

NHTI 2020-2025 Strategic Plan Report
STUDENT SUCCESS
Rebecca Dean (November 2021)

Strategic Plan Pillar:

NECHE Standard Five (Students), Six (Teaching, Learning, and Scholarship), Standard Eight (Educational Effectiveness) We increase academic success and college completion by providing all students with pathways, valuable supports, and programs to achieve their professional goals.

Key Goals and Projects

- Goal 1 Improve student engagement, retention, and completion.
- Goal 2 Create pathways and programs for all students.
- Goal 3 Advance the vibrancy and academic excellence of teaching and learning and the student experience.
- Goal 4 Grow credit transferability and program articulation with 4- and 2-year partners.

Status and Progress of Key Goals and Projects

KPI	Status	Key Data (Data Governance)	Key Stakeholders Involved (Name and Total Numbers)	Shared Governance Date
<p style="text-align: center;">Goal 1</p> <ul style="list-style-type: none"> • Improve credential attainment rate to 65% by 2025 through partnerships with industry, 4-year colleges, and high schools. • Track success and retention rates in Math and English and provide innovative interventions to support students to improve rates from baseline. • Develop effective strategies to track student engagement in student organizations, leadership opportunities, athletics/wellness events, and residence life, increasing student involvement by 10% annually. • Increase by 5% the retention rate in all programs. 	<ul style="list-style-type: none"> • In progress and SEM Committee is assessing the plan for retention and completion efforts 	<ul style="list-style-type: none"> • Running Start data • Transfer data • Completion data (3 year and 8 year) • Tutoring Data • Success data in Math and English • Student Affairs data • Retention data by cohort 	<ul style="list-style-type: none"> • 1 RS Coordinator • 4 ACE staff • Student Affairs • Department Chairs in Math and English • SEM Committee 	<p>Leading & Lagging Indicators projected yearly reporting</p>

<p>Goal 2</p> <ul style="list-style-type: none"> • Construct pathways for Allied Health students who did not get accepted into the program of their choice or were not able to continue in their program of choice • Build seamless and sequenced pathways for non-matriculated students into degree/certificate programs. • Create a Summer Bridge Program for underrepresented students and offer foundation Math and English courses. 	<ul style="list-style-type: none"> • Allied Health Pathway completed Jan 2021 • Summer Bridge Program completed July 2021 • 	<ul style="list-style-type: none"> • Application to Accept Report • Non-matriculated student data • Summer Bridge data (include athlete and DEI data) 	<ul style="list-style-type: none"> • Admissions Staff • Non-matriculated student advisor • Faculty in English and Math • Director of Athletics • SEM Committee 	<p>Curriculum development ongoing for pathways</p> <p>Curriculum Committee projected for Dec 2021 for Engineering pathways</p>
<p>Goal 3</p> <ul style="list-style-type: none"> • Offer 10% more XC (co-requisite) courses, for high-risk courses. • Expand the number of Open Educational Resources (OER) or No Cost Low Cost (NOLO) courses offered to obtain 50% of courses being OER or NOLO. • Increase the number and quality of professional development offerings for staff and faculty annually. 	<ul style="list-style-type: none"> • SEM and Data Team collecting data on this Dec 2021 • Spring 2022 goals 	<ul style="list-style-type: none"> • Data of high-risk courses • Baseline for XC courses compared to 2025 data • Baseline for OER/NOLO courses and compared to 2025 data • Baseline for PD compared to 2025 data 	<ul style="list-style-type: none"> • Department Chairs • Student Affairs • SEM Committee 	<p>May 2022</p>
<p>Goal 4</p> <ul style="list-style-type: none"> • Use technology such as Navigate to expand credit transfer among CCSNH colleges. • Use technology such as Navigate to expand credit transfer among non-CCSNH colleges (transfer in and transfer out). • Increase the number of our Dual Admissions programs by 20%. 	<ul style="list-style-type: none"> • SEM and Data Team collecting data on this Dec 2021 • Nov 2021 Reg and Spring 2022 goals 	<ul style="list-style-type: none"> • Navigate analytics • Baseline of Dual Admissions Programs compared to 2025 data 	<ul style="list-style-type: none"> • CCSNH EAB Navigate Team • NHTI EAB Navigate Leadership Team • Department Chairs • SEM Committee 	<p>May 2022</p>

Projected Timeline

Year	Outcome
2020-2021	<ul style="list-style-type: none"> • Retention and credential attainment rate is stable or increasing. • Rates of success and retention in Math and English are being analyzed along with participation in academic support services.

	<ul style="list-style-type: none"> • Data is put in to place to increase student engagement in student organizations, leadership opportunities, athletics/wellness events, and residence life. • Allied Health cohort pathways are developed. • Seamless and sequenced pathways for non-matriculated students into degree/certificate programs are being planned. • A Summer Bridge Program for underrepresented students and offer foundation Math and English courses is offered Summer 2021. • More XC (co-requisite) offerings for high-risk courses are being considered. • More OER or NOLO are being considered. • Professional Development opportunities are planned. • Technology is being used to expand credit transfer among CCSNH colleges. • Dual Admissions increases are being planned.
2021-2022	<ul style="list-style-type: none"> • Rates of success and retention in Math and English have increased along with the innovation of student support services. • 10% increase in student engagement in student organizations, leadership opportunities, athletics/wellness events, and residence life. • Allied Health cohort pathways are fully in place. • Seamless and sequenced pathways for non-matriculated students into degree/certificate programs have been developed and put into place. • A Summer Bridge Program for underrepresented students and offer foundation Math and English courses has been evaluated and will occur again in summer 2022. • Professional Development opportunities have increased. • The use of technology to expand credit transfer among CCSNH colleges has continued to increase.
2022-2023	<ul style="list-style-type: none"> • Evaluation and assessment of all areas occurs and improvement is implemented where needed.
2023-2024	<ul style="list-style-type: none"> • Credential attainment rate is close to 65% . • Rates of success and retention in Math and English have increased along with the innovation of student support services. • Close to or at a 10% increase in student engagement in student organizations, leadership opportunities, athletics/wellness events, and residence life. • Close to or at a 5% increase in retention rates in all programs. • Allied Health cohort pathways are evaluated. • Seamless and sequenced pathways for non-matriculated students into degree/certificate programs have been constructed. • A Summer Bridge Program for underrepresented students and offer foundation Math and English courses will operate in summer 2024. • Close to or at a 10% more XC (co-requisite) offerings for high-risk courses.

	<ul style="list-style-type: none"> • Close to or at 50% courses are OER or NOLO. • Professional Development opportunities have increased. • Technology is being used to expand credit transfer among CCSNH colleges. • Dual Admissions has increased close to or at 20%.
2024-2025	<ul style="list-style-type: none"> • Credential attainment rate is 65% . • Rates of success and retention in Math and English have increased along with the innovation of student support services. • 10% increase in student engagement in student organizations, leadership opportunities, athletics/wellness events, and residence life. • 5% increase in retention rates in all programs. • Allied Health cohort pathways are sustainable. • Seamless and sequenced pathways for non-matriculated students into degree/certificate programs have been constructed. • A Summer Bridge Program for underrepresented students and offer foundation Math and English courses has been successfully operating since 2021. • 10% more XC (co-requisite) offerings for high-risk courses. • 50% of courses are OER or NOLO. • Professional Development opportunities have increased. • Technology is being used to expand credit transfer among CCSNH colleges. • Dual Admissions has increased by 20%.