

2023 1221 PHE Task Force – Staff Notes

Meeting called to order at 8:02

Introductions / Remarks – Steve

10 weeks, report by mid-March
Issue that has been ongoing for 15 years

Initial question – What if we want to build a new system in our state?

Our system hasn't changed since 1850s
Antiquated in many respects
Children are more advanced at earlier ages
Are our K-12 students bored / unchallenged?
We make our kids conform to a system
How would we design a system? What are we trying to get to?
If we started "fresh?"
If we think about it as a blank slate, there may be aspects we could take to integrate into
recommendation

(time marker – 0817)

R. Ladd – are we seeing a lack of facilities utilization?
A large house with empty rooms – we built for a large capacity
Why are they going out of state? Another question for concern

S. Appleby – addressable market
Built for a certain size
What is our true number of potential students?

D. Luneau – demographic changes
Parents living with parents – housing costs
Hopkinton – increase in enrollment

R. Ladd – WSJ article regarding housing at IHEs
An issue regarding student location

G. Hansel – student-centric
Thinking of higher education as track with on/off ramps
Question regarding scope – can we define "higher education?"
Are we also considering tech/vocation? Is this correct thinking?

R. Ladd – we need to have the career / tech training in place

S. Appleby – system evolution would include career pathways
HS to college

Licensure – does not address school need
Licensure alignment issues at grade levels lower than 9th

C. Provencher – not just workforce – education needs to occur in a broad sense
Research is part as well – role in higher education
So many graduate with degrees, but don't work in those degree foci

J. Gray – HS counselors eared to 4-year enrollment 'success'
Concerned with lack of divergence with CCSNH / USNH
ERP needs to be a combined effort – CCSNH needs a "seat at the table" (involvement)

(time marker 0830)

Review and vote of statutory changes to quorum – motion by GH, second by ES, unanimously voted

Review of executive order – no questions from the Task Force

C. Provencher – are the meeting dates accurate?
March 8 may be a conflict – USNH Board meeting at Keene
Do we cancel or adopt 3/15?
Change the meeting time / location to align with Keene?
12 to 4?

Briefings from CCSNH and USNH

C. Provencher – planning for 1 hour
Overview of system / USNH
High-level information
Printed copies available
10 years of data @ USNH
Charter is state law – 187-A:1
28 member board
Enrollment summary info (see presentation)

(time marker 0840)

Total enrollment dropping at all institutions
Pipeline is shifting
Resident / non-resident numbers are dropping
Non-residents outnumber residents – may have flipped for current FY
USNH is not rejecting in-state to take in OOS... has capacity
State funding subsidizes tuition for in-state to keep students here
Making tuition more affordable

R. Ladd – do we have data on accepted students who end up going OOS?

C. Provencher – can get the graduation info, but of the 4-year college enrollment, 43.6%
in-state, 56.4% OOS

D. Luneau – is the 27.7% USNH first-year enrollment? (yes)
Almost the same % in CCSNH
Many students are coming to USNH from CCSNH

C. Provencher – data does not include cooperative extension, PD

R. Ladd – Are we tracking impact of legislation regarding transfer from CCSNH to USNH?

C. Provencher – the pipeline isn't ready yet

(time marker 0850) (slide 5)

C. Provencher – will get trend data on OOS
Stiff competition – eg Maine System providing in-state tuition for those who come in
UMass Lowell – 50 mile radius
SUNY message targeting tuition
(very competitive market)

R. Ladd – smart marketing can be a draw

B. Locke – parents from OOS

(time marker 0854) (slide 6)

C. Provencher – FTE breakdown by campus (UG enrollment)
Graduate programs

(slide 7)

Majority of students come from New England
Pipeline isn't just higher education – it is also workforce
(do the K-12 numbers include public charters? Private not fluctuating that much)
20 year trend of headcount
Projection of low swing in 2028-2029

(slide 9)

23-28 – cumulative drop of 7.8%
28-33 – increase 7.2%
(M. Rubinstein – noting housing changes)

(slide 11)

Net position – USNH has a strong balance sheet and wants to ensure this continues
No pension liability, but post-retirement med benefit liability
Stable through pandemic (cost reimbursed) (\$377M unrestricted – some locked to pay future debt service)
Consideration of strategic investment

(slide 12)

Income – declining net tuition
Net price has been flat for past 5 years
Increases – grants/contracts gifts/investment income

S. Appleby – is the increase of grants impacting enrollment? (no)

D. Luneau – any appropriation in FA? (no – discount covers the delta after other financing is considered)

M. Rubinstein – list versus net

(time marker 0918) (slide 15)

C. Provencher – employee headcount
10400 total, trending down intentionally
Includes 13 unions (all FT faculty are union)
Keene State (not PSU or UNH)
Successful alignment of benefits programs

S. Appleby – homeschooling 50% decline
Nonpublic 17495 to 16900 – decline of around 500

(slide 16)

Capital
\$70M spent
Campuses have 6-year plans
All upkeep of space must come from USNH funds

D. Luneau – residency occupation numbers?

C. Provencher – UNH over
Will get info on PSU / KSC
Grad housing shortage at PSU? Housing is a significant issue at PSU because of availability coupled with disrepair (sewer, water, etc.)
Period facilities condition assessments

(time marker 0930)

There are no current contracts with private housing
Room and board does generate a profit (it must... bond condition) (1.2x?)
All campuses – on-campus residence conditions
Students who live on campus long are more likely to retain
Push to increase retention rates
With on campus living comes rules... upper classmen may opt to not be located on campus

S. Appleby – freshmen doubling up (buildup) creating attrition – any studies?

M. Rubinstein – persistence was good... complaints from parents, not students
Overbooking counting on over-revenue

R. Lavers – do we have OOS comparisons? (No... but can check)

R. Ladd – other attractors – facilities (athletics, etc.)

C. Provencher – Keene ‘visit’ scholarship... studies show that if they visit, they’ll likely stay

G. Hansel – Micro-communities (campuses) are a huge asset
Athletics are not included in the discussion but there is a question of the ‘draw’ athletics creates
Aside – Keene D3 hockey – enrollment impact of 100+ students

(time marker 0950) (slide 19)

Mention of Keene area impact if Keene were to close
Who is educating people on financial literacy, and the incurring of debt for degrees?
Narrative – college cost is skyrocketing
\$22K/year for K-12... comparison for consideration

(slide 20)

Shared services – preparing for the ‘cliff’ and aligning processes around ERP
Consistent business processes
Consolidation of smaller offices, new job descriptions
IT consolidated
What else could be undertaken? Moving to consistent business processes
1/3 meeting with CIOs, CCSNH and USNH
New system is not a customized system – 1 instance with multiple institutions

R. Ladd – how do transfer agreements fit in?
Alignment of degrees/courses translation
Example – UNH student taking geneds CCSNH at a lower price?

C. Provencher – this is another piece of tech, not connected to ERP

S. Appleby – 3 year bachelors are another consideration – students/parents “shopping”

C. Provencher – might change pricing strategy
Shared governance is a consideration – faculty have a say

(time marker 1010) (slide 21)

Right-sizing
Note – sections are courses

GSC numbers in the presentation are included in UNH, unless otherwise stated
Staffing shifts to accommodate enrollment shifting – should we be examining duplication of programs to examine costs?

D. Luneau - what does the customer want?

This goes back to the initial question related to design perspective

G. Hansel - ... and how the tracks figure in

(slide 22)

C. Provencher – supplying workforce

High grad rate, low default rate

“First destination” success rate 94% - enrolled in further education or employed

PSU cluster learning model

#3 for free speech (UNH)

J. Gray – UNH is handling free speech issues well

R. Ladd – many questions were developed in the task force 2 years ago

Topics are noted in the report(s) (findings / recommendations)

S. Appleby – will summarize resources – much relevancy, actionable items

We’re not trying to reinvent the wheel

Brief review of web resources, meeting information (brief orientation)

(time marker 1050) (CCSNH presentation)

M. Rubinstein – continuation of leadership, cross-system conversation

Outside-in study, beginning with considerations around the future of post-secondary

People will need more education, education itself will be different

(slide 5)

Enrollment data by race/ethnicity – increasingly diverse population of learners (equity implications)

Free/reduced – 1 in 4 from eligible households – underlines the importance of cost

Questioning the value of higher education – is college worth the cost? A nuanced answer

Increase of education after HS, but not necessarily a 4-year path, with cost as top consideration

2020-30 7% growth (employment projections) (new positions we’ll need)

(slide 13)

People move around the labor market – education might be a critical bridge

Lifelong education provides the bridge

“Churn” within occupations, among employers – impacts data

S. Appleby – sizing – we believe we have more capacity than we need, and the data regarding employment might better inform sizing / need

M. Rubinstein – consideration – stop-outs will come back in... more data to consider

D. Luneau – factors impacting bringing people in

G. Hansel – depending on occupation, transfer/exit is worse
(industry info available from Employment Security – could present)

R. Ladd – how do we get information specific to NH from professional associations?
How do IHEs figure out whether there are specific areas to grow in?

D. Luneau – licensed professions... safety issues that arise if services aren't available

(slide 14)

M. Rubinstein – presentation continued

What is to come? Identifying the market and meeting all needs

Outcomes – deliverables for the 21st century workforce

Ed systems need to consider accountability – value figures in as cost relative to quality

(time marker 1130)

G. Hansel – new credentials continue to pop up... how does the system respond?

M. Rubinstein – to whom does this matter? Who values these credentials?

If industry already knows what it needs... better to pursue than self-grown badging efforts

This differs between systems (CCSNH – industry) (USNH – in-house)

B. Locke – there is room for both... degrees and specific skills training, with degrees as an inevitable long-term goal

S. Appleby – one problem (licensing) is that the requirement restricts what we offer – impacts staffing
How do we maintain integrity but allow for flexibility?

M. Rubinstein – accessibility – campuses throughout the state

30% of credits offered online with expected increase (RVCC is 45%)

11% UG / 31% GR @ USNH

(slide 17)

2-year average is trending down

Disappearance of adult learners as economy recovered over time

Precipitous dropout during COVID – CCSNH model impacted most adversely

(slide 20)

Credit activity more accurately measures part-time student enrollment
(3 credits/course - \$645)
Dual enrollment 15% increase year over year for the past 2 years
The real ROI occurs if we can provide a semester or more of coursework
1 in 10 running start students go to CCSNH

(slide 23)

Not every high school has running start opportunities... CCSNH would like to see availability at
ALL high schools
(not every high school has qualified faculty, but CCSNH is trying to provide support)
8675 students served by CCSNH dual enrollment, and the system would not have demographic
data unless students move on to enroll in CCSNH programs
National growth in dual enrollment

(slide 25)

Other forms of learning delivered – workforce as a growth industry
Programs must align with the lives of the students

(slide 26)

(3/4 are part-time)

(slide 28)

Free/reduced – larger percentage in areas around CCSNH institutions

(slide 30)

New Hampshire is 48/50 in highest cost of tuition
P/T Pell is available in smaller amounts
US Department of Education – new FAFSA moves from EFC to SAI
Need more understanding of alignment
Presumably more students will be Pell eligible

(time marker 1237 – after lunch)

This discussion and TF work would inform the next stage represented by R. Ladd's bill

(slide 34)

M. Rubinstein – innovative state, and we can't afford to waste talent
Need to continue work in partnering with employers in meeting workforce needs
25% reduction of F/T staff and faculty in the last decade
Still use state retirement system, 3 CBAs
Accumulated deferred maintenance is a concern for CCSNH

G. Hansel – revenue opportunities?

M. Rubinstein – dual enrollment, non-credit workforce activity are areas for growth

Finding a balance, but not a 'this or that'

Central IT... and examining other regional roles to capture efficiencies and lower cost

C. Provencher – CTE / CCSNH / USNH overlap – is the overlap part of the work?

S. Appleby – CCSNH opportunity for CTE... leverage CTE footprint

M. Rubinstein – thinking about locations, partnering with USNH (eg Plymouth) to expand access

R. Ladd – greater expansion needed on CTE

M. Rubinstein – dual enrollment is being offered through CTE centers, due to programmatic alignment

G. Hansel – one issue with report – USNH majority of the conversation is enterprise-based, and business functions – CCSNH deals more in access and student needs

C. Provencher – need to take care of enterprise intentionally, and how it is accomplished when enrollment is going down – focus on financial sustainability

R. Ladd – CCSNH presidents report to Mark, USNH presidents report to board

S. Appleby – we're looking at 2 different business models

M. Rubinstein – different levels of immersion, experience

Private 4-years are similar to USNH... most rely on tuition and the average tuition discount rate is 56% (with no state support, endowment)

(time marker 1310)

S. Appleby – approaches to the work

Speakers – will attempt to align with January meetings (1 hour each)

Email Steve with thoughts

Subcommittees could be a good approach – Steve will put together an email

January time for committee work, speakers, then move on

G. Hansel – we should reserve at least 3 meetings at the end

R. Ladd – these should be working times

S. Appleby – rough draft for 3/1? General agreement

R. Ladd – our thoughts need to be worthy of continuing the work – the next steps

Public comment – none – we will have opportunity for written public comment in the future as a standing items

RSA 15A – most members already fill out a form, legislators fill out 16B

R. Ladd – would it be important to hear from presidents?

J. Gray – this will likely occur at the 3/8 board meeting

E. Smith – we may not have the capacity, given the deadline of the report

G. Hansel – interested in student input – what do the students of NH want?

Exit surveys have good data, but with a variety of opinions and limited to traditional UG perspective

What are the trends?

S. Appleby – cost of accreditation (prep, compliance) and whether consolidation is an opportunity

What is the cost of legislation on the system?

Example – Title IX

How many bills are on the docket? Perhaps the legislature can take this into account

J. Gray - testify, fiscal note – mechanisms in place

R. Lavers – student info – can we look at parent/family information?

Difficulties, burdens driving the decisions being made

R. Ladd – workforce housing – does this impact the report? Housing has to support as well

PSU / President Birx – can't house professors

S. Appleby – Pandora's box – we can note, but we should be careful not to get diverted

This is a big part of USNH – should be noted for future discussion

R. Ladd – why are the kids leaving?

Go out, explore, leave the state

C. Provencher – son knew what he wanted, didn't want to go to 'a big high school'

Cost wasn't prohibitive

Also... those that come back after they leave

B. Locke – there is an appeal to NH... to coming back

M. Rubinstein – students born in NH versus those who come to NH from somewhere else

J. Gray – students want to be away... not close to mom and dad

R. Ladd – it is also the people and being student-centric

S. Appleby – Are UNH student services as student-focused as others?

Customer service and the idea of making things easy for students

Meeting adjourned 1350