

## 2024 0126 PHE Task Force – Staff Notes

9am – meeting convened with Presidents and Provosts session:

CCSNH            Cheryl Lesser (GBCC)  
                      Lisa McCurley (GBCC)  
                      Alfred Williams (RVCC)  
                      Jenn Cournoyer (RVCC)  
                      Brian Bicknell (MCC)  
                      Megan Conn (MCC)  
                      Melanie Robbins (WMCC)  
                      Mark Desmarais (WMCC)  
                      Patrick Cate (LRCC)  
                      Carlene Rose (LRCC)  
                      Patrick Tompkins (NHTI)  
                      Hector Iweka (NHTI)  
                      Lucille Jordan (NCC)  
                      Robyn Griswold (NCC)

USNH            Jim Dean (UNH)  
                      Melinda Treadwell (KSC)  
                      James Beeby (KSC)  
                      Donald Birx (PSU)  
                      Nate Bowditch (PSU)

M. Treadwell – noted responsiveness to state legislation and the positive relationship among institutions  
Transferability – conversation on how to make experience easier  
Focusing on relationships, student needs

B. Bicknell – constant conversation to stay on top of updates  
Industry -> Faculty -> curriculum adjustments for alignment  
UNH-M is the closest to MCC geographically  
Important to stay close – core relationships

*(0911 time marker)*

L. Jordan – good results through their articulations (NCC)  
No 4 year public options in Nashua  
Duplication of programs – speaks to financial stability – work to be done  
Respiratory therapy – RVCC program delivered at NCC  
                      RVCC degree, NCC students  
                      Cutting down on duplication costs

M. Treadwell – Provost work being done in program redundancy  
Ways to create new credentialing pathways – offerings for students  
Opportunities for synergy a distinction

C. Rose – transfer – 4 years school members on advisory boards  
Close work with sister schools re: changes in programs – collaboration

J. Beeby – Provosts (USNH) and VPAAAs (CCSNH) meet monthly  
Discuss issues  
How can we go beyond HB 1530 to meet student needs? To be supportive of students  
PLA / credit – to create seamless pathways  
Advising on the needs of students  
USNH Presidents and board have been supportive  
Inter-system (CCSNH/USNH) board conversations

*(0919 time marker)*

S. Appleby – Why aren't courses easily transferable? Barriers?

P. Tompkins – Trying to smooth things out between systems, create more alignment  
Function of design – individual institutions / individual courses  
Shared interest in improving transfer, smoothing out issues

P. Cate – Not a unique NH problem, but a larger higher education problem – different course learning outcomes and individual course/program innovations may create issues with alignment

R. Griswold – Agreed – recent progress in internal transfer within CCSNH and great work of faculty  
Cross-disciplinary teams work  
Information made available to advisors, students

D. Birx – Work undertaken to match CCSNH programs to USNH programs as block transfer  
Business and liberal arts programs are more easily transferable  
More and more – another tool to streamline

C. Provencher – Faculty own the curriculum – can someone describe the process?

J. Beeby – System to process transfer requests – Registrar's Office – auto approval based on past transfers  
If courses have not been transferred before – go out to faculty - manual process  
(Automated afterwards once transfers have been approved/confirmed)  
If no, can be reviewed by administrators / higher levels  
NECHE accreditation makes a difference

J. Gray – We should be able to identify issues to be addressed

*(0928 time marker)*

R. Ladd – Legislature has been involved in transfer issues for decades  
HB 1530 – seems there is a governance issue  
What can we do to address the issues more quickly?  
What is halting the work that needs to be done?

- J. Eastwood – CCSNH meeting was eye-opening – open jobs, education requirements  
Who looks at transfer in the context of job openings?
- R. Lavers – Appreciates information regarding the process, understand the issue with out-of-state  
1/3 list of problematic courses for transfer  
Look at the problem, holdup – digging deeper
- G. Hansel – Faculty perspective – is there motivation to address the issues?
- M. Bowditch – Faculty aren't the barrier (as perceived) and 90% of transfers are a non-issue
- M. Treadwell – World is changing – challenging future – work is underway  
Respects the concerns that have been raised  
Challenge – recruitment – faculty becoming more aware  
Bright point – anticipating needs - focusing on the future, looking at market  
Nimbleness is essential
- P. Tompkins – Curriculum belongs to NH  
Work has been done – more can be done  
Independent historically but change in direction provided by leadership is essential
- L. McCurley – Regarding courses – problematic transfers  
Tremendous amount of work between systems (syllabi, learning outcomes alignment) leading to  
ease of transfer
- J. MacDonald – Industry perspective – seeing robust engagement regarding career pathways  
Collaboration between business/industry and education  
Can the Task Force make recommendations to help inform industry priorities?

*(0941 time marker)*

- J. Dean – UNH – work with industry regarding collaboration  
Different forms @ CCSNH / USNH – but work is continuing  
Conversation would be aided by data – courses most transferred  
Data should be reflective of progress being made

B. Locke – Tracking of metrics – data available is important

*(0945 time marker)*

- S. Appleby – CCSNH transfer to Keene as an example... 5 of incoming courses not transferred before  
How long does the process take?
- J. Beeby – Important to support students – high retention of transfer students  
Slightly slower than competitors but timely – depends on where they are coming from
- S. Appleby – Tracking?

J. Beeby – Will see if there is information available

R. Lavers – Communication on non-transferred courses to students?

J. Beeby – Back and forth for information (syllabus, etc.) and status updates – students do hear back

R. Ladd – By the end of 2024... all university pathways established  
There are 10 now – is this still the goal?

J. Beeby – Hoping to exceed (and yes to the 30)

M. Conn – Fluid progress – if students have transcript, will be able to meet directly with admissions -  
transfer counselors – staff is knowledgeable  
Majority of cases – students know what will transfer

S. Appleby – How tracked at CCSNH?

M. Conn – In most cases success in transfer is noted in registration, not a problem

*(0952 time marker)*

B. Bicknell – AI will take over this process  
Industry – work on a daily basis  
Industry advisory boards

L. McCurley – Example – Hannaford – MCC / GBCC – upscaling employee career paths  
Developing stackable credentials  
All part of collaboration across industry

D. Birx – Agree – work in North Country with businesses – problem-solving  
More than might be realized – so much integration now – industry and education

C. Lesser – One other piece regarding collaboration  
Curriculum – partnerships in learning outcomes to make sure there is alignment  
Apprenticeships – K-12 collaboration – opening pathways – important conversation

M. Rubinstein – Most not large-volume courses (ENG eg)  
Change in direction (major) is where the risk is for students in specialized programs

Move to accept minutes – J. Gray, seconded by J. Eastman – unanimously approved

Faculty – CCSNH

*(1004 time marker)*

Diana Menard (NHTI)  
Kerry Cook (NHTI)  
Susan Hughes (NCC)

Jayne Barnes (NCC)  
John Achorn (WMCC)  
Jonathan Mullins (WMCC)  
Kyle Aubut (WMCC)  
Denise Ruby (RVCC)  
Mike Gordon (GBCC)

- S. Appleby – Enrollment challenges – downward trend  
Faculty work to reverse trend, encourage enrollment?
- K. Cook – Running Start numbers are up – small conversion to CCSNH attendance – work to build more connections
- D. Ruby – More contact with parents – deliberate program recruitment
- D. Menard – Interested in “best bang for buck”  
Families – biggest influence on where students are going
- S. Hughes – NCC – more pathways (bootcamps -> AS pathways)(engineering)
- D. Ruby – School counselors – points system for university enrollment? Is this true?
- D. Luneau – How do faculty work with program advisory boards?
- S. Hughes – Always looking for feedback
- G. Hansel – Non-credit – data on conversion to AS?
- S. Hughes – Micro-electronics – yes  
Bootcamp to AS  
Employer incentives
- B. Locke – Very few take advantage of tuition reimbursement – bootcamp – are going back
- J. Barnes – Offering courses in targeted areas – underserved students  
Reducing stigma of going to a community college
- J. Achorn – Liberal Arts is seeing a decline – advisory board – target adult education, guidance counselors  
Tapping into the adult ed market  
Declining population

*(1015 time marker)*

- S. Appleby – Future? What would you do differently? What could we be doing?
- K. Cook – Early college – HS offering one-off courses – more effort to provide more coursework so students could pick up first year of college during high school  
Needs to be more organized, intentional

Family support of students – more could be done with parents to increase understanding

Targeting students who need the pathways

J. MacDonald – Do families understand the value proposition?

M. Rubinstein – Providing flexibility for course offerings  
Long-term intent of building pathways

R. Ladd – Legislative funding was shallow \$1M/year – many schools don't have the faculty/credentials  
How do we get the programs into the schools, taught by qualified faculty?

J. Eastwood – Projecting out 5 to 10 years – issue with parents understanding will increase

J. Barnes – Nashua has family coordinators at high school - liaising with the community  
Community college connections with high school resources

R. Lavers – High demand occupational needs – difficulty in attracting students – what can be done?

J. Mullins – Welding program example – relationships with local businesses and local high school  
Support of first generation students – showing pathways to employment

M. Rubinstein – WMCC – 30% students drawn from distance education – served by other CC schools

R. Ladd – If students come from CTE, how are institutional credit requirements integrated?

J. Mullins – Curriculum is built around industry standards, students are tested to ensure competency  
WMCC is accredited AWS institution

R. Lavers – How is online being used?

D. Menard – Child care is an issue – students need 100% online accessibility  
Supporting isolated providers – meeting needs, identifying community needs

J. Achorn – Significant increase in online – tech challenges for online students

C. Provencher – Thoughts on possibilities for higher education relative to system alignment?  
Other opportunities we should be thinking about for the future?  
Recognition of system issues that need to be broken down

D. Ruby – Already RN to BSN supported by higher education facilities  
Southwest – holistic approach including industry

S. Appleby – Is there an umbrella advisory board? (No – not one that oversees everything)

D. Ruby – Individual groups that meet with hospitals  
Would be difficult – students leave programs, programs don't align due to accreditation  
CCNE v. ACEN

Monthly meetings within CCSNH but not including industry – individual affiliations

- R. Ladd – Community college faculty – approached by businesses regarding new pathways  
What is the process in working collaboratively with other CCSNH schools and USNH  
Including everyone – is USNH involved?
- S. Hughes – Community colleges working together with curriculum in areas where support is needed
- N. Toumpas – Health care – NH is an aging population – what is being done in long-term care?  
Other roles needed / employment
- J. Barnes – Internship program – students exploring aging population / CC is trying to introduce  
information about what is needed  
Continuing care / aging in place

*(1044 time marker)*

- N. Toumpas – Substance abuse runs across populations – behavioral health issues  
Encouraging a broad view of these issues across all sectors  
Importance of health care to all industries
- R. Lavers – Communication with industry – looking at pipeline – wage trends – job stress  
Are we hearing what students need?
- D. Ruby – Now, much better relationships with industry – better student preparation, better alignment  
Nurses are graduating, becoming travelers – younger generation is more financially focused  
Get more advertising out regarding NH as a good place to go to school, to work  
Many second-career students
- D. Menard – EC is a larger issue – public funded (pay is an issue)  
Need more advertising to attract
- R. Ladd – EC in VT public schools – is this better prep? In PK-12 -> better readiness?  
Two different credentialing bodies in NH – different; not sure which prepares better
- D. Menard – Doesn't know VT – boils down to quality – improving teacher preparation but we can't pay  
teachers enough
- D. Luneau – VT are PK teachers? (DOE cert)
- J. Gray – Accreditation problems need to be on the radar

Faculty – USNH

Vidya Sundar (UNH)  
Jeff Halpern (UNH)  
Matthew Cheney (PSU)  
Laura Tilghman (PSU)

Jim Kraly (KSC)  
Karen Standish (KSC)  
Ron Danault (UNH CPS)  
Rita Kondrath (UNH CPS)  
Karen White (UNH CPS)  
Christian Lagarde (UNH CPS)  
Carolyn Cormier (UNH CPS)  
Sunil Ramali (UNH CPS)  
Kate Shumway-Pitt (UNH CPS)  
Amy Thompson (UNH CPS)  
Courtney Rice (UNH CPS)  
Kate Collopy (UNH CPS)  
Carina Self (UNH CPS)

S. Appleby – Local communication, individual involvement

K. White – Project Management program very engaged – state / national / international  
Curriculum represents PMI

V. Sundar – Connections to health care centers – can see what communities need

J. Halpern – Broader impacts – internship opportunities – building more bridges  
Better economic mindset  
Partnership opportunities

M. Cheney – Serving local schools – as an intimate part of the community

J. Kraly – Strong industry connections, connecting community college pathways to USNH

L. Tilghman – Learning outcomes linking to hands-on work with communities – 3 this year  
*(1116 time marker)*

S. Appleby – Meeting with counterparts? 6 yes / Meeting this year? 3 yes

J. Gray – Accreditation barriers to accreditation alignment

V. Sundar – Part of governance working group – merger  
Accreditation not a barrier – required more analysis

K. Standish – Accreditation office at KSC manages – would want to overcome barriers with CC  
Accepts AS degrees – working on

J. Halpern – Working on pathways – courses still need to be done to support transition  
Curriculum alignment issues

C. Lagarde – CPS – looking to strengthen partnerships, sees accreditation as a positive

- B. Locke – Industry relationships resulting in new curriculum?
- K. White – PMI standards have informed curriculum – need to maintain standards
- J. Kraly – Precision optics – bringing in industry to assist in building pathways  
Pathways have been successfully enrolled
- R. Lavers – Donated equipment value? Around \$250K to \$300K
- V. Sundar – Health care post-pandemic – changes in telehealth, telepractice – cert program  
Research / capacity building – primary care mental / behavioral health programs – grant
- J. Halpern – Accreditation required demonstration of industry connections  
Cert programs also created for industry partners  
COVID test center created to support community  
Industry representatives as course guest speakers
- C. Cormier – Connecting across the state, faculty practitioners – adjusting to distinct needs (eg eligibility meetings)  
Adapting content, clinical practice to meet needs
- K. Standish – Construction safety – very responsive to industry needs  
Nursing – developing to fulfill regional needs  
Interdisciplinary internship course
- R. Lavers – GBCC feeder – physics course transfer issue – calc-based is offered?
- J. Halpern – The calc-base course is offered at GBCC but students may be avoiding
- J. MacDonald – How well is industry at the table?  
Is there a mechanism, or does the system have to outreach?
- V. Sundar – Program requires placement – creates connection mechanism
- J. Halpern – Staff support within UNH – outreach donors, innovation  
Grant support for internal pathways
- J. Kraly – Depends on program – KSC used to have a corporate liaison so now departments pick up work  
Collaboration within USNH  
Presence of industry at open houses – intentionality would be a win/win
- L. Tilghman – Program level connections  
Advising center is focused on career advising
- C. Self – Interdisciplinary academic center partnerships to inform advising boards  
Prior learning assessment – brings in industry credit
- C. Cormier – NH teacher preparation collaboration – many networking options

- S. Appleby – Question on future – enrollment challenges – how to grow?
- K. White – “Secret gem” in NH for online program offerings – flexibility
  - Hoping the UNH brand improves visibility
  - Suggest going to organizations in NH – letting them know what is available by meeting with industry
- V. Sundar – Agreed – strong brand / identity – making sure presence is felt in local communities
  - Kids looking out of state, but transfer back in after completing degrees
  - Developing partnerships with high schools to show opportunities
- M. Cheney – Educate on value of public education – our students graduate with debt – matter of cost
- S. Ramali – National Student Clearinghouse data – we have an opportunity to help families across the country, not just New Hampshire – competitive pricing and competition with online programs – Opportunity to be a national player
  - Value of public institutions in creating workforce opportunities
- C. Rice – Online recruiting plan – not a formalized effort yet
  - Better pathways for CCSNH – creating efficiencies
  - Not a great “carrot” for getting high school students to stay in the state
  - Apprenticeship work – promote credit pathways

*(1152 time marker)*

- K. White – Leaving NH... going looking for work creates challenges for NH business community to inform them about jobs and educational opportunities in New Hampshire
- J. Kraly – Work on qualitative value – raise visibility on quantitative value – other NH opportunities
  - Recreation / etc.
  - Accepting transfers from other 4 year programs is challenging
- J. Halpern – USNH residential campuses – value in non-academic, not marketed
  - Monetary contribution to transfer numbers – CCSNH to USNH is small, but how to increase?
  - Why are they not applying?
- M. Rubinstein – Context – 2/3 CCSNH students part-time (90% commuters)
  - Older students, online programs – online is an opportunity for growth
  - Not as much interest in traditional campus experiences

### Students

CCSNH	Vol Lysianski (GBCC)
	Colleen Ross (GBCC)
	Kelly Pilotte (NHTI)
	Kalmen Barkin (NHTI)
	Spriha Paudel (NHTI)

Brendan Jacques (NHTI)

USNH  
 Emily Coutermarsh (PSU)  
 Jose Cintron-Ortiz (UNH-M)  
 Zach Christie (KSU)  
 Avery Ellis (UNH Law)  
 Tim Hoheneder (UNH)  
 Jeremiah Barry (KSC)

Introductions – Consistent themes

CCSNH  
 Cost, accessibility  
 Institutional support (personal attention)(resources)  
 Option for those who have no requisite background  
 Alumni connection (family members who attended)

USNH  
 Ideal choice of program – wanted to make own choice  
 Affordability (1<sup>st</sup> gen)  
 Welcoming campus, supportive faculty, support for veterans  
 OOS found through research / advertising  
 Small school community feel  
 Geography / opportunity (R1 status), quality of faculty

*(1208 time marker)*

- R. Ladd – Was there transfer for military service? (yes – 16 credits)
- R. Lavers – Are those completing intending to stay in NH?
- Z. Christie – Yes – intending to pursue a graduate degree
- A. Ellis – Likes New England, but not sure – depends on job opportunities  
 Likes small-town feel
- B. Locke – How has school connected you to industry?
- T. Hoheneder – Provides access to numerous state partners (Mount Washington, forestry service, etc.)  
 Private and public mix
- A. Ellis – “DWS” program – community connection
- C. Ross – 5<sup>th</sup> year, 3<sup>rd</sup> degree – many community / higher education connections opened up by RVCC
- Z. Christie – Has seen opportunity in many specialized areas  
 Career fairs, internship opportunities  
 KSC has a heavier STEM focus -serves NH well  
 Faculty involvement in students growing networks sometimes overlooked

(1231 time marker)

- K. Barkin – Concerted effort of higher education to promote clinical opportunities
- R. Lavers – Looking to pursue 4-year degree... what factors being considered?
- S. Paudel – Credit transfer, articulation agreements, financial options (affordability)  
Scholarships / opportunities for international students – creates barriers (not awarded)
- D. Luneau – How well-prepared for higher education? Self / others? (coming from high school)
- E. Coutermarsh – Bounced around – private / public high school experiences  
Go into a trade – college disconnect with guidance counselors (public)  
Going to college ‘no matter what’ and having a plan (private)  
Figure it out on your own  
Moving schools meant losing credits
- Z. Christie – Grew up in Delaware – started public, went to a private high school  
Better college preparation than average  
Sees challenges in writing for those coming into 4 year programs – struggles, need for support  
Deficiencies in public speaking – education clinical students are seeing this in K-12 field exp.  
Mental health – being mentally prepared to come into 4 year programs  
First semester is always the most difficult... use of mental health resources
- A. Ellis – Private high school – not graduated unless accepted to a 4 year program  
More attention on college prep  
High school pipeline options to higher education – the connections would help  
Different assessments / grading structures – translating between different systems
- K. Barkin – Not well prepared, peers not well prepared – CCSNH supports these students  
“Prep on the fly”  
Pairing faculty mentors with students
- R. Lavers – Q to V. Lysianski – supported in educational aspirations / transfer?
- V. Lysianski – Yes, but problems with evaluating high school diploma (Ukraine) and testing reqs (SAT eg)
- J. MacDonald – Glad to hear about military transfer – how well does the institution/industry interface recommend military service?
- J. Cintron – UNH has been good with preparing for post-grad placement  
Strengthening gaps with services for veterans
- R. Lavers – First generation programs?
- E. Coutermarsh – Marketing tools at PSU – collection of information  
Trio / Ascent – support programs – was able to move in 1 week early  
Support in transition, students services, etc. – upper classmen mentor support

C. Provencer – Has education met expectations?

E. Coutermarsh – Yes – feels ready to graduate, move on – value in different experiences, opportunities

*(1300 time marker)*

Post-Stakeholder Meeting Discussion – Task Force

S. Appleby – How do we systematize / address the issue with V. Lysianski?

C. Provencher – Will follow up

S. Appleby – Housekeeping – revision of meeting schedule to include public comment 2/23

Addition of March 15, March 22 (to be removed if needed) to provide additional time to prepare the draft / finalize the report

If we identify the need for additional stakeholders, we've allocated time

1/18 and 1/19 retreat – many were able to attend – good information, particularly NCHEMS

Reports are available on the Resources page – B. Prescott report

2/16 virtual presentation to CCSNH – invite for those who were not able to attend 1/19

10am to 3pm – 2 hour window – M. Rubinstein is still waiting to confirm with B. Prescott

Limited attendance – under quorum, not a meeting

NCHEMS contracted by CT, previously VT

*(1325 time marker)*

R. Ladd – Cautions against looking at Alaska as comparison – unique cultural situation – we should be careful in looking at this

C. Provencher – There are other states also; delays can be attributed to political willingness

M. Rubinstein – A lot of the issues identified are due to boards not making tough choices

S. Appleby – 2/2 meeting – former chancellors – perspective on where we came from (institutional knowledge) and what they might do today – what have they heard?

Many of the issues we are dealing with are not new

10am time slot – hopefully they will stay for lunch – discussion

*(1333 time marker)*

S. Appleby – Other questions after today's discussion?

C. Provencher – Hopes we leave understanding there is work to be done across both systems to address the issues / limitations discussed today

“Old tape playing”

S. Appleby – Counter – we don't see ads about ease of transfer – agrees that there is good work going on

but it isn't being shared publicly – what is USNH doing to overcome this?

- R. Ladd – SNHU competition; they are taking students
- S. Appleby – Some legislators thought SNHU was public... misinformation
- G. Hansel – Back to the report – moment of enlightenment today  
Expectation that we will come up with heavy top-down  
Need to be mindful of recommendations bottom-up – would surprise stakeholders  
Injecting energy into grass-roots opportunities
- S. Appleby – Statewide joint standing committee – CCSNH / USNH / association membership
- G. Hansel - ... but paying attention to regional areas and coverage for all regions  
Keep the geographic component in mind
- J. Eastman – We don't market, but we have good stories to tell (eg Running Start)  
Guidance counselor support  
30K view for the report
- C. Provencher – Lack of infrastructure, information for families
- R. Ladd – Funding challenges are inhibiting potential growth
- C. Provencher – Mention of future financial sustainability in report
- B. Locke – BAE relationships – CCSNH school-level / USNH faculty-level  
Better facilitation of connections
- J. MacDonald – Important to note the good work being done  
Is there a place (by sector) that industry can be present that doesn't create an obligation of time/effort?  
Data point -what does affordability impact look like if we factor in running start?
- M. Rubinstein – A lot to be done – not a lot of money to utilize  
Effort will fall to systems to figure out how to streamline  
We need to create structures – conduits from education to industry (participation of small business)
- J. Gray – Governance discussion – alignment is part of the work to be done  
Are there any colleges out there really doing it right?  
At some point we need to include as part of discussion
- R. Ladd – Duplication of programs – is program development being done in silos?  
Not closure of programs, but work to be done  
Writing / communication – we have work to do to provide adequate support
- C. Provencher – Trio program is federally funded

R. Lavers – Outreach to economically disadvantaged communities / families  
Better publicity of resources we have

C. Provencher – Administrative cost increases due to additional support services  
Federal mandates also

J. Gray – System time utilized in the classroom? Are the systems close?

C. Provencher – This is contracted amount – but there are different types of faculty

R. Ladd – Is there more academic control at USNH contract level? More flexibility than CCSNH?

M. Rubinstein – CCSNH lack of tenure creates more opportunity for flexibility  
Relationships between faculty, industry – matters  
Student enrollment important to program offerings – can we aggregate demand for online?  
Yes, but more difficult in face-to-face scenarios

*Motion to adjourn / 1404*