

NHTI Strategic Planning for Retention and Completion

Retention Plan 2020 - 2025					
Strategic Goal	Year One	Year Two	Year Three	Year Four	Year Five
<p>Increase by 5% the retention rate in all programs.</p> <p>[NHTI 2020 – 2025 Strategic Plan Alignment Goal 1: Improve student engagement, retention, and completion]</p>	<p>2021 - 2022 Data Piece</p> <p>Gary Gonthier</p> <p>Go back 2015</p> <p>Break it down by cohort group Persistence rates Success rates</p> <p>When are we losing students? Pre gateway?</p> <p>Early Alerts? Yearlong Alerts?</p> <p>Are there predictors?</p> <p>Maybe share definitions?</p> <p>**Alternative definition of success/alternative metrics to measuring success</p>	<p>2021 - 2022 Planning and Implementation</p> <p>Not just what semester we lose them but where in their progress.</p> <p>GPA and student retention (by program)</p> <p>GPA in major vs overall GPA</p> <p>Financial Aid (SAP) impact?</p>	<p>2022 - 2023 Evaluate Effectiveness</p> <p>Share this out What we are finding</p> <p>**Develop and/or pilot interventions</p>	<p>2023 - 2024 Restructure and Reassess</p> <p>Evaluate and analyze data; determine barriers, predictors, etc.</p> <p>Share out</p> <p>**Develop/or pilot interventions</p>	<p>2024 - 2025 Reach Goal</p> <p>Increase of 5% retention rate in all programs</p> <p>Campus aware of our retention rates in programs</p>
<p>Increase the number and quality of professional development offerings for staff and faculty annually.</p> <p>[NHTI 2020 – 2025 Strategic Plan Alignment Goal 3: Advance the vibrancy and academic excellence of teaching and learning and the student experience]</p>	<p>2021 - 2022 Data Piece</p> <p>FYE training</p> <p>Assess areas of interest where faculty/staff want PD</p> <p>Assess where staff want PD</p> <p>Bring someone/opportunity to NHTI</p> <p>Master Teacher’s team</p>	<p>2021 - 2022 Planning and Implementation</p> <p>Baseline data on PD</p> <p>Survey data</p> <p>Continue to determine status of T and Lrng Team</p> <p>Susan Makee’s data</p> <p>Plan for at least 2 PD per semester for both faculty and staff – both in person and virtual, especially for adjunct faculty</p>	<p>2022 - 2023 Evaluate Effectiveness</p> <p>How many PD opps were offered</p> <p>Feedback surveys from participants – have faculty develop a plan on how they can use the prof dev topic or best practices</p> <p>Do another survey maybe</p> <p>Susan Makee data</p>	<p>2023 - 2024 Restructure and Reassess</p> <p>Evaluate number and quality of offerings</p> <p>Evaluate staff and faculty feedback</p> <p>Determine effectiveness and/or area of need that was missed or met</p> <p>Evaluate student learning in topic of PD</p>	<p>2024 - 2025 Reach Goal</p> <p>An increase in number and quality of PD for staff and faculty</p> <p>Increase student learning and engagement (targeted topics)</p>

	Formats for PD (webinars, issuing certificates)	Make a plan for creating certificates (Teaching and Learning Team discussion point)	Use survey results to measure any impact on student learning and the student experience		
<p>Faculty, Staff and Students will use Navigate to track momentum, expand credit transfer among non-CCSNH colleges, and clear pathways to completion and beyond</p> <p>[NHTI 2020 – 2025 Strategic Plan Alignment Goal 4: Grow credit transferability and program articulation with our four and two-year partners]</p>	<p>2021 - 2022 Data Piece</p> <p>Navigate analytics</p> <p>Program maps</p> <p>*(big lift) Expand program maps in Navigate to enhance transferability into specific majors at 4 year institution</p> <p>CFAC work – Leslie Barber – UNH and PSU – Humanities Collaborative work with pathways</p> <p>Promote and publicize transfer pathways (Transfer Academy)</p> <p>Emails, texting, appointment campaigns (students who were graduating)</p> <p>Advisor messaging</p>	<p>2021 - 2022 Planning and Implementation</p> <p>Current number of program articulation agreements with both 2 year and 4 year institutions</p> <p>Number of courses that transfer to other CCSNH schools</p> <p>Number of courses that have the potential to directly transfer to 4 year schools (e.g. Discovery courses)</p> <p>Baseline on numbers of course numbers that are similar across system</p> <p>Involve Acad Affairs and DCs to look at the transfer data and what is proposed here – bringing them into the conversation</p>	<p>2022 - 2023 Evaluate Effectiveness</p> <p>Number of academic plans in Navigate (student side)</p> <p>Number of any expanded program maps in Navigate</p> <p>Assess number of similar numbered courses (worth looking into?)</p> <p>Assess the number of courses that transfer to a 4 year school</p> <p>Marketing or promotional events or messaging</p>	<p>2023 - 2024 Restructure and Reassess</p> <p>Our progress – any changes made</p> <p>Survey DCs</p> <p>Look at data again and evaluate</p> <p>Navigate – look at</p>	<p>2024 - 2025 Reach Goal</p> <p>Expanded use of Navigate for program maps</p> <p>Expanded number of articulation agreements</p> <p>Expand transfer credits by program</p>
<p>Develop, offer, and evaluate a 10% increase in our XC (co-requisite) courses, for high-risk courses.</p> <p>[NHTI 2020 – 2025 Strategic Plan Alignment Goal 3: Advance the vibrancy and academic excellence of teaching and learning and the student experience]</p>	<p>2021 - 2022 Data Piece</p> <p>Sharing out of data on co-req courses</p> <p>Survey of faculty of what courses may benefit from a co-req approach</p>	<p>2021 - 2022 Planning and Implementation</p> <p>Creating co-req courses based on data and faculty survey</p> <p>Try to put through Curriculum Committee</p> <p>Implemented in spring 2022</p>	<p>2022 - 2023 Evaluate Effectiveness</p> <p>Increase more co-req courses as identified by faculty survey and data</p> <p>Curriculum Committee</p> <p>Implemented Spring 2023 (?)</p>	<p>2023 - 2024 Restructure and Reassess</p> <p>Checking what’s working and what’s not working; reevaluate; survey faculty or even students</p> <p>Implement any changes after evaluation (look at student data); faculty survey</p>	<p>2024 - 2025 Reach Goal</p> <p>Increased number of co-req courses for high-risk courses</p> <p>Increase in student success in high-risk courses</p>

	<p>Revisit our existing co-req courses (tweak where needed)</p> <p>Identify courses for co-req model based on data and faculty survey</p>				
<p>Develop and refine alternative pathways for current Allied Health students who have not met the Allied Health standards.</p> <p>[NHTI 2020 – 2025 Strategic Plan Alignment Goal 1: Improve student engagement, retention, and completion]</p>	<p>2021 - 2022 Data Piece</p> <p>Cohort grp In Progress, Letters in Progress</p> <p>Paula DelBonis-Platt Amy Liptak Admissions Meghan and Denine Advising</p> <p>AH not successful Healthcare Management option</p> <p>**Target for March Faculty Council**</p>	<p>2021 - 2022 Planning and Implementation</p> <p>In Progress Getting the ball rolling; up and running and all pieces have been worked out</p> <p>All students been identified, contacted, clear criteria, especially for those who have not made it in AH program</p> <p>Aggressive advising, all students have advisor, tracking and monitoring</p>	<p>2022 - 2023 Evaluate Effectiveness</p> <p>Checking what’s working and what’s not working; reevaluate</p>	<p>2023 - 2024 Restructure and Reassess</p> <p>Checking and evaluating the data related to these cohort groups, admission data, enrollment data and GPA, completion or transfer</p> <p>Decisions are being made about sustainability</p>	<p>2024 - 2025 Reach Goal</p> <p>Pathway in place and students make transition with ease; increased number of students moving from cohort to AH program; increased number of students in cohort enrolling NHTI;</p> <p>AH not successful; successfully placed in another program (GPA 2.0 higher) at NHTI; potentially programs like HUMN or Healthcare Mgt cert</p>
<p>Track success rates in gateway Math and English and provide innovative interventions to support students to improve rates from baseline.</p> <p>[NHTI 2020 – 2025 Strategic Plan Alignment Goal 1: Improve student engagement, retention, and completion]</p>	<p>2020-2021 Data Piece</p> <p>Data – success in Gateway and predictor of persistence Retention, completion</p> <p>Coreq data Dev Ed data</p> <p>Effective intervention planning</p>	<p>2021-2022 Planning and Implementation</p> <p>Plan and implement supports that align with DC goals and efforts</p>	<p>2022-2023 Evaluate Effectiveness</p> <p>Evaluate interventions</p> <p>Data on interventions and success rates</p>	<p>2023-2024 Restructure and Reassess</p> <p>Assess the data and collaborate with DCs to determine next steps</p>	<p>2024-2025 Reach Goal</p> <p>Increase in Gateway course success</p> <p>Increase in retention and completion</p>
<p>Develop effective strategies to track student engagement in orientation, student organizations, leadership opportunities, athletics/wellness events, and residence life increasing student involvement by 10% annually.</p>	<p>2021 - 2022 Data Piece</p> <p>Establish baseline data (data from 2019)</p> <p>Orientation – reframe the format to meet the needs of multiple populations (online format)</p>	<p>2021 - 2022 Planning and Implementation</p> <p>Activate a new model</p> <p>Implement new pieces</p>	<p>2022 - 2023 Evaluate Effectiveness</p> <p>Assess at the 10% increase annually (did we reach it?)</p> <p>Start to look at student data (GPA)</p>	<p>2023 - 2024 Restructure and Reassess</p> <p>Assess the 10% annually (did we reach it?)</p> <p>Track number of unique students attending events</p>	<p>2024 - 2025 Reach Goal</p> <p>90% of new students attend orientation</p> <p>Orientation is offered in multiple formats</p> <p>Technology training</p>

[NHTI 2020 – 2025 Strategic Plan Alignment Goal 1: Improve student engagement, retention, and completion]			Evaluate the new Orientation Model; recommend changes as needed	Total attendance at each event	Student GPA
<p>Increase the number of faculty submitting Early Alerts, Midsemester Warning Grades and increase the number of faculty using Canvas gradebook and post students' midsemester grades. Goal is 100%</p> <p>[NHTI 2020 – 2025 Strategic Plan Alignment Goal 1: Improve student engagement, retention, and completion]</p>	<p>2020-2021 Data Piece</p> <p>Baseline data Alerts Midsemester grades Use of Canvas</p> <p>DCs Academic Affairs Academic Advisors</p> <p>Survey faculty/DCs?</p>	<p>2021-2022 Planning and Implementation</p> <p>DCs Academic Affairs Academic Advisors</p> <p>Current system – assess timeliness, etc.</p>	<p>2022-2023 Evaluate Effectiveness</p> <p>Evaluate changes to use of these alert tools</p> <p>Make changes or adjustments</p>	<p>2023-2024 Restructure and Reassess</p> <p>Assess the use of Alerts, Canvas, and Midsemester Grades</p> <p>Assess or survey faculty</p> <p>Assess or survey advisors</p>	<p>2024-2025 Reach Goal</p> <p>Increase in baseline data and increase in use of Alerts, Midsemester grades and Canvas</p>
<p>*Ensure and support active monitoring of at-risk students by following the 3 Pillars of the Coordinated Care Model of Advising</p> <p>[NHTI 2020 – 2025 Strategic Plan Alignment Goal 1: Improve student engagement, retention, and completion]</p>	<p>2020-2021 Data Piece</p> <p>Baseline data</p> <p>Use of Drop Report Use of Alert Report Use of Grade Report</p> <p>DCs and collaboration with advisors</p>	<p>2021-2022 Planning and Implementation</p> <p>DCs and Faculty collaborate with Advisors</p> <p>DCs collaborate with AFA advisor at events such as Open House and Orientation</p>	<p>2022-2023 Evaluate Effectiveness</p> <p>Evaluate current momentum with monitoring students</p> <p>Survey DC and faculty</p> <p>Survey advisors</p>	<p>2023-2024 Restructure and Reassess</p> <p>Assess effectiveness of monitoring and restructure if necessary</p>	<p>2024-2025 Reach Goal</p> <p>Increase in the use of outreaching to at-risk students</p> <p>Increase in persistence, retention, and completion</p>
<p>Reduce number of Drops</p> <p>[NHTI 2020 – 2025 Strategic Plan Alignment Goal 1: Improve student engagement, retention, and completion]</p>	<p>2021 - 2022 Data Piece</p> <p>Baseline data for DFW report -exclude students data who completely W -include WP and WF -include Drops after Drop Refund period (esp. for 8 week courses) -Breakdown data by Subject area/course/time -Financial Aid?? -Tutoring activity -midterm warning grades -Early Alert</p>	<p>2021 - 2022 Planning and Implementation</p> <p>Based on data plan for interventions:</p> <p>Advisors intentional outreach based on Drop Report</p> <p>Alerts that trigger outreach prior to students who may drop a course</p> <p>Training for staff (faculty, Registrar, Financial Aid, etc)</p>	<p>2022 - 2023 Evaluate Effectiveness</p> <p>Assess effectiveness of automated message, especially from Registrar's Office and the number of Drops on weekly Drop Report.</p> <p>Qualitative analysis from a Department Chair/faculty perspective on impact of training and automated messaging</p>	<p>2023 - 2024 Restructure and Reassess</p> <p>Evaluating the number drops and effectiveness of training, messaging, and reinstating students.</p> <p>Look at the 2 year data again in order to reach goal next year</p> <p>Communication with faculty about students who drop and how well this is working.</p>	<p>2024 - 2025 Reach Goal</p> <p>Increase in persistence, retention and completion Compared to baseline, decrease in % of drops.</p>

	<p>-Yearlong Alert -Attend Orientation -Logged into Canvas within date range -Repeating course?</p> <p>Resident Hall Athlete Part-time Full-time Age Program</p>	<p>who encounter students who may drop a course</p> <p>More things that trigger outreach before a student's drops a course (automated message from Registrar Office within 24 hours)</p> <p>Faculty led triggers -Canvas reports -Navigate reports ????</p> <p>Can we get students to talk to someone before they drop a course – could it just be something on the syllabus?</p> <p>Once a student drops a course, could faculty reinstate those who they want? Record needs to stay in Canvas.</p>	<p>#of faculty who give permission to reinstate a student</p> <p>Registration Audit History Data – what was the success rate of students reinstated</p> <p>Evaluate the message from Registrar and do we need to change it up?</p>		
<p>Reduce number of students on suspension.</p> <p>[NHTI 2020 – 2025 Strategic Plan Alignment Goal 1: Improve student engagement, retention, and completion]</p>	<p>2021 - 2022 Data Piece</p> <p>First Year, First Semester students who are automatically suspended – can we put them on Probation instead of Suspending them???? **This doesn't have to be all or nothing with Dept Chairs**</p> <p>The list of students who might be suspended is important to Dept Chairs to help find supports for students (advising, tutoring, etc).</p> <p>Data on what happens to “would have been suspended but were saved”</p>	<p>2021 - 2022 Planning and Implementation</p> <p>Meet with Dept Chairs to discuss/using data</p> <p>Set in motion the idea that Frank has of not auto suspend</p>	<p>2022 - 2023 Evaluate Effectiveness</p> <p>Analyze data from several years to see if any impact</p> <p>Look at numbers of those suspended – has there been a reduction?</p>	<p>2023 - 2024 Restructure and Reassess</p> <p>Evaluated our suspension/probably process as defined in year 2020.</p>	<p>2024 - 2025 Reach Goal</p> <p>Increase in persistence, retention and completion</p> <p>Compared baseline data, decrease in % of suspension</p>
<p>Identity underrepresented student populations and build supports for these student populations.</p>	<p>2020-2021 Data Piece</p> <p>DEI data</p>	<p>2021-2022 Planning and Implementation</p>	<p>2022-2023 Evaluate Effectiveness</p>	<p>2023-2024 Restructure and Reassess</p>	<p>2024-2025 Reach Goal</p>

[NHTI 2020 – 2025 Strategic Plan Alignment Goal 3: Advance the vibrancy and academic excellence of teaching and learning and the student experience]	Gateway course data Summer Lynx data Supports already in place and determine gaps	Discuss with DCs and areas for support and intervention Build on strengths of the Summer Lynx model Tie in with work on tutoring goal	What is working and what isn't – what is the data showing Survey students Survey DC and faculty	Assess any changes to the current supports and restructure or enhance	Support system for underrepresented students has been created
Increase the number of OER/NOLO courses. [NHTI 2020 – 2025 Strategic Plan Alignment Goal 3: Advance the vibrancy and academic excellence of teaching and learning and the student experience]	2021 - 2022 Data Piece Work on a tracking system for accurate collection of data on NOLO or OER courses (Banner) System Office Team Baseline Data (maybe by DC's?) Prof Dev funding for OER opportunities, esp for adjuncts Dept Head Council share out to encourage	2021 - 2022 Planning and Implementation Implementing the strategies Are numbers going up? Improve tracking in Banner for student registration process Create a resource for advisors on OER courses	2022 - 2023 Evaluate Effectiveness Checking what's working and what's not working; reevaluate Assess student success in OER/NOLO courses	2023 - 2024 Restructure and Reassess Implement any needed changes after evaluation, especially with student success data	2024 - 2025 Reach Goal Data on # of courses offered as OER or NOLO Final student success data
Implement an assessment in tutoring services to evaluate gaps or unrepresented populations/courses [NHTI 2020 – 2025 Strategic Plan Alignment Goal 1: Improve student engagement, retention, and completion]	2020-2021 Data Piece Adjunct faculty Data reports Orientation Grade report	2021-2022 Planning and Implementation	2022-2023 Evaluate Effectiveness	2023-2024 Restructure and Reassess	2024-2025 Reach Goal

Completion Plan 2020 - 2025

Strategic Goal	Year One	Year Two	Year Three	Year Four	Year Five
Plan and create additional alternative course scheduling options, considering a Weekend Academy, accelerated programs and off-site locations	2020-2021 Data Piece	2021-2022 Planning and Implementation TBD	2022-2023 Evaluate Effectiveness TBD	2023-2024 Restructure and Reassess TBD	2024-2025 Reach Goal Alternative course scheduling options have increased,

<p>[NHTI 2020 – 2025 Strategic Plan Alignment Goal 3: Advance the vibrancy and academic excellence of teaching and learning and the student experience]</p>	<p>8week (2 courses at a time);MCC Online Weekend Academy Research models Dept Chairs</p>				<p>enrollment by 26+ population in these schedules has increased</p>
<p>*Improve credential attainment rate to 65% by 2025 through partnerships with industry, 4-year colleges and high schools.</p> <p>[NHTI 2020 – 2025 Strategic Plan Alignment Goal 1: Improve student engagement, retention, and completion]</p>	<p>2020-2021 Data Piece</p> <p>Baseline data</p> <p>Check with System</p> <p>Transfer Academy work</p> <p>CTE Enrollment Specialist</p>	<p>2021-2022 Planning and Implementation</p> <p>Outreach to HS and employers</p> <p>Improve Transfer Pathways (another goal)</p> <p>Create way to look at this from a CCSSN level and an NHTI level</p>	<p>2022-2023 Evaluate Effectiveness</p> <p>Current attainment rates</p> <p>What is working and what isn't and adjust</p>	<p>2023-2024 Restructure and Reassess</p> <p>Assess if we are close to the 65%</p> <p>Assess current strategies and structures in place</p>	<p>2024-2025 Reach Goal</p> <p>Increase in credential attainment rate by 65% in NH</p>
<p>Increase 150% completion rates for full-time students.</p> <p>[NHTI 2020 – 2025 Strategic Plan Alignment Goal 1: Improve student engagement, retention, and completion]</p>	<p>2021 - 2022 Data Piece</p> <p>Baseline data for 150% completion (nontraditional students not in this category)</p> <p>Baseline data for credit load for non-traditional students (are they the ones less likely to take full loads)</p> <p>Baseline data on how many students “fall off” the full-time pathway</p> <p>Matching student to fastest completion path (Dept Chairs)</p> <p>Encourage summer enrollment and targeted outreach for those under say 12 credits</p>	<p>2021 - 2022 Planning and Implementation</p> <p>DCs using intentional conversations with students about an efficient pathway (what happens when you drop a course, when you don't attend a class, etc.)</p> <p>Marketing campaign around summer courses around taking more credits</p> <p>Look at financial aid impact for summer courses</p> <p>In light of nontraditional data, create continuous pathways that encourage completing credits fall, spring, summer</p> <p>*Work with DC's on (especially those offering gen ed courses) on INTENTIONAL SEQUENCING (<i>planning</i>) for summer courses</p>	<p>2022-2023 Evaluate Effectiveness</p> <p>Assess data for any jumps in numbers</p> <p>Continue marketing campaign ideas</p>	<p>2023 - 2024 Restructure and Reassess</p> <p>Evaluate what we have implemented</p> <p>Adjust as needed</p>	<p>2024 - 2025 Reach Goal</p> <p>Increase 150% completion for full-time students</p> <p>Increased efficient pathways for non-traditional students or part-time students</p> <p>Increased enrollment in summer courses</p> <p>Sustained or increase in number of students who started as full-time and remained full-time</p>

	Financial Aid – how do summer classes work for financial aid	– what courses could the students “push off” to the summer and not in fall/spring			
<p>Decrease number of students moved to inactive (increasing outreach before students are made inactive).</p> <p>[NHTI 2020 – 2025 Strategic Plan Alignment Goal 1: Improve student engagement, retention, and completion]</p>	<p>2021 - 2022 Data Piece</p> <p>Michele sends report (include credit accumulation; GPA)</p> <p>Share with Dept Chairs; strict deadline for outreach; next step would be to Rebecca;</p> <p>Time is important; not piecemeal</p> <p>**Students scholarships**</p> <p>**Reverse Transfer**</p> <p>Loop in DC’s so they are aware of these lists and any potential students who would qualify for scholarships and reverse transfer</p>	<p>2021 - 2022 Planning and Implementation</p> <p>Run data for the two scenarios listed in 2024-2025</p> <p>Any patterns? Predictive analytics</p> <p>Develop protocols for how Michele sends data and how it’s reported back to her (not haphazard)</p> <p>We continue with proposed plan and assess response rate at the DC/faculty level.</p> <p>Expand scholarships?</p>	<p>2022 - 2023 Evaluate Effectiveness</p> <p>Make any changes to process</p>	<p>2023 - 2024 Restructure and Reassess</p> <p>Any patterns and what are decisions around sustaining interest in these students</p>	<p>2024 - 2025 Reach Goal</p> <p>Data indicates a decrease in number of students moved to inactive</p> <p>OR</p> <p>Data indicates an increase in the number of students about to be moved to inactive who return</p>