Perkins through professional development funding and the support of equipment to meet changing industry standards. Our Education programs are also supported by our CTE dollars through professional development support for faculty and CTE high school faculty and scholarship support for our students. Finally, our IT programs, are identified as an area of needed Perkins support with our focus on bootcamps and micro-credentials that are in the CTE field.
- NECHE, our accrediting body indicated that NHTI needs a plan to sustain the equipment of our programs, which are primarily CTE programs: Engineering, Dental, Nursing, etc. Our selection of CTE programs to be funded considered equipment needs as the highest priority due to this identified challenge by our accrediting body. We are also outreaching to funders to support these equipment needs.
- We plan to submit our new Automation certificate to the New Hampshire Department of Education for approval. This new certificate program will help underemployed or unemployed students into a high demand area and will help to build this needed workforce which cuts across all disciplines, including the health field, manufacturing and logistics fields. We may plan to develop additional short-term CTE focused certificates in order to meet the emerging workforce needs precipitated by the coronavirus.
- Our new integrated Learning Commons (LC) at NHTI (formerly the library) will not only house academic materials but is now the location of our new Coordinated Care Academic advising center, Academic Center for Excellence (Tutoring and learning supports), English for Speakers of Other Languages (ESOL) and new Innovation lab at the college. The innovation lab is a collaborative space that brings together industry members, faculty and students on real-life project-based learning. This connection to industry will continue to keep

our curriculum current and connected. We will also focus on career education in our new Innovation Lab with biweekly career units and the utilization of Career Coach, which has not been optimally utilized for years. The Learning Commons is the centralized location and meeting place for many of our special populations and here, they will learn about our CTE course and program offerings. Additionally, our many outreach activities, including a new CTE enrollment specialist will connect with our CTE high schools, industries, including special outreach activities for our special populations of students: Veterans, ESOL students and financially and learning disadvantaged students.

- During the CNA process, we realized that the continued ways that we are promoting our programs is not working for programs other than Allied Health. Continuing to highlight our programs through different and innovative marketing campaigns will be an important request for our Perkins dollars as our standard outreach through tours, visiting high school CTE programs, participation in CTE competitions (Vex Robotics), Discovery Days, offering free Professional Development, mentoring and member organizations supporting CTE: Project Lead the Way (PLTW), Girls in Technology are not adequate—hence, the need for a staff dedicated to this work as well as a strong promotion campaign, with collaboration between CTE high schools, industry and NHTI is needed.

### **3.) Describe how the subrecipient will:**

Provide career exploration and career development coursework, activities, or services.

- We will begin to use our Career Coach software in our new Learning Commons (LC) at NHTI where career exploration will be a new element of the LC. We will host biweekly career units highlighting the career outlook of our CTE programs.
- We will be shifting our free community professional development events in the library to more career-focused ones that relate to the academic programs that we offer.
- We plan to offer Career Coach in our advising of students and in our outreach efforts with local high schools and developing pathways into our CTE programs.
- The Nursing program will offer the Nursing bootcamp and TEAS testing prep in the summer- after it needed to be rescheduled due to the coronavirus. These camps are intended to heighten career awareness to high school students, parents and to the general public.
- We discovered through the CNA that implementing summer career awareness bridge programs for ESOL, new traditional and economically and learning disadvantaged students is one area that we will focus on during this four-year plan.
- For many of our programs we hold discovery days which incorporate online and onsite hands on activities related to our CTE programs.

Provide career information on employment opportunities incorporating the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations.

- Each program at NHTI has a program advisory committee. The members of the PAC include representatives from top employers from each occupation or sector for the program,

per district CTE policy. PAC representatives from these in-demand sectors and occupations inform programs and the college faculty and staff about career information.

- Our nursing, dental, rad therapy and manufacturing students have 100% placement rates as there is a high need for workforce in these areas.
- In order to supplement the high cost of many of our CTE programs, we have met with faculty to discuss how to reduce high operating margins and have sought funding outside of Perkins to support these high costs. We have had some success with our Dental programs (\$150,000) but less success with our other CTE programs. The public has been generous with supporting student scholarships in these areas; however, the extremely high cost of equipment and operating expenses make it necessary to request Perkins funding in order to support the workforce development needs within New Hampshire, in particular Concord and the surrounding areas.

Provide an organized system of career guidance and academic counseling to students, both before enrolling and while participating in a CTE program.

- NHTI is building a career pathway system from CTE Centers to our colleges. Our first pathway will be between Concord High CTE, NHTI, the Chamber of Commerce and Concord Orthopaedics. This pathway has been recently funded by the New Hampshire Charitable Foundation and will build a structure to offer similar pathways in CTE fields.
- NHTI is also participating on a pathway between Concord High CTE, NHTI, Concord Hospital and the New Hampshire Charitable Foundation to support a pathway into Allied Health programs at the Concord Hospital. This pathway has been delayed due to the coronavirus' impact on the hospital system and the need for social distancing.
- NHTI will use the Learning Commons to help build an organized system of career guidance and academic counseling to students at pivotal points on their educational pathways, including at the point of advising and at the mid-way point of their academic programs. Moreover, the Career Coach module will assist in career awareness at the high school level.
- NHTI's funding requests for 2020-2021 are \$281,140.30 and will grow over the next four years with our need to replace equipment in our Allied Health, IT, Gaming and Manufacturing programs. This gap was not only identified in our CAN but also by NECHE our accrediting body.

**4.) Describe how programs will improve the academic and technical skills of students participating in CTE programs, through integration of coherent and rigorous content aligned with challenging academic standards.**

- Our accrediting body NECHE requires the integration of coherent and rigorous content aligned with challenging academic standards. This year, we are completing our 5<sup>th</sup> year report for NECHE and are focusing heavily on the assessment of student learning within the classroom and our institutional effectiveness outside of the classroom, measuring student learning in all modalities and ensuring academic rigor and alignment.

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- To ensure the coherent and rigorous content aligned with challenging academic students not only does NECHE require this but NHTI's programs are also accredited nationally with additional external accrediting bodies: for Nursing it is ACEN and NHBON; for Engineering ABET; for Rad Tech JRCERT; and for Dental CODA.
- Past performance indicators show that program quality is excelling in our CTE programs, career pathways are building, longitudinal enrollment in Allied Health programs is promising; and for IT and Engineering programs it is Emerging and Building. Student Competency Attainment is promising for student completers. Our Special Population student participation is emerging across all CTE disciplines and our alignment with State and Local Market Needs is excelling across all CTE programs. Opportunities to Earn Industry-Recognized Credentials, Certifications, Licenses and Apprenticeship Hours is more nuanced. Credentials, Certifications and Licenses are excelling since many of the programs require these; and levels of attainment are strong; however, apprenticeship hours are still emerging across all program sectors. We are hopeful that the innovation lab focus on collaboration between industry, faculty and students will result in the eventual building of apprenticeships for students.
- Past performance indicators also indicate that simulation of industry standards in workplace learning spaces and labs is excelling in most areas; except for Rad Therapy where we will need to purchase a very expensive piece of equipment (VERT) in 2022.

### **5.) Describe how the subrecipient will:**

Provide activities to prepare special populations for high-skill, high wage, or in-demand industry sectors or occupations.

- We are requesting funding over the next four years to support an enrollment specialist whose job will include outreach to special populations of students and working with advising, faculty, the Learning Commons and our Academic Center for Excellence to meet the needs of our special populations. We will also include special outreach activities to recruit more Veterans into our CTE programs.
- Our programs prepare all CTE participants for all fields, including non-traditional fields. Outreach includes plant tours, visits to our labs and simulation centers, offering free professional development opportunities to community members, special virtual and face-to-face orientations and Q &A sessions.
- Marketing and outreach efforts include the following:  
Social media, Instagram/Facebook, YouTube  
Radio: WJYY, WOKQ, WLNH, WPQK, The Shark, WHOM, NHPR  
Print Advertising: Concord Monitor, Insider, Hippo  
OTT Internet Television, 15 & 30 second ads  
Email, will retarget those that open our messages  
Text messaging  
Career Day Field Trips to NHTI, with tours and special School Recognition Days

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- Outreach also includes the enticement of scholarships for CTE students to support their tuition. Each year we would like to support a minimum of \$17,000-\$25,000 in scholarship opportunities for students. This will continue throughout the four years and may be increased depending on student need. Additionally, we have been able to secure scholarships on our own including a \$5,000 Scholarship to recruit students into CTE Information Technology programs (private donor) and \$10,000 for recruitment of Engineering students, targeting those interested in non-traditional fields (private donor). All scholarships are announced on our Awards Spring center.

Prepare CTE participants for non-traditional fields.

- Our marketing and outreach efforts are focusing on special populations of students to CTE programs and courses by ensuring that our marketing materials themselves include diverse populations by including ESOL students, new traditional students and students in CTE program areas in the materials. Additionally, our targeted areas for marketing include all segments of the population, which include our special populations.
- We also plan to provide Concord High school and other school districts with copies of our marketing materials which can be posted or delivered to their ESOL students and other special populations. We will do outreach to our Veterans' agencies to ensure that they are aware of our programs. Our Running Start Coordinator also ensures that he connects with all special populations in his recruitment activities.
- NECHE and all of our additional accrediting agencies require that we cannot discriminate against special populations based on their membership. Within NECHE's Standard Nine: Integrity, Transparency, and Public Disclosure 9.5:  
*The institution adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. It fosters an inclusive atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds (Standards of Accreditation: Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 2016)*
- Additionally, NHTI's new strategic plan includes a fourth strategic goal specially dedicated to celebrating and supporting diversity and inclusion at the college: *Strategic Goal 4.1: NHTI creates a campus climate that promotes diversity, equity, and inclusion for our student, faculty, staff, and community*

**6.) Describe the work-based learning opportunities the subrecipient will provide students participating in CTE programs and how the subrecipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students.**

- NHTI has not had a lot of success in this area; however, we are optimistic with the new Orthopaedic Pathway program that we recently received funding from the New Hampshire Charitable Foundation that we will be able to build a model to be used for other programs. The model includes working with the Chamber of Commerce, the recruitment of students I

Running Start classes, Career Awareness Kick off celebrations and local industry job shadow and hands-on engagement activities.

- We are hopeful that our new Innovation Lab we will accelerate project-based learning which may result in job shadowing opportunities, internships and perhaps apprenticeships.
- Our Engineering Department Chair along with the administration recently created an MTEC model to support CTE education and careers: Manufacturing Technology Education Center in order to better tie CTE high school students, manufacturers, NHTI, 4-year partners with employment and work-based learning opportunities. This model is an attempt to coordinate pathways and interest in our Manufacturing program. We have learned through the CNA that we need to find new ways to bring students into Engineering programs which lead to employment and work-based learning apprenticeships will be an effective way to do so.

**7.) Describe how the subrecipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.**

- NHTI offers over 50 Running Start (RS) classes across all discipline areas and the RS is the highest growth area for NHTI with 477 registrations in Spring 2020. However, we are hoping to create Career Academies in CTE areas to support a higher matriculation rate from high school to college student. These career academies would show clear pathways to support a pipeline of students, which will include RS classes. Over the next four years, we plan to focus our attention on creating these pipelines and opportunities for all students as enrollment was identified as a weakness in our CNA.

**8.) Describe how the subrecipient will coordinate with the New Hampshire Department of Education and post-secondary institutions to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, specialized instructional support personnel, and paraprofessionals, including individuals from groups underrepresented in the teaching profession.**

- NHTI's Education Department Chair serves on the advisory board for a CTE program and carefully coordinates recruitment and professional development for CTE. Additionally, she is the co-chair for the Council for Teacher Education (CTE) for the NH State Board of Education with allows us ample opportunity to be engaged with K-12 school partners as well as the DOE every month to be aware of the professional development needs of the CTE teachers and programs
- The NHTI education department also offers a certificate that was developed to recruit and assist CTE teachers to gain the necessary skills for CTE teaching. This program is aligned with the NH Standards for CTE teachers.

- One of the NHTI education department faculty members also serves as the Vice-Chair for the Professional Standards Board for the NH State Board of Education. This allows us to have input to work on developing NH teaching standards.
- We also offer 2-3 professional development opportunities per year, free of charge to our CTE partners.
- The College will continue to work with stakeholder representatives contacted during the comprehensive needs assessment process, to determine the most effective ways to reach out to individuals from groups underrepresented in the teaching profession, to provide information about teaching at the college level.

**9.) Describe how the subrecipient will address disparities or gaps in performance for core indicators of performance for each of the years covered by the local application.**

How will NHTI address the following performance indicators:

**1P1** Percentage of CTE Concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program (such as the Peace Corps), or are placed or retained in employment.

- A request can be made of The National Clearing House database in order to track this employment information. Our IR department at NHTI has made many of these requests in the past and would continue to do so in order to follow the assessment of this performance indicator.
- To address disparities and gaps in performance for completers, we have a student success group that regularly meets to review completion data. We will ensure that the data includes specific CTE concentrators and develop strategies and interventions to address the gaps including text message campaigns, outreach by our advisors and discussions with faculty who oversee the programs.

**2P1** The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

- NHTI already tracks this through CCSNH reporting.
- To address disparities and gaps in those meeting credentials after 1 year of program completion, we will analyze this data with the same student success group that regularly meets and develop strategies and interventions outlined above.

**3P1** The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.

- NHTI would need to work with CCSNH in order to determine how best to track this information and would update this information to our website.
- To address disparities or gaps in performance we will request our NHTI diversity group and subcommittee of college council Assessment of Student Learning and to track performance gaps and to propose interventions to College Council.