

## 2023 0112 PHE Task Force – Staff Notes

(MacDonald, Jennifer will be out)

(Smith, Edwin will be remote)

(Shannon Reid – Guest)

(Richard Gustafson – Guest)

(Christiana Thornton – Guest)

(Shelby Miuzzo – Guest)

(Karen Collins – Guest)

(Scott Fields – Guest)

*(0905 Call to Order)*

S. Appleby – welcome, housekeeping and introductions / recognition of lunch courtesy of CCSNH

No online attendees, no public comment

Review of files posted to the Public Higher Education Task Force web page

Vote to approve minutes – George Hansel motion, Jackie Eastwood seconded. Unanimously approved.

N. Toumpas – The CTE handout is a valuable visual

D. Luneau – Wants to be sure we are providing adequate opportunities for public comment – we can advertise in any additional locations if need be (Public notice is on the House and Senate calendars)

### Presentation – Granite Edvance

Christina Thornton – VP

Shelby Miuzzo – AVP – leads counselors across the state

Karen Collins – Counselor – 27 years of experience with the organization, is charged with training

Guidance, support of other counselors

NHHSCA board member

Focus – support of students, families – all ages

Anecdotal discussion – not a focus on specific data

Goal – more students, families pursuing education

Many means of support – presentations, 1:1 appointments, web resources, publications, PD, FAFSA support

What are we hearing in the appointments? Granite Edvance can provide insight

Apply NH – partnership with NHED (\$25K annually) – 62 schools (funded by Higher Education fees)

Focus on free/reduced lunch communities

Lower percentage of students pursuing college

Walking through the application process

Attempting to reach students well in advance of senior year – discussion of ALL pathways as far back as elementary school

Positive relationships with schools and families to provide continued support

Education options, from college to other pathways as well

Career aptitude testing – available to NH schools – Granite Edvance is trying to go deeper

9 members on counseling team – talk through options, offers, financial literacy – a range of conversations – direct support

R. Ladd – Are we seeing changes in the attitudes of families?

K. Collins – More conscious thought put into the process – shifting support to college/career readiness (CTE, etc.)

A deliberate shift in perception of value and awareness of cost

Change from parent awareness to student awareness of implications (eg loan forgiveness)

Loan forgiveness is a confusing aspect of the conversation

Perception of loans as a barrier – “no loans” mentality in some cases

C. Provencher – Correlation to car loan - \$35K comparable, but an investment in the rest of your life

Explaining barriers

School counselors are critical to the process but are very overwhelmed (social-emotional support shifts)

Granite Edvance is trying to fill the gap created by the shift in bandwidth

Sticker price versus net price – most students feel the difference is prohibitive

The explanation takes time

FA process is very complex – FAFSA is intimidating – they want support, access to experts

All colleges do things a little bit differently

Some students don't have parents/families for support

NHCUC is also trying to provide support

Teachers are another group students feel comfortable speaking with – they are making a difference

Many schools do offer support for teachers in this regard – eg Future Labs – but this falls outside the normal responsibilities

Granite Guarantee – SAI below \$7395 – qualification for Pell – institutions offer free tuition for these students (they still pay fees, room and board)

We don't have the number available at this time of students taking advantage

Boys and Girls Club outreach, other community-based organizations

Connecting with parents – consideration of parental concerns and how they play into students' choices

The idea that kids are sponges – they are picking up on the stress in certain industries

Outreach to Principals association also

A multifaceted approach on how to get everyone to come together

R. Ladd – 60% of students going out of state – are we promoting enough in-state options?

NEBHE – tuition discounts for students to go to other states for certain programs not offered – how are students finding out about these programs? Once they take PSATs, they are marketed to aggressively

Young people – going away is an attractive opportunity

It comes back to cost, perceived value of education – direct and indirect costs

Support services are a consideration, part of the conversation

Families are looking at the bottom line – discussions must be comprehensive

Our net (NH) for bringing in OOS is higher than those numbers who are leaving

Wanting to 'get away' and we have close borders – est. 90% of conversations with students

Greener ('cooler') on the other side... but they come back after they complete (or during)

Elite private institutions are a significant draw

Helping to ballpark early on – early college planning efforts

Net Price calculators

Parents are attending presentations for 4-year, maybe not as much attendance for low-income families

Is there survey data on student preference – yes

Strong career aspects – looking for ROI

“What do you want to do?” Starting the conversation at that point

Tuition reimbursement with employers – is discussed, but not as much since it is not as much of a guarantee – more movement in this direction

Students can't count on loan forgiveness as a part of the decision-making process

Retaining NH workforce – pilot programs in loan forgiveness

Partnership opportunities with employers

Students aren't as “tracked” as in the past – knowing what their goals are

Colleges are more open, because industry and students are looking at things this way

CTE centers are doing this – college (4-year) trajectories – equivalent or better, in a sense, than AP courses

Early intervention is key – middle school is the sweet spot – Granite Edvance organizational goals are in this direction

Public High School is against this model in CTE structure (not accessible until 10<sup>th</sup> grade) and teacher licensing issues are being addressed to promote access

Dual enrollment / running start – gives students ‘not quite ready’ a chance – those who may not have thought of college as a pathway – making them more competitive in the app process

Students in DE / RS are more and more not first-gen family but those who come from families with college experience / understanding

Barrier – faculty availability, scheduling logistics – social / emotional barriers

Creating structured pathways – building bonds with students, programs – alignment

Meeting the needs of non-traditional students – students will (always) have varied needs

Negotiating financial aid – are students aware? Yes, but not as much in first generation and low income families

Are families considering other value indicators, outcomes? Yes, very much so

USNH opportunities to teach in high schools, as in dual enrollment and running start scenarios – is the difference in tuition cost with CCSNH prohibitive? Future state discussion

DE / RS is an ROI, not a revenue stream for CCSNH

Keeping in mind... not all of our college students are traditional age (18-20)

Maine CC system – free college in Maine – 46% taking advantage, but enrollments up only 12%

Free isn't everything – comes across as denoting less value in some instances

Cost-sensitivity – time has value also - students are valuing time and may be choosing work over college

Public / personal transportation – barrier to college attendance – some students don't have the means  
Does this shift the conversation to distance learning?  
Even with access... other barriers (learning supports) and many students don't like learning this way – also equipment and wifi access issues

Friction points – how much do factors such as transportation contribute? Other lack of support, resources – stronger barriers for first generation and low income families

Granite Edvance estimates 5000 students supported – leveraging relationships to reach larger groups, more capacity

Significant growth in staff to provide additional counselor support, in different territories for better focused relationships with local schools

Mental health continues to be at the forefront of the conversations

Comparable organizations in other states, some quasi-State agencies, varying levels of support

Alumni may also be a key to the conversation

Rebranding of Granite Edvance – philosophical – over time shifting from funding support (student loan services) to student support, “... navigating education and career pathways” and more focus on NH students and families – reposition to dedicated support – 6 weeks into rebranding

Loan product – lower cost – to provide most affordable options possible

Conscious effort to refocus mission to access and NH support

*(Lunch break 1135)*

*(Reconvene 1157)*

#### Scott Fields – CCSNH Presentation

High-level dashboards – review of document provided by CCSNH

\$130M revenue total / breakdown by source

Revenue dip FY22... HEERF funding reduction

Restating of FY22 noted in operating margin

Administrative cost per student – cost of “back of house” operations

Is there a cost per credit data set available?

Does not include instructor cost – this admin cost is “institutional support”  
as defined / categorized in IPEDs

Decrease over time - \$1,258 per student AY23

Management of approximately 50 different grants

Questions from the group

G. Hansel – USNH no more trimming – is CCSNH still trimming? Over the years, as enrollment fluctuates, constant examination of expenses to manage within the boundaries – some employment changes in creation to the ebb and flow – strategically (each college has reduced down

individually with significant variance across colleges) but with more opportunity to optimize system-wide

Adjuncts have also declined because need for instructors has declined

*(time marker – 1213)*

Enrollment metrics – focusing on 18-19 year olds

Enrollment by age group – largest segment is not high school – 68% at least 20+ and constitute 45% of conferrals

2010 is the high water mark for community college enrollments nationally

Total students served – comprehensive across all types – can look by credits

Enrollment by residency – 92-93% is NE and NH

Are those coming into the state and staying? Some, but the majority who stay are those who are already here

Trend of growing older population – what are the contributing factors?

Example – 37-45% WMCC growth

Performance metrics – 150% of time is 3 years – a ‘well-oiled machine’ of student support, leading NE in graduation rate

Areas of risk – high-level (eg enrollment / facilities – aging buildings / infrastructure)

Awareness that more needs to be done

Cybersecurity issues – fraudulent apps, documents, transactions – sophisticated and more expensive to defend against – a collaborative effort on best practices – reducing barriers creates more potential for fraudulent activity

R. Ladd – Is there a prioritized list? Yes – engagement with a firm to evaluate needs / facilities – the list is currently being revised

All colleges have been tasked with 10 year master planning – examination of facilities, deferred maintenance, and figuring out what is needed

Some buildings are already being decommissioned

Report is expected once the firm completes inventory in the coming months (2 to 3 months)

Constant evaluation of contracts

Current innovations

How to share courses, programs to broaden access – create synergies

Right-sizing policies and procedures

System-wide efforts – assessment, strategy – improvement of ROI

Facilities map – Task Force

LPN program across CCSNH schools – 4 locations – rather than have multiple accreditations per college  
RVCC has the program and partners with other CCs  
57 conferrals, 13 in Keene area  
Significant growth over the last 3 years  
12 month program  
Not working with CTE centers yet

*(time marker – 1254)*

USNH Map – review of the map posted on the resources page  
Enrollment totals  
Top programs (conferrals)  
Space – facilities – Cathy can provide report on deterioration

Evaluation of space based on need – utilization to inform a master plan

Result – USNH has too much space

Repurpose? Nationwide comparison?

About half of space is non-academic

Do the Provosts look at the conferral lists?

Determination of changes in program offerings – governance

C. Provencher - Competition amongst ourselves in some programs – our programs are not homogenous and we have to consider student wants

Public mission – while campuses might want to cut due to cost, there is a workforce obligation  
Decisions at trustee / board level, but schools are not necessarily in control of what they can and can't offer due to workforce needs – eg nursing

Could we look from a student perspective, based on the systems / options available  
What does the financial aspect look like?  
Are we effectively serving customer (student) needs?  
Retention – what do they need, what do we need to provide?

Provosts, VPs – understanding the governance process – will be 1/26 opportunity

Keeping our graduating students in the workforce

From a systematic standpoint, organizations do what they need to do

C. Provencher – discussion of future needs to think about (in no particular order)

1. Provide students with access to affordable, quality education at every level (exclusive of education delivered in K12)
2. Meet workforce/business needs for an educated workforce
3. Straightforward and clear processes for students of any stripe to access CCSNH and USNH institutions
4. Effective and intentional intersection between K12, CCSNH, USNH
5. Seamless transfer of eligible/appropriate credits between high school, CCSNH, USNH
6. Conduct meaningful research that benefits mankind (this is statutory language and I don't want research to get lost)
7. Continuously consider future needs including, but not limited to, online and non-traditional delivery, technology advances in delivery, credentialing and more

Bottom line – what is the next thing that needs to be done?

A lot of the report will be table setting

Short session on what components would make up the report? A TOC  
 Detailing out the work to be done, to be included  
 We need process information to inform this table setting  
 We need conversations around understanding  
 Outside-in perspective  
 Leveling understanding

Risks are largely the same at the two systems, initiatives are similar

Average net price of attendance – UNH, Keene, Plymouth are lowest based on net (after aid)

28% of HS graduates attend a 4-year USNH school (16% go to private, 56% go out of state)

Who is going directly to the work force? Good information to have

Do we have DES “open jobs” report?

Addressable market continues to shrink

But the piece that is going nowhere – needs to be a focus

We have a revenue problem, but also a program mix / delivery issue – one that adapts to student needs

Town-specific information on high school graduates moving to higher education, military, workforce

*(time marker – 1339)*

S. Appleby – next steps

Upcoming meetings on 1/18 and 1/19 – CCSNH board retreat – trend data on performance  
 1/26 panels – Presidents, Provosts, faculty



Separate sessions for CCSNH, USNH – very different environments – might obscure our ability to ask questions

R. Ladd – Feels the Provost groups need to be together

N. Toumpas – Is there other information we need to gather to bring to the table in the meantime? To build up additional data – and other stakeholders we want to survey?

On the 26<sup>th</sup>, begin to discuss the framework of the report

3 meetings set aside to write the report

N. Toumpas – suggestion to TF members to provide thoughts on report components? Framework?

S. Appleby – will circulate information on areas discussed

General request regarding communication via email – respond to the individual, not the group

Email to M. Rubinstein and C. Provencher regarding invites for 1/26

9am to 10am – Provosts – both systems

10am to 11am – Faculty – CCSNH

11am to 12pm – Faculty – USNH

12pm to 1pm – Students – USSB

R. Ladd – Future topic idea – how to better leverage resources – is there information we could get on outreach efforts for first generation to get them interested in attending – marketing/admission inquiry –

C. Provencher – will follow up with USNH regarding current outreach initiatives

*(adjourn at 1356)*