

2024 0202 PHE Task Force – Staff Notes

(0903 – Meeting convened)

4 Chancellor presentations – “What would they do?”

Review of minutes for 1/26 – motion to approve by J. Eastwood / second by J. MacDonald – unanimously approved

Next Friday (2/16) – B. Prescott / NCHEMS presentation tentatively scheduled 10am to noon

Virtual – Zoom available

M. Rubinstein is checking to see if the session can be recorded

No Task Force meeting on 2/16, but members can attend – limited to 6

Broader audience at CCSNH – across the system

N. Marks will coordinate with TF members to determine who will be attending

Review of future meeting dates

3/15 meeting may be optional depending on how much progress is made 3/8

Feedback from Governor’s office to be addressed 3/22

Stakeholders largely addressed – still have public comment scheduled 2/23

Public comment – noted on Senate and House calendars, NHED website

NHED will be sending out communications via social media and email

Report outline has begun – structure to be reviewed 2/23 after public comment

Stakeholder information / recommendations will be sent out prior to 2/23

Short-term, long-term goals (noting that long-term goals may require legislation)

Assessing expense savings, potential revenue for some of the recommendations

J. Gray – Financial aspect needs to be a focal point – it is about survival of the systems

N. Toumpas – Plans should be proactive so we don’t have to be reactive in the future

M. Rubinstein – Higher Education press indicates the same issues are being presented with other systems regularly

S. Appleby – Review of additional resource – “Completers by Status by School”

Data reported by school / district – self-reported by schools (guidance counselors) and has been noted to be ‘second worst data we collect’

50% are entering 4-year college

J. Gray – What is success? Is it the 4-year number? Other criteria?

May not be fulfilling the needs of the state

N. Toumpas – This is measuring high school... doesn’t account for adults – those coming back

Career changers, those seeking additional skills – this is only a portion of the picture
Looking at 5 year range – being able to monitor

- C. Provencher – NCHEMS had information regarding age 25-49 population increase
Could be an opportunity for CCSNH – what portion comes from HS v. adult?
Need to understand impact on financial sustainability
- M. Rubinstein – Potential opportunity to connect with NSC data
- N. Toumpas – Executive order notes reg. impact – significant across workforce needs
- S. Appleby – Licensure competencies for school counselors – shifts from HS guidance counselor responsibilities to behavioral health / support have increased
Can we update regs to bring back guidance?
Weave in PD for more guidance support
- J. MacDonald – Regarding guidance counselors – are there capacity issues, potential for more direct communication with families to augment the role?
- C. Thornton – We may want to follow up with NHSCA regarding capacity to see what data is available
NHCUC – would it be helpful for them to weigh in?
Public / private school partnerships?
Federal / State grant program in the past – eliminated?
- G. Hansel – Other states – benchmark for percentage – a target as part of the report?
Also conceptualizing what it would mean – the impact
- J. Gray – Does each program have a path? And how does higher education figure in?
We can't figure out ideal percentage but we can look at the opportunities
- G. Hansel – We have data that could help inform
Workforce and demographic data – important to apply for context

(0956 time marker)

Guest introductions

Susan Huard
Ed MacKay
Todd Leach
Richard Gustafson

Susan Huard – President of MCC for 10 years, then interim chancellor of CCSNH for 2 years
20 years with Connecticut CC system, SUNH for 8-9 years

Best time for this conversation – a different stage now from prior discussion re: consolidation
It is clear that things need to change
Other states – CT issues (no confidence votes), ME and VT challenges

NECHE has been working with this – has an interest, has experience
How can we serve people well, but in a different way? Example – SNHU degree, taught in Spanish
Tragic examples of CC impact in consolidation conversations
NH has the opportunity to preserve the piece that makes the community college system unique
CC only works with the people in a particular region
Example – HVAC and automotive not available online – need facilities, hands-on
Student progress / trajectory is non-linear
Opportunities to come in / out of programs and courses
Transfer works to a degree, but could work better
Workforce needs – also need to think in terms of student opportunity
Making students aware of opportunities in tech / trade that exist
Balancing workforce needs with opportunities for students

(1009 time marker)

Ed MacKay – former USNH chancellor, Higher Education Commission chair, current board chair of Foundation for NH Community Colleges and Davis Educational Foundation

Workforce issue – address in a way that enhances future opportunities
Start with K-12 – support / guidance
Running Start / dual and concurrent at no cost
All CCSNH / USNH – credits from running start should meet graduation requirements
Capacity limited by HS – we need to support HS
Last week stakeholders – breaking down barriers, creating pathways
Academic officers are meeting regularly, but need to include business and industry
Shift of focus to student success – experiential learning
Reducing student cost (example of OER) should be a standing agenda item
Opportunity with adult learners – emphasize “doable” / attainment benefits
Reinforce the value of the distinctiveness of CCSNH and USNH
Individual institutional partnerships with communities
Out-of-state individuals – we rely on them as well – how to recruit / attract
Curriculum / co-curricular activities – forming bonds with communities
Could also create appeal for NH high school graduates to staying in-state
Leadership understanding of campus mission but also collective / system mission
Study committee – metrics – monitor progress – provide updates regularly

(1020 time marker)

Todd Leach – 8 years with USNH (GSC President for 3 years and USNH Chancellor for 5 years)
15 years at Northeastern; currently consulting, teaching at UNH

So much emphasis on demographics – we have known they are coming
Not the biggest factor
Ability to compete, maintain market share
What will it take to be competitive?
President/Chancellor dual role doesn't work – not a national precedent
Example – CPS enrollment down, but \$2M in margins previously – what now?

CCSNH / USNH merge wouldn't work based on GSC
UNH \$14M deficit due in part to governance structure
Ability to have an executive arm – support from board through Chancellor
 Advantages to strength in the Chancellor role – decisions presidents don't want to make
 Mandates from board – more leverage
R1 is different from CC / reg. Faculty have a significant voice
 Presidents speaking to faculty audience (Harvard, MIT, UPenn), not public
The current model is failing – it failed in the 60s
KSC / PSU consolidation? They serve different audiences
 GSC not a priority for UNH in terms of wider operations
Governance structure – Chancellor power was dependent on board chair
 If the chair is willing to leverage Chancellor
ME single accreditation – positive in terms of credit mobility – still has a Chancellor / President
VT has only 1 state college, but still has a Chancellor – another viable model
 University of Vermont is a different model, separate
Our system is small enough – one Chancellor works – reporting to a system head
University wants autonomy, but not best for the system
No savings of money with having UNH President as Chancellor – additional expenses for staff

Institutions don't understand how competitive the market is
 Example – applied Bachelors degree – national initiative (3 yr. – game changer)
 PSU yes / UNH no – someone needs to be keeping an eye, keeping board aware
Rethink the role of Chancellor – empower to work in the role as intended

(1043 time marker)

Richard Gustafson – 50 years of higher education experience in New Hampshire
Former Vice President of Academic Affairs at Keene State College (1973-1987)
President of New Hampshire College/Southern New Hampshire University (1987-2003)
President of Manchester Community College (2005 -2006)
Chancellor of the Community College System of New Hampshire (2007 – 2011)
Executive Director of the New Hampshire Higher Education Commission (2012-2014)
Consultant to higher education institutions and organizations (2014 – present)

Alignment – Geographic distribution we have of IHEs is balanced – CCSNH and USNH
Much discussion previously based on reporting-out of IHEs – this is different
 Governor appointed task force
Task Force is expected to take action – we don't have time

Institutions are different mission-oriented – should be allowed to pursue
NECHE accreditation – common resources – would be interesting to consider co-system
 resources (payroll, other systems) (would create efficiencies)
Legislation takes time – can't delay action
Focus on working on the crucial issues
This has to affect every person on every campus

Academics – 30 pathways – keep moving forward
Faculty should be leaning out programs, course offerings

Gened requirements the same? Encouraging transferability (modality not a concern)

Online education – need to be scaled – everyone is different

CC presents least expensive per-credit cost – opportunity to create larger online presence

Running Start importance – blend with modality to create more opportunities at high school level

3-year bachelor's degree – disruption – NH needs to be on board

Potential market share loss if not

Should be online – concise, focused

Marketing – improve websites to encourage access (example – Rivier is good)

Mobile device access (example – TikTok) – HE needs to be in this environment

First generation – encourage at the high school level

Dual language curriculum (example – Manchester) – what can be done to encourage?

No application fee – promoting access

Affordability – need to position accordingly

TRIO approach at 2-year schools – principles / techniques

Free college scenarios – we are close now with appropriations

Granite Guarantee / Promise

Opportunity to bring in students, support free of cost

Residence halls – use differently – faculty housing? Staff? Recent grads?

If there is capacity, use it

Report should be an action report, with public recognition of efforts / opportunities

(1055 time marker)

Questions / Comments

R. Lavers – accomplishments – what was not implemented? That could have been?

T. Leach – centralized online operations, scalable

GSC could have functioned as the arm

Success outside of governance structure of R1 inst (example – UMass Global / separate from UMass) (or “traditional” college – SNHU)

Missed opportunity – needs to be revisited – “UNH Global”

R. Gustafson – GSC co-locate with CC locations, offer pathways to 4-year – student access

3 year bachelor's degree at GSC – over CC schools

Many creative solutions would not require legislature

CCs are a gem – locations in all major areas

E. MacKay – Governance – back to Todd's remarks – agree

Reduction of state appropriations by 50% - ended financial support (2011-12)
to students to meet all need

- S. Huard – Agree with R. Gustafson – CCs as hubs within communities
 - Unique facilities – should be used
 - Slowness of change – consolidating system functions
 - Faculty input on leadership hiring – concerning
 - Incentives – what can the groups be given to move initiative forward?
 - Need “people” to accomplish goals – but people fear change
 - Need to “hurry up”
 - Regional aspect is important to preserve
 - Colocations – better support to students

- T. Leach – The leaders matter – selection process, important to NH needs

- C. Provencher – 16 individuals on presidential search group, 4 are faculty – hiring is a board decision
Next president will be president, not Chancellor

- J. Eastwood – Online – do we care about the 30% grad rate? What do we want to see?
 - T. Leach- Doesn't have to follow established models
 - Step process is important – legitimate, not predatory

 - E. MacKay – Support structure for students is essential
 - Mentoring – most institutions are not adequately prepared

 - T. Leach – Northeastern – regular outreach to students

 - D. Gustafson – Important to integrate online (not a bolt-on)

- J. Gray – Competencies are important – accessibility to courses needed
Building pathways – needs to be a matrix organization – shared resources
 - E. MacKay – Separate systems, but co-offerings
 - Long-term a better solution for delivery of programs to residents

 - D. Gustafson – Accreditation groups need to be pushed
 - Action first – then seek accreditation input / approval

 - T. Leach – Opportunity through shared accreditation
 - Be mindful that innovators are going to take market share
 - Tools to advance higher education – important to the workforce

- S. Huard – Accountability – closures were precipitated by ‘aha’ moments but tried to solve through bringing in more students
 - Have colleges reflect on what can be changed to create impact
 - Collaborating with leadership

C. Provencher – Institutions with different missions under 1 higher education umbrella and preserving system mission (but using the systems to create savings through resource consolidation)

S. Huard – The issue – there will always be limited resources
Support for systems – expenses – difficult to figure out
in order to balance individual college missions

M. Rubinstein – Accreditation conversations are taking place
One element – not a quick process – 2 to 3 years
Doesn't address the urgency of the situation
We are working on things but not at pace (based on concerns raised by others)

Leveraging affordability – providing RS/DE to create more value – many downstream values

T. Leach – Funding – appropriations create a vulnerability
Costs still need to be carved out – caution
Heavily subsidized

S. Appleby – Maine CC “free”
42% of students are taking advantage, but enrollments are only up 12%
What happens when the funds dry up?
Accreditation and governance have a place in long-term but there are short-term aspects that need to be examined
Missed revenue opportunities, break-even – cost adds up quickly when occupancy is under break-even (cost per student increases)
What would grow enrollments?
CC vast market / USNH 18-19 year olds (narrower target market)

C. Provencher – Is it also about “right-sizing?”

T. Leach – Not about demographic decline – about the competition
Example – potential at KSC of offering grad programs
A different market approach
(Antioch – 1045 graduate students)
Market share, size of addressable market

R. Gustafson – NHC in 1980s – how can it be successful with 1 program?
Looking at variables – scheduling, demographics / audiences, cost to keep 1 program but increase access – impact enrollment

E. MacKay – Looking at all cohorts (populations) to create models that work for all students

G. Hansel – Antioch students are coming from out of state
Specialized degrees, national reputation
Not necessarily competitive to Keene
Needs to be a strategic decision at the system level – grad programs at KSC

S. Appleby – Grad programs – opportunity in creating ongoing pathways
Stackable credential options
3-year bachelors is a looming problem – market share

C. Provencher – PSU has grown enrollments, but feels demographics will be a problem

T. Leach – Demographics are a problem, but not the biggest problem

C. Provencher – Impact of technology / AI to market – additional considerations

J. Gray – Consolidation of system functions (back office) needs to be an agenda item
It is actionable
Meaningful savings – needs to be recognized

R. Lavers - ... but what are the roadblocks?

(1201 break for lunch)

(1238 reconvene)

B. Locke – “Know Your Numbers” at BAE – key performance indicators (KPIs)
Any in higher education that can be examined?

E. MacKay – Dashboards – ensuring public numbers are examined
Enrollment, retention, graduation rate
Lack of progress works against State economy
More KPIs could be identified by the Task Force

R. Gustafson – NECHE has financial sustainability indicators
Institutions must report, are graded on financial health
Persistence rates
Online programs – where are students coming from? Demographic info
Revenue growth / efficiencies – specific things the Task Force can identify that can be
looked at? Assessment / evaluation component?

M. Rubinstein – IPEDS definition first-time / full-time 40% of CCSNH students
Gainful employment – duty to public to disclose – return on investment

J. Eastwood – CCSNH quarterly reports as a short-term goal? As USNH currently does?
Grads in specific programs, to align to data on workforce need
A 10-year plan? Where we think it will be?

J. MacDonald – For business, data would prompt action – example of graduate numbers in particular
programs

R. Gustafson – 1st generation, high school programs – should we get data to look for efficiencies, revenue
growth?
Change is coming too rapidly, a future look is very uncertain

- N. Toumpas – HHS (long-term plan example) plan was aspirational, with the understanding of 2-year periods of funding
 Idea of a longer term plan establishes short-term action
 Also right-sizing that will have impact at a broad level over time
 Planning doesn't have to be 10-year, could be 5
 Long-term plans create markers, potential KPIs
- R. Gustafson – Common system needs could be identified, facilities needs
- E. MacKay – Aspirational goals for 2,3, 5 year marks
- J. Gray – 5 year versus 10 year
 1st year – ongoing
 Next 2 – need to be convinced (legislators)
 Remaining – aspirational – need to be prioritized so legislators understand needs
- B. Locke – 5 year plan at BAE – but steady (government work)
 Skillsets needed in software, cybersecurity, math-heavy majors, engineering
- N. Toumpas – Could business / industry identify specific needs? For growth, to sustain?
- R. Lavers – Has occupational projections – the data is available 2 year, 10 year
 Industrial / occupational – projections
- M. Rubinstein – Students will need the opportunity to pivot, to adapt to opportunities
 Working on the back-office will improve the machinery
 K-12 pipeline – more opportunity to grow it right the first time
- R. Lavers – Curricular relevancy – doing a good job of producing RNs but a tremendous amount of transfer activity
 Maintaining relevancy – what are we doing well, not well?
- R. Gustafson – 4 year relevancy has been going up
 Professional association accreditation – importance of links to industry
 More now than in the past
- E. MacKay – Change focus from faculty curriculum issues to student success issues
 Movement in the right direction
- M. Rubinstein – Concept of 3-year, 90 credit as a linear function – 1 year shorter
 Different from dual enrollment – accelerated standard degree completion (120 credits)
 Use the opportunity of 4th year to intersperse learning in different experiential opportunities
 Shift resources to be supportive to changes
- N. Toumpas – Everything is changing – what does business / industry think HE needs to do?
- S. Appleby – Advisory boards with professional associations / USNH / CCSNH
 Including faculty, CTE centers – regionalized subgroups

G. Hansel – Strengths of the regions is now we could operationalize
Regional councils could advocate to state reps for resources

R. Lavers – The data is available regionally, but how well the data is used could be significantly improved
Need structured ways of presenting data for those who need it

(1318 time marker)

M. Rubinstein – Co-locations with DES, DHHS – agencies co-located should also be part of discussion

N. Toumpas – Regional need – what about business making facilities, equipment available to build
capacity? A pilot in health care, for example?

B. Locke – Power if many could be at the table

J. MacDonald – Industry owns part of the power to impact outcomes in higher education
Responsibility to be true / sustained partners to help solve the problem

S. Appleby – Visual representations of job information (demand, shortages, vacancies, etc.) helpful?

R. Lavers – Yes; has a variety of formats, to be sliced in different ways
Will send along to be posted to resource page

(1326 time marker)

S. Appleby – 2/16 logistics will be circulated
Resources posted
2/23 public comment – do we need to also hear from industry?

C. Provencher – Just because the jobs are needed doesn't mean the 18 year olds want the jobs
We need to be mindful about what people want to do
Another long-term – is there something with innovation we haven't thought about?
Competitive advantage – something to market?

R. Lavers – Long-term care – substantial wages due to CARES act – created a positive employment impact
Needs in the workforce

M. Rubinstein – Organizing opportunities for out-of-state students

B. Lavers – Tuition discount – 30% for BAE employees and families at Rivier
Others offer stipends – private colleges – competition

S. Appleby – NHTI as a training support for state – ended
Another opportunity for workforce development when agencies are currently spending to send
employees to private institutions

J. Gray – List of things we can't combine – brief info on why?

Co-location of offices – looking at availability
USNH board – CPS after-action report

(1400 meeting adjourned)