NHTI Strategic Enrollment Management 2024 – 2027
Working DRAFT
(updated September 11, 2025)

This plan builds on the previous Strategic Enrollment Management Plan and prioritizes previous unmet goals. It is not all inclusive of all enrollment management work happening on campus.

Enrollment Pillar	Strategic Goal	Success Indicators and Leading Indicators	Status
Recruitment	**Create Intentional Initiatives and Programming for First Generation Students and Adult Learners** • Add question to application and programming for these students • Build Banner field • Develop programing for these students • Designated Admissions staff member • Increase partnerships with employers for professional development/credential completion	• First Generation added to Target X • Banner Field Built • Minimum of 3 programs developed, led, and evaluated by 2027 • Special advising sessions for adult learners (both recruitment and onboarding) • Outreach to Adult Education Centers, Community Centers and Community Organizations • Special marketing outreach to adult learners	• First Generation question added to Target X application in early 2025 • Banner field built for First Gen students • Adult Learning Information Sessions (virtual hosted by Admissions) • CCSNH as a whole developed a follow up communication for inquiries and newly accepted for adult learners and trad students
Recruitment	**Amplify High School Pathways** • CRTC – explore pathways into NHTI; get list of those students who don't accepted into CRTC program • Early College students, check e Start information if the students get information on NHTI, explore information sharing • System Office more communication about who is teaching an e Start course. Faculty don't know. Know who students are…communication. • Get Clearinghouse Data on e Start students and where they go after high school.	• CRTC students apply and get accepted into NHTI • CRTC denied students apply and get accepted into NHTI • Pathways developed for both populations • Work with SO for clearer communication plan with e-start • Access Clearinghouse Data and evaluate for e start students	• Inaugural Early College Month – In 2025, NH Governor instituted May as Early College Month • Participated in 8th Grader Night at Concord High School in 2025 • Implement Early College Open House in 2025 • Gear Up and Discovery Days were expanded in 2025 • 1st ever Early College Advocate Award given to a Merrimack Valley High School Counselor in 2025 • Slight increase in conversion rate of Early College students (of the 326 students who took Early

			College courses, 72 are matriculated into NHTI for 2025). 22% of the Early College students are coming to NHTI next year compared to historical average of 10 – 12%. • Increase in Early College On Campus enrolled (95 in 2025 vs 60 in 2024) • Early College Summit planned for November with Early College cooperating schools (counselors and administrators invited)
Onboarding	**Increase the Impact of New Student Orientation** • New Student Orientation all semester long (set outcomes) To include workshop for Allied Health Pathway students. Could do How to be successful in your Lab Science course. Skill-based, study skill based, how to approach science. Offer during the semester for students and advertise through ACE; offer around Early Alert and after midterm. • Bring your device to Orientation	• Create at least 5 additional online New Student Orientation modules • Implement a new team for New Student Orientation • Research and develop at least 5 workshops for year-round support for new students • Develop at least 5 new outcomes by targeted population for New Student Orientation	• Creation and implementation of a Heath Pathway Living Learning Community for Fall 2025 • Updated Online New Student Orientation videos in 2025 • Created "Next Steps for New Students" on our Admissions website
Onboarding	**Offer Summer Workshops and Bootcamps** Expand offering summer workshops or bootcamps to support underprepared or adult learners returning to school • Difference between high school and college • First Year Experience Course (or integrate curriculum in a first-year milestone course) • Math Workshops • Research Workshops • Grammar or Writing Workshops	• Research, design and offer a minimum of 5 workshops or bootcamps by Summer 2024 • Create workshops by program or population • Evaluate workshops using momentum metrics • A minimum of two faculty developed workshops in partnership with others are offered by Summer 2025	• Projected scope of Student Success Council for Fall 2025 • NISS work will hopefully push this forward even more (e.g. Summer Institutes)

Retention	**Require Midsemeter grades** • Faculty will submit midsemester grades • Decide if it's all grades or just warning grades	• Research, Discuss and Develop in partnership with Academic Affairs requiring Midsemester Grades and implement by Spring 2025	• Went through the Shared Governance process in Fall 2024 with approval • Implemented in Fall 2025 with 1st half 8-week classes. • Average response weight from faculty has been 99% of midsemester grades submitted
Retention	**Increase Student Support and Supplemental Instruction (SI) for High Risk Courses** (e.g. A&P I and II)	• Use data on high-risk courses to increase SI supported courses	• Projected work on DFW courses to begin by Student Success Council in Summer 2026 • Projected implementation of DFW course support and supplemental instruction to begin Fall 2026 • Implemented with A&P courses and is now intentionally on the support schedule for Open Lab (including lecture SI)
Retention	**Research and Reduce Achievement Gaps with Gateway Courses** • Targeted Population (PTK CEO mentioned this) adult learners, returning students, resident hall students, conduct cases, and athletes.	• Year One: Disaggregated data on Gateway Courses (intro level Writing, Math and Lab-Science courses) is gathered and analyzed • Year One: Review national achievement gap research and identify evidence-based practices. • Year Two: Identify and implement at least 5 evidence-based interventions to support targeted populations are developed, implemented • Year Three: Evaluate interventions for decrease in achievement gaps	• Projected work on achievement gaps with gateway courses to begin by Student Success Council in Fall 2025 • Projected Shared Governance process to begin Spring 2026 • Projected implementation of DFW course support and supplemental instruction to begin Fall 2026 • Work of NISS will hopefully propel these efforts forward
Retention	**Strengthen and Unify the Use of Canvas** • Have all Canvas Classrooms open the **week before** it officially begins; navigation type of opening with syllabus and announcement; here's how you navigate	• Research, develop and implement standard practices for the use of Canvas Classrooms • Develop and host Canvas workshops for new faculty	• Adjunct and Full-time Faculty CBA 2025 contract language allows for Canvas course to be opened 5 calendar days in advance of the course start date.

	Canvas; what about for adjuncts prior to the semester to make available their Canvas course (no deliverables yet/no assignments)…include Welcome Announcement, etc. *Check with HR/CBA about this. • Have all classes use Canvas Gradebook. Instructional Design workshops and one on one support for new faculty for setting up Canvas and online teaching for more consistency with delivery and development of course modules. • Do a tutorial video for students. Video imbedded into Canvas to show them how to navigate canvas; added to when they do Easy Login	• Create and share with students a tutorial video on how to use Canvas and post on website • Develop support opportunities for students, especially adult learners, on how to optimize Canvas (summer workshops)	• The work of ONE NH has made this goal a priority
Retention	**Implement Assessment of Non-academic Programming** • Survey of ACE • Drop Survey • Advising Survey • Leroy the Lynx	• Research, design, and implement at least 4 non-academic assessment tools • Expand opportunities for student voice by developing at least 3 opportunities for student forums, surveys, and feedback (e.g. Cookies with VP of Student Success) • Adhere to an evaluation and communication cycle based on student responses (feedback loop)	• Survey of ACE implemented in Fall 2024 • Drop Survey implemented in Fall 2024 with a gap in Spring 2025 due to staffing hiatus • Leroy the Lynx texting BOT outreach month (multiple times)
Completion	**Define Student Success and Completion at NHTI** • Define what is student success for NHTI (All College Notes are below)	• Expand opportunities for faculty, staff and student voices by developing at least 3 opportunities for forums, surveys, and feedback in Fall 2024 • Creating a framework of Institutional Student Success and Completion Indicators	• Definition of Student Success detailed below at Fall 2023 All College Meeting • For purposes of NECHE reporting, will align with Complete College America's metrics of student success and IPEDS metrics of student success • Student Success Indicators (Proactive Advising Model)

		• Adhere to an evaluation and communication cycle based on responses (feedback loop)	
Completion	**Increase Completion** • Increase completion goals by course and by program	• Gather completion data by program and drill down to understand patterns or trends in disruption to completion (predictive analytics) • Create supports or interventions for students most likely not to complete	• Data projected to be gathered in AY 2025-26 • Further analysis of Drop Report and why students are dropping courses
Completion	**Increase outreach and enrollment for Reverse Transfer Students** • Reverse Transfer Communication/Outreach (use the Clearinghouse data…micro scholarship)	• Follow DWD model for reverse transfer efforts • Get approval for incentivizing reverse transfer, such as micro scholarships • Develop a communication plan for reverse transfer students	• Systemwide effort on Transfer Pathways was implemented in 2024 • Faculty Fellow for AY 2025-26 is continuing this effort

What is Student Success? (from All College Meeting September 2023)

- Bonding with our community.
- Getting to know who, what, where and when.
- The ability for students to be able to complete their academic obligations while balancing academics with their personal and professional lives.
- Graduates getting hired in the work force and meeting community needs.
- Personal growth by our students and the adding value to others as well as themselves.
- Knowing themselves better
- Working to their best ability.
- Discovering their strengths.
- Respecting themselves and others.
- Program completion.
- When students meet their goals (take classes) get a credential, find out what they want to do.
- When students do hard things, they thought they couldn't.
- Being a functional adult when they leave NHTI.
- When a class has finished for the school year you get an email or other communication from a student who cant wait to tell you how they applied their knowledge in class to their real life.