



# TAACCCT GRANT IV SUSTAINABILITY PLAN

NHTI, CONCORD'S COMMUNITY COLLEGE, SEPTEMBER 2018

## **Get IT NH! Growing the Economy Through Information Technology**

### ***NHTI, Concord's Community College***

### ***Concord, NH***

---

#### **I. Document Purpose**

Purpose of this Document: The purpose of this document is to assess the implementation and effectiveness of the core elements of the TAACCCT Grant IV efforts at NHTI, Concord's Community College. Upon assessing the core elements, the institution hopes to maintain the impact and capacity of many of these core grant elements.

What is "sustainability": As defined in the TAACCCT IV *Sustainability Toolkit*, sustainability is defined as the effort to intentionally carry on the impact of the innovative efforts the grant money has allowed the institution. Sustainability will allow administration, faculty, and stakeholders to evaluate the core grant elements and determine their impact and future movement.

#### **II. Project Summary**

*Career Pathways Using High Impact Practices*: The goal of this core element was to accelerate IT course completion and work ready skills for those unemployed or underemployed through the creation of career pathways that engage students in high-impact completion and retention practices.

*Training and Workforce Development with Industry Partners*: The goal of this core element was to strengthen the New Hampshire IT workforce with high-wage, high-skill occupational opportunities by establishing NH Open Resource Labs for IT Innovation and Invention.

*Industry Demand for IT Programs*: This core element was designed to address community and industry hiring needs that may impact the prospects of employment rates for those unemployed or underemployed through the creation of new programs that meeting regional industry demands in the area of IT.

*Common Core for Foundational IT Courses*: The focus of this core element was to increase avenues of career development in IT for those unemployed or underemployed through the development of Common Core Curriculum in foundational IT courses within the CCSNH so that all students can stack, transfer, and lattice these courses across the seven institutions.

#### **III. Overview of the Sustainability Evaluation Process**

The project team prioritized the sustainability plan this year with regular meetings to discuss project status and options. Additionally, our third-party evaluator, *Hezel Associates*, were actively involved in

ongoing evaluations of workflow, project management and program development. The project team has found their reports valuable and informative when discussing options for our sustainability plan.

For the purposes of assessing the sustainability of core TAACCCT IV elements, the team looked at the total numbers of the grant participants.

- Total number of non-duplicated participants from fall 2015 to fall 2018 = 1210
- Total number of participants in IT Certificate programs = 189
- Total number of first-time participants fall 2018 = 155

The college sustainability team also looked at the total number of awards given to grant participants\*.

- Total number of CERT degrees awarded = 60
- Total number of PCERT degrees awarded = 9
- Total number of AS degrees awarded = 176
- Total number of students awarded AA degrees = 5

*\*Multiple awards not counted to avoid duplicates*

The college sustainability team also assessed the number of participants per semester during our sustainability discussions. For the purposes of the sustainability evaluation process, the team focused on students enrolled in a TAACCCT IV related program.

**Number of participants per semester**

201610 T4	201620 T4	201630 T4	201710 T4	201720 T4	201730 T4	201810 T4	201820 T4	201830 T4	201910 T4
80	109	3	110	84	7	419	302	82	429

The data indicates that our fall students enroll at a higher rate than our spring students. This is an enrollment trend within most institutions, including NHTI. We are comfortable with the peaks in enrollment as indicated by the data.

The data also indicates that the institution more than tripled the number of participants by the end of the grant cycle. We started with 80 students and ended this past fall with 429 new students. These results are rewarding to the faculty and staff involved with the grant. These numbers have also been applauded by the Vice Chancellor of the Community College System of NH. Meetings have already taken place to look at ways to sustain and maintain these affirming enrollment numbers generated by the money the TAACCCT IV has allowed the college to build upon.

**IV. Overall Status of Each Core Element**

Please see below for our core grant elements and the overall status of these elements. For this piece of our sustainability plan, we followed the suggestions presented in the TAACCCT IV *Sustainability Toolkit*.

***a. How is your TAACCCT vision aligned with the strategic priorities of the institution, the state, and other community college reform efforts?***

TAACCCT CORE ELEMENT

**Career Pathways Using High Impact Practices**

Successful Innovation

- One full-time career counselor
- Implemented new learning systems: accelerated formats, prior learning assessments, and accelerated remediation
- Implemented latticed programming
- Implemented stackable credits

Alignment with Strategic Priorities

CCSNH's & NHTI's *Guided Pathways Strategic Initiative*: Academic Focus Areas, Intentional Advising, Purpose First, and Co-Requisite Remediation

NHTI is committed to the mission and goals of the nationally known *Guided Pathways* initiative from *Complete College America*. Faculty, staff and administration have been working on a five-year implementation plan to research, pilot, gather data, evaluate and assess the viability of all components of Guided Pathways. The core elements of the TAACCCT IV Career Pathways piece is directly aligned with our Guided Pathways efforts. This alignment includes Academic Focus Areas that allow students a direct program path for workforce development. The TAACCCT IV grant has opened the door for NHTI to really invest time into developing intentional programs with our industry partners. The IT faculty and grant employees have invested overwhelming efforts to ensure students enrolled in TAACCCT IV programs have the opportunity to be employed in the state of NH after successfully completing the program. This successful completion involved accelerated pathways to completion for fast entrance into the workforce for those who are unemployed or underemployed.

TAACCCT CORE ELEMENT

**Training & Workforce Development with Industry Partners**

Successful Innovation

- Created Advisory Board
- Implemented Digital Fabrication Lab for Innovation & Invention
- Implement Game Incubator

Alignment with Strategic Priorities

CCSNH's *65 by 25 Initiative: Achieving Economic Prosperity Through Post-Secondary Education*

Through the efforts of the full-time career counselor and the program manager, Advisory Boards and workforce partners in our local communities were implemented. Regular outreach occurred with workforce partners and Advisor Board members. These relationships continue to be key for NHTI and our students as they allow for direct employment upon degree or certificate completion. Additionally, the Fab Lab for Innovation & Invention along with the Game Incubator were significant projects for the college to undertake and involved statewide outreach and collaboration to get completed. These two constructs (Fab Lab and Game Incubator) continue to have significant impact on the college and our students, which will be quantitatively described in the next section.

TAACCCT CORE ELEMENT

**Industry Demand for Program Development in IT**

Successful Innovation

- Launched 12 new IT certificates

Alignment with Strategic Priorities

- Launched one new IT program
- Launched Mindful Communications Certificate

CCSNH's 65 by 25 Initiative: Achieving Economic Prosperity Through Post-Secondary Education

This element saw continuous activity and development because of its heavy reliance on college resources, including various academic departments and teams, including the Curriculum Team and the Chancellor's Office. The Mindful Communications Certificate also involved outside professionals who provided the college with robust training and development for embedding the Mindful Communications Certificate into our new programs.

TAACCCT CORE ELEMENT	
Common Core for Foundational IT Courses	
Successful Innovation	Alignment with Strategic Priorities
<ul style="list-style-type: none"> <li>• One unified common core curriculum for foundational It courses throughout CCSNH</li> <li>• One common set of instructional student materials</li> <li>• One common set of essential learning outcomes</li> </ul>	<p>CCSNH's &amp; NHTI's <i>Guided Pathways Strategic Initiative</i>: Academic Focus Areas; NHTI's Institutional Success Indicators</p>

The Common Core for Foundational IT Courses weaves directly into our Guided Pathways efforts because it allows for students to use courses and credits seamlessly within NHTI and within the other six community colleges in the state of NH. It also allows for collaboration on competency-based outcomes that are consistent across the system. Students benefit from being able to satisfy degree or certificate outcomes at NHTI or any other community college in the system, especially if they are working adults or need campus location flexibility due to transportation or schedule restrictions.

**b. What has had the greatest impact on your success?**

TAACCCT CORE ELEMENT		
Career Pathways Using High Impact Practices		
Successful Innovation	Data Points that Demonstrate Success	Data Source
<ul style="list-style-type: none"> <li>• One full-time career counselor</li> <li>• Implemented new learning systems: accelerated formats, prior learning assessments, and accelerated remediation</li> <li>• Implemented latticed programming</li> <li>• Implemented stackable credits</li> </ul>	<ul style="list-style-type: none"> <li>• Progression rates</li> <li>• Retention rates</li> <li>• GPA</li> <li>• Successful completion of gateway courses</li> </ul>	<ul style="list-style-type: none"> <li>• Banner</li> <li>• Final Grade Report</li> <li>• Degree Works</li> <li>• Hezel Summary Report</li> <li>• Institutional Report</li> </ul>

The sustainability team was concerned about the outcomes data for this core element. The third party evaluators calculated data using all students enrolled in a TAACCCT IV course. This data was not what we had hoped to find. Because of this, we ran and analyzed a different set of data with a different sample population. This population included students who were enrolled in a TAACCCT IV program and not simply a TAACCCT IV course.

As the data below indicates, the college graduated 185 TAACCCT IV program students within 100% completion rate or 150% completion rate. 162 students completed within the year and 23 took an extra semester to complete.

**Degree Awarded**

Cohort Term	100% Grad Rate	150% Grad Rate	Total Degree Awarded	No AW	Total Cohort
<b>Non-T4</b>					
201610	231	120	356	956	1312
201620	28	4	32	245	277
201630	11	2	13	90	103
201710	130	2	132	861	993
201720	11		11	234	245
201730	3		3	77	80
201810	22		22	803	825
201820	2		2	198	200
201830				82	82
201910				932	932
<b>Total</b>	<b>438</b>	<b>128</b>	<b>571</b>	<b>4478</b>	<b>5049</b>
<b>T4</b>					
201610	74	18	96	71	167
201620	23	1	25	32	57
201630				5	5
201710	13	2	24	62	86
201720	2	2	4	28	32
201730				2	2
201810	30		30	292	322
201820	9		9	152	161
201830	11		11	47	58
201910				317	317
<b>Total</b>	<b>162</b>	<b>23</b>	<b>199</b>	<b>1008</b>	<b>1207</b>
<b>Total</b>	<b>600</b>	<b>151</b>	<b>770</b>	<b>5486</b>	<b>6256</b>

The completion rates of our TAACCCT IV students gave the sustainability team to acknowledge that the newly created programs had a significant impact on the success of our students and the institution.

The creation of accelerated pathways in college-level Math with the creation of our Summer Lynx program was another area of analysis that the sustainability team examined. This data is outside the third party data as our data focused on students actually enrolled in a TAACCCT IV program.

**Accelerated Math**

L Section Courses	C- or Below	%	C or Better	%	Withdraw	%	Total
<b>Non-T4</b>							
201810	20	55.6%	13	36.1%	3	8.3%	<b>36</b>
201820	2	50.0%	2	50.0%			<b>4</b>
201830			4	100.0%			<b>4</b>
201910							
<b>Total</b>	<b>22</b>	<b>50.0%</b>	<b>19</b>	<b>43.2%</b>	<b>3</b>	<b>6.8%</b>	<b>44</b>
<b>T4</b>							
201610					1	100.0%	<b>1</b>
201720			1	100.0%			<b>1</b>
201810	6	50.0%	6	50.0%			<b>12</b>
201820	6	50.0%	4	33.3%	2	16.7%	<b>12</b>
201830							
201910							
<b>Total</b>	<b>12</b>	<b>46.2%</b>	<b>11</b>	<b>42.3%</b>	<b>3</b>	<b>11.5%</b>	<b>26</b>
<b>Total</b>	<b>23</b>	<b>32.9%</b>	<b>72</b>	<b>102.9%</b>	<b>6</b>	<b>8.6%</b>	<b>70</b>

As indicated by the data, the new learning systems allowed students to be successful in their gateway Math courses. TAACCCT IV students were 42.3% successful in these courses. The non-TAACCCT IV students were 43.2% successful.

The accelerated format of our new co-requisite remediation model, along with our Summer Lynx program, allowed students to achieve success in a semester when previously it would take them two to three semesters.

The full-time career counselor was essential to the success of the grant. With a full-time person monitoring and tracking students in the grant programs, students were better able to persistence and progress with their academic goals.

Additionally, the latticed programing and stackable credits created for the grant, escalated efforts that the college had been trying to achieve for years. With the support of the Vice President of Academic Affairs at NHTI and the Curriculum Committee, the faculty and staff felt that this was a significant achievement allowed through the grant.

#### TAACCCT CORE ELEMENT

##### Training & Workforce Development with Industry Partners

Successful Innovation	Data Points that Demonstrate Success	Data Source
<ul style="list-style-type: none"> <li>Created Advisory Board</li> <li>One full-time Industrial Design Lab Technician</li> <li>Implemented Digital Fabrication Lab for Innovation &amp; Invention</li> <li>Implement Game Incubator</li> </ul>	<ul style="list-style-type: none"> <li>Total number of Advisory Boards</li> <li>Total numbers of Advisory Board members</li> <li>Total number of student-to-industry connections</li> </ul>	<ul style="list-style-type: none"> <li>Employment reports</li> </ul>

The TAACCCT IV Grant allowed NHTI to propel itself forward in this area in a way that would not have happened without the financial support or the required grant approach. The grant brought to our college exciting innovation with the Game Incubator and Fab Lab and a heightened sense of looking ahead to workforce demands and allowing faculty and students to connect current learning to future goals within the workforce community.

The Advisory Board connections within academic departments and the community multiplied during the grant cycle because of the intentional effort by the Career Counselor.

TAACCCT CORE ELEMENT		
Industry Demand for Program Development in IT		
Successful Innovation	Data Points that Demonstrate Success	Data Source
<ul style="list-style-type: none"> <li>Launched five new IT certificates</li> <li>Launched six new IT programs</li> </ul>	<ul style="list-style-type: none"> <li>Number of students enrolled</li> <li>Number of students completed</li> </ul>	<ul style="list-style-type: none"> <li>Banner</li> <li>Final Grade Report</li> <li>Degree Works</li> </ul>

These new certificate programs and certificates were supported by the Vice President of Academic Affairs along with the Curriculum Committee. The TAACCCT IV grant was a monumental contributor to the college’s efforts to expand what we offer to our students and to the community. With the launch of these new offerings, the grant money has allowed us to relevant to working students who are unemployed or underemployed. It has also allowed us to promote excellent teaching and innovation at a time when revitalization of the program was necessary to meet the demands of our more dynamic workforce needs.

TAACCCT CORE ELEMENT		
Common Core for Foundational IT Courses		
Successful Innovation	Data Points that Demonstrate Success	Data Source
One unified common core curriculum for foundational It courses throughout CCSNH One common set of instructional student materials One common set of essential learning outcomes	<ul style="list-style-type: none"> <li>Executive approval from each college</li> <li>Faculty approval from each college</li> </ul>	<ul style="list-style-type: none"> <li>Course Syllabi</li> <li>Degree Works</li> </ul>

The seven community colleges in the CCSNH now have a common core for foundation IT courses that allow students to seamlessly work across the system to complete their credentials. As evidenced by the Academic Catalogs at each college and the common syllabus of each common core course, this unified curriculum effort has had a very positive impact on the college as well as the other colleges in the system.



## I. Analysis and Findings

As reported in the opening section, the participate data indicate an increase in students enrolling in IT TAACCCT IV related courses and programs. N = 429 participant this past fall semester. This was an increase from N = 80 participants in Fall 2015. This increase allowed the sustainability team to agree upon sustaining and perhaps even expanding upon these degree and certificate programs at the college.

As indicated by the learning outcomes and completion data, the sustainability team was excited to find that 185 students graduated from NHTI with a TAACCCT IV funded credential. This finding supports our efforts to graduate students with a credential of value in the state of NH.

As reported in the Accelerated Math data table, TAACCCT IV students were as successful as non-TAACCCT IV students in the Summer Lynx program. This data supports the efforts of the college to offer students alternative pathways to success other than the traditional development education track that leads most students to a dead end in their academic career,

As indicated by the personnel financial data (**Appendix A**), the salaries and benefits of full-time grant funded positions is significant. This money is not readily available in the college's budget, which is currently operating in the black. The personnel numbers are not manageable from a funding standpoint or an administrative standpoint of the college when other positions are not being filled and there is a hiring freeze at the college.

To end this section on a very positive note, however, the persistence and retention data (**Appendix B**) is what excited the sustainability team the most. The data indicates higher persistence and retention rates for TAACCCT IV students than non TAACCCT IV students. The team discussed the reasons for the higher rates for the TAACCCT IV students. It is true that having a full-time staff person working with students from the point of entry to the point of completion is essential for monitoring students progress. The team also discussed the possibility that these students were in a program that has a very clear pathway, allows for accelerated learning, as well as opportunities for innovation and workplace development. All of these critical deliverables for the grant affirmed for the sustainability team that our grant proposal led to student success and growth in the field of IT.

## II. Summary and Conclusion

NHTI has determined that several elements of the grant are financially sustainable and integrate efficiently into the existing college infrastructure and mission of it's Information Technology and Manufacturing Degree and Certificate Programs.

The workforce demand for Mindful Communication skills has expanded at NHTI and across the state of NH. Employers desire students with professional and personal communication skills, especially when working collaboratively or dealing with challenging work situations or fellow employees. The college has determined to support the Mindful Communications Certificate after the grant has ended for reasons that it allows students enhanced workforce skills that employers are looking for in community college graduates.

The college has also determined that the new certificate programs and new Associate Degree program are financially sustainable after the grant. These new certificate programs are actually essential to the

growth of the college because they are directly linked to our community partners and employees. The grant allowed the college to research what employers in the state of NH want in graduates and to design certificates to meet those desired competencies. Our new certificates and AA program are drawing in students from all over the state. Our enrollments and completion rates in these programs indicate that sustaining them after the grant is feasible and essential to the growth of the college.

The college has also determined that it will sustain the accelerated pathways for remediations as we continue to pursue the Guided Pathways approach with our students in order to increase enrollment and retention. Allowing IT and Manufacturing students a more direct path to completion is vital to decreasing any school loans and increasing their momentum into the workforce.

The college will also sustain the Common Core Foundational IT courses for reasons that are truly self-evident. The college partners with six other community colleges in the state and this common core allows students the flexibility to take classes at times and locations that best fit their needs and lifestyle.

Unfortunately, NHTI has determined several grant elements that are not financially sustainable after the grant has concluded.

Because of recent fiscal challenges at the college, it was determined that it was not feasible to sustain two full-time positions the grant allowed. Both the Industrial Design Technician and the Career Counselor cannot be sustained after the grant cycle has ended. While the college recognizes the significant and profound efforts of these positions, we are not in a place to take on two full-time employees.

The Game Incubator has also been determined by the college to not be financially sustainable at this time. While an innovative and forward-thinking component of the grant, finding a physical location for the incubator along with staffing it has made the college face insurmountable challenges that we are not equipped to manage after the grant.

This sustainability plan was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

## Appendix A

### Salaries and Benefits of TAACCCT IV funded personnel

TAACCCT IV Grant	Adjusted	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
	Budget	Expense	Expense	Expense	Expense	Expense
6101 Personnel Services - Permanent	718,000.00	26,146.41	211,248.01	243,166.35	169,488.44	-
6200 Personnel Services - Other	173,285.76	18,284.27	37,029.02	58,442.45	51,142.10	1,046.07
6300 Overtime	855.32		355.32	468.87	99.78	-
6600 Benefits	249,701.00	8,792.45	69,814.32	80,941.33	57,048.91	93.64

## Appendix B

### Persistence and Retention Rates TAACCT IV and Non TAACCT IV Students

Cohort Term	Fall to Spring Persist				Fall to Fall Retention			
	No	%	Yes	%	No	%	Yes	%
<b>Non-T4</b>								
201610	345	26.3%	967	73.7%	652	49.7%	660	50.3%
201620								
201710	294	29.6%	699	70.4%	527	53.1%	466	46.9%
201720								
201810	234	28.4%	591	71.6%	415	50.3%	410	49.7%
201820								
<b>Total</b>	<b>873</b>	<b>27.9%</b>	<b>2257</b>	<b>72.1%</b>	<b>1594</b>	<b>50.9%</b>	<b>1536</b>	<b>49.1%</b>
<b>T4</b>								
201610	12	7.2%	155	92.8%	61	36.5%	106	63.5%
201620								
201710	18	20.9%	68	79.1%	26	30.2%	60	69.8%
201720								
201810	71	22.0%	251	78.0%	140	43.5%	182	56.5%
201820								
<b>Total</b>	<b>101</b>	<b>17.6%</b>	<b>474</b>	<b>82.4%</b>	<b>227</b>	<b>39.5%</b>	<b>348</b>	<b>60.5%</b>