



Board of Trustees Student Success Committee

Thursday, March 16, 2023, 10:00am - 11:30am
NHTI - Concord's Community College, Grappone Hall 301

Attendees: Trustee John C. Calhoun (Chair), Trustee Sharon D. Harris (Vice Chair), Chancellor Mark Rubinstein (Staff Lead), Trustee Richard Ackerman, Trustee Will Cunningham, Trustee Christopher Dodge, Trustee Heather Burwell, Trustee Kimberly Eckenrode, Trustee Tricia H. Lucas, Trustee Joseph Doiron, RVCC President Alfred Williams IV, and NCC President Lucille Jordan

Regrets:

Guests: Trustee Alison Stebbins, MCC President Brian Bicknell, WMCC President Charles Lloyd, GBCC President Cheryl Lesser, Trustee Deanna Jurius (Dee), Trustee Donnalee M. Lozeau, Trustee Edwin O. Smith, Trustee Gregory C. Eastman, Trustee John T. Stevens, Trustee Katharine Bogle Shields, Trustee Nick Toumpas, LRCC Interim President Patrick Cate, NHTI President Patrick Tompkins, Trustee Stephen Appleby, Trustee Stephen J. Ellis, Chief Information Officer Barbara Spada, Director Beth Doiron, Director Jason Bishop, WMCC Vice President of Academic Affairs Kristen Miller, Director Sara Sawyer, Chief Operating Officer Scott Fields, Executive Director Shannon Reid, Executive Director Tim Allison

Meeting Minutes:

Trustee Calhoun started the meeting by welcoming everyone. Chancellor Rubinstein introduced White Mountains Community College Vice President of Academic Affairs Kristen Miller.

Approval Items:

1. December 15, 2022, Minutes
 - a. President Williams motioned to approve the minutes as presented, Trustee Ackerman seconded the motion. Motion passed unanimously.

Discussion Items:

1. Course Access Project ("shared course" component of the Lakes Region Community College/White Mountains Community College recommendations that has been identified as an opportunity for systemwide effort)
 - a. Vice President Miller presented on the progress made by the system Vice Presidents of Academic Affairs on this project. She described the course equivalency work that has been done to date and the timeline they have set for having 30 equivalent general education courses available for academic year 2024 - 2025.

The Trustees had a lot of positive feedback following Vice President Miller's presentation. The importance of faculty engagement was stressed at several points during this conversation, and President Bicknell noted that faculty need to continue to be assured that academic integrity is in the forefront of the process.

While discussing the timeline and logistics of the project President Jordan mentioned the need for faculty to bring these courses through their respective Curriculum Committees at each campus before they could move forward. The creation of a system wide Curriculum Committee was suggested by Trustee Lozeau.

Trustee Eckenrode brought up that this initiative, once realized, can also improve retention. Currently if a student takes a semester off because a class isn't available to them, they don't always return to complete their program. Course sharing can help to ensure the course will be available and in turn keep students on track towards completion.

2. HB2/HB420-Dual and Concurrent Enrollment: What are we trying to accomplish for student access and affordability?
 - a. Chancellor Rubinstein gave an update on our request for increased support to help build dual and concurrent enrollment programs. These funds would be used to expand access to underserved students. Beyond increased scholarship support that could be used for courses beyond STEM and CTE, the language and funding in this portion of HB2/HB420 could allow CCSNH to provide access in some schools that don't have teachers who are able to teach certain Running Start courses.

Currently, most of the Running Start students do not end up enrolling within the Community College System of New Hampshire. If we can build the capacity for the students who are more likely to go to Community College, we can keep more students in New Hampshire and subsequently increase the likelihood that they will remain in the New Hampshire workforce.

Director Doiron presented to the board about our early college programs. There are currently three versions of what CCSNH would like to brand as Early College: Running Start, taught in the High School by a High School teacher (teacher must meet certain qualifications); E-Start, online taught by our faculty; Early College, taught on our campuses by our faculty for 50% of the tuition. Because there aren't consistent policies throughout the system for what is currently called Early College there has been confusion for students and parents. Director Doiron would like to re-brand all three programs to be under the umbrella of Early College and differentiate the programs by location/modality, i.e., Early College at the High School, Early College Online, and Early College on Campus. Rebranding the program will help to make the programs more visible and accessible to students who are more likely to



matriculate into CCSNH after completing high school. President Jordan requested that the focus on 'High School' be broadened to include after-school programs and other locations where they can reach the more underserved populations of students.

Many of the trustees were interested in getting to students earlier. Interim President Cate mentioned that in the Lakes Region, the middle school requires all students to have at least one visit to the college campus before they can move onto the high school. Trustee Dodge talked about a course information night for rising 8th graders and 9th graders where they invite their Running Start representative from the college to speak with students and parents.

3. HB1530: Ongoing work between CCSNH and USNH that is complementary to HB2/HB420.
 - a. Chancellor Rubinstein discussed the ongoing work between the Community College System and the University System that complements what the Community College System of New Hampshire is hoping to do with HB2 and HB420. The Governor's effort to improve the allocation of adequacy funding is focusing resources on school districts with underserved populations and those tend to be areas where we have campuses where they can continue their education. CCSNH can align its efforts emanating from HB2/HB420 and those arising from HB1530 to magnify this impact for the state.
4. How these align with the strategic plan pillars:
 - a. There was a brief discussion about how these efforts to expand access, to remove barriers, and to achieve better coordination as a system tie neatly into the pillars. It became more apparent throughout the discussion that the pillars are integral to each other.

Respectfully submitted,

Cassandra Hoefs
Executive Assistant to the Chancellor and the Board of Trustees