

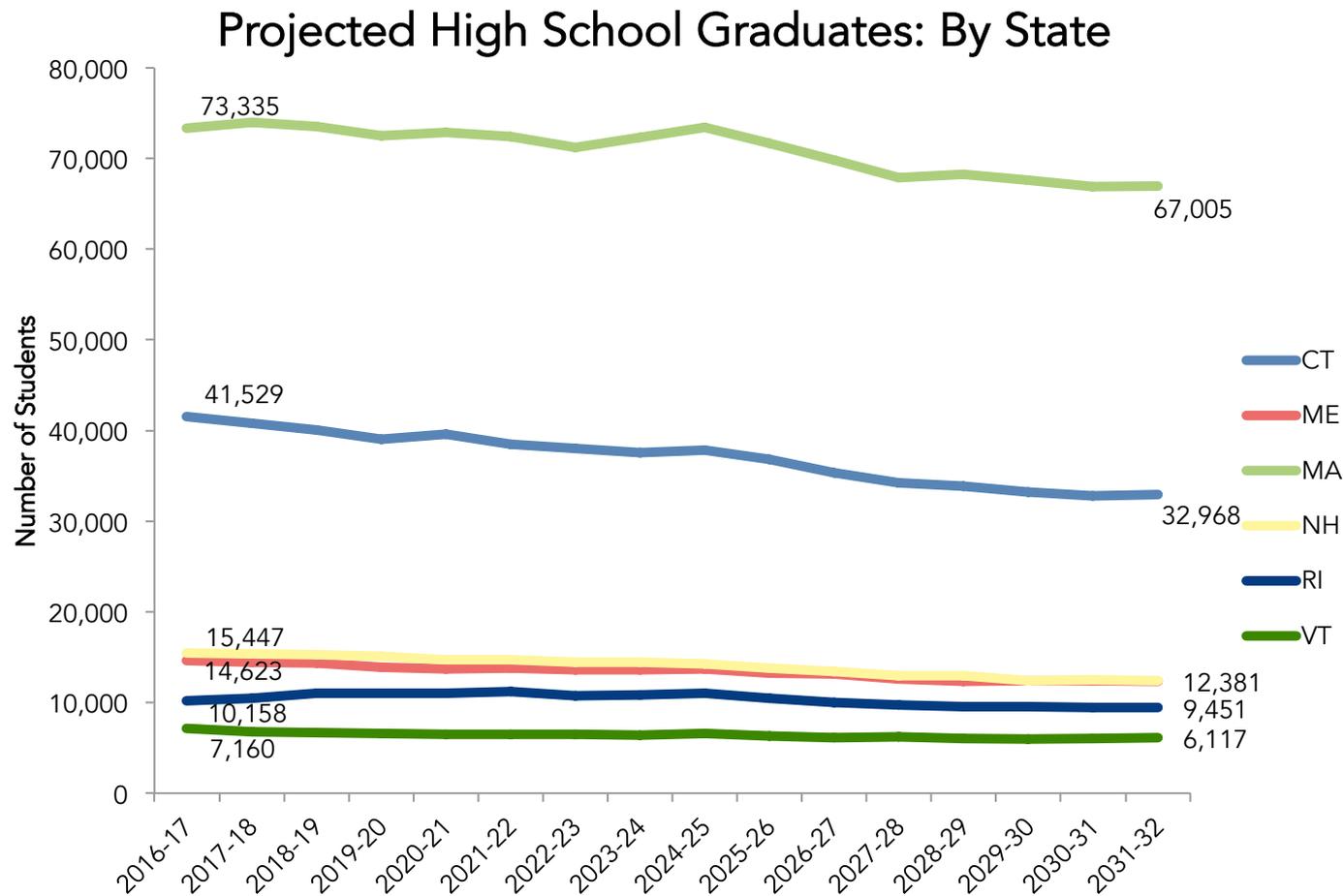


COMMISSION ON HIGHER EDUCATION & EMPLOYABILITY

NEW ENGLAND BOARD
of HIGHER EDUCATION 

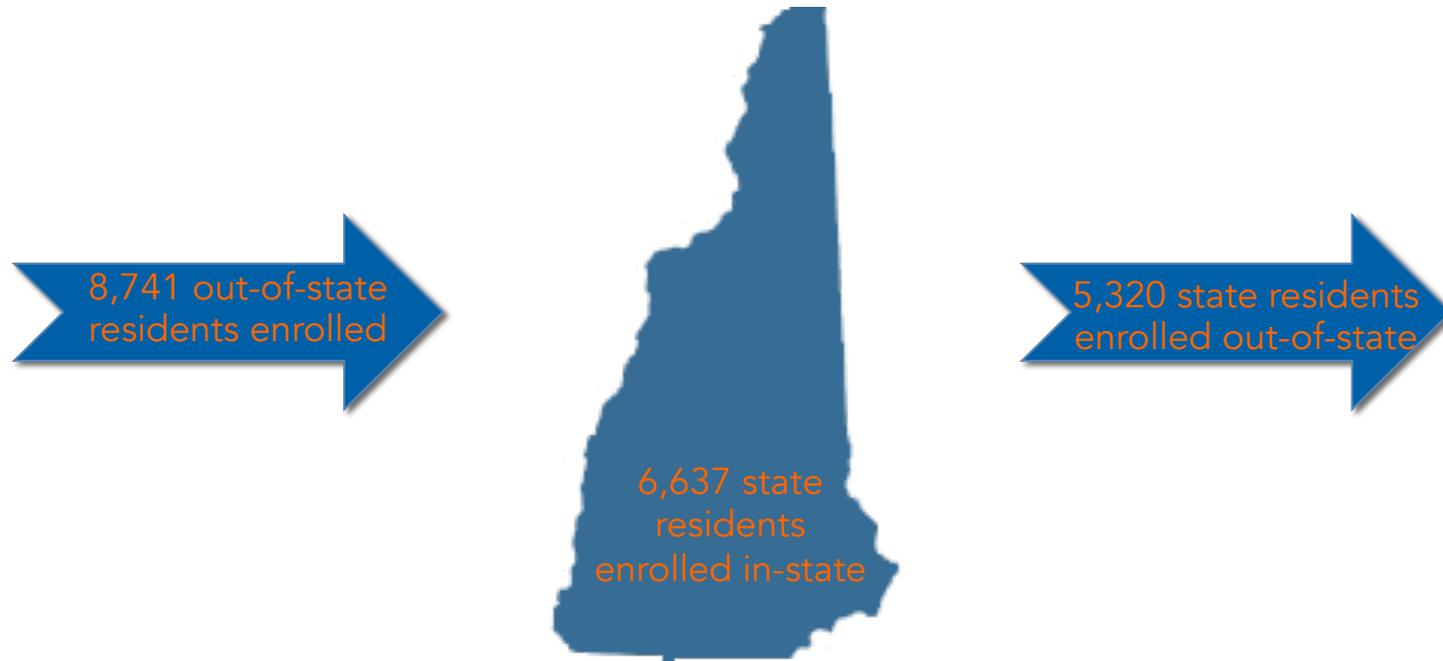


New Hampshire's Higher Education Landscape



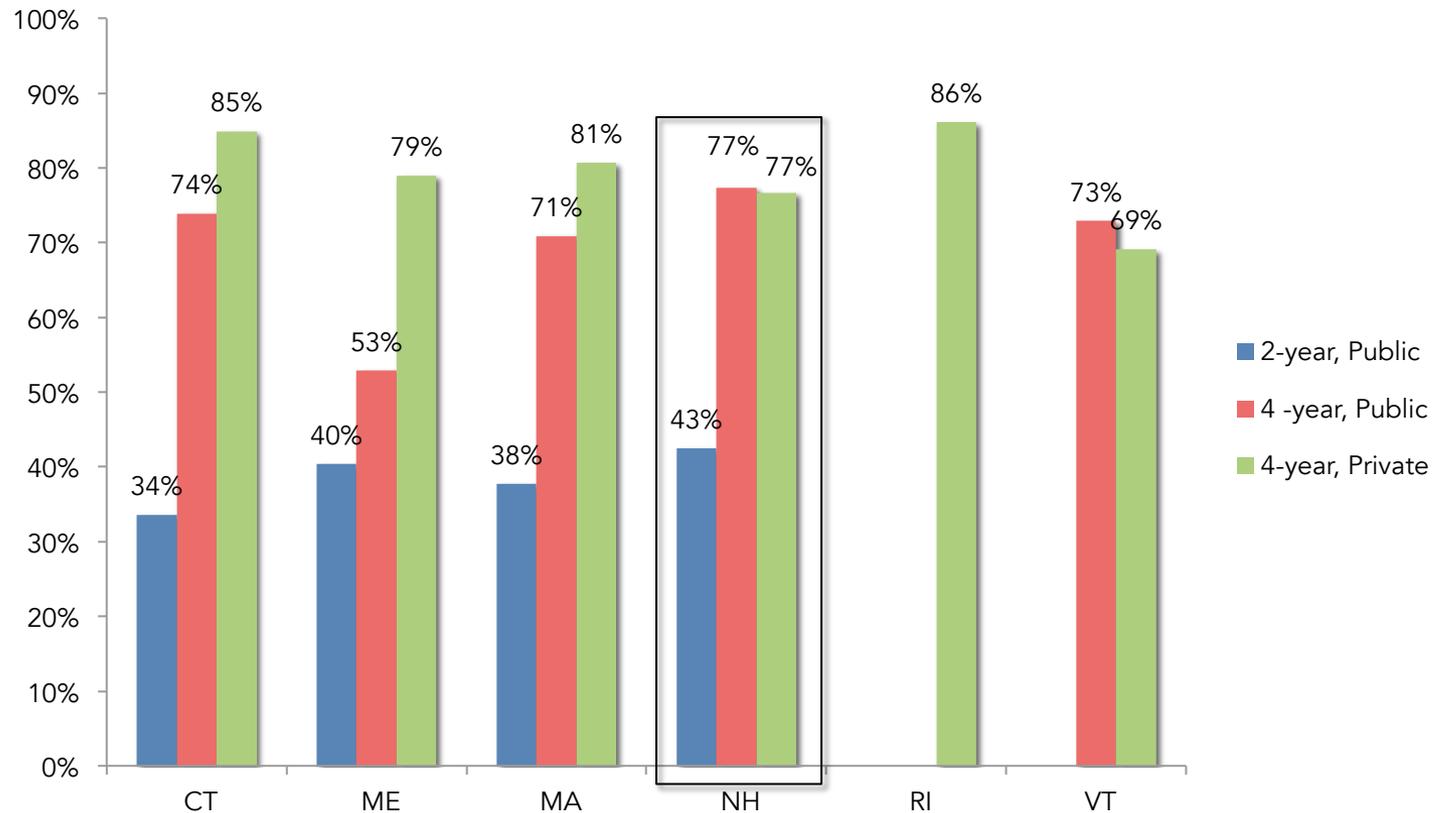
New Hampshire's Higher Education Landscape

Flow of First-Time Enrollments, Fall 2014



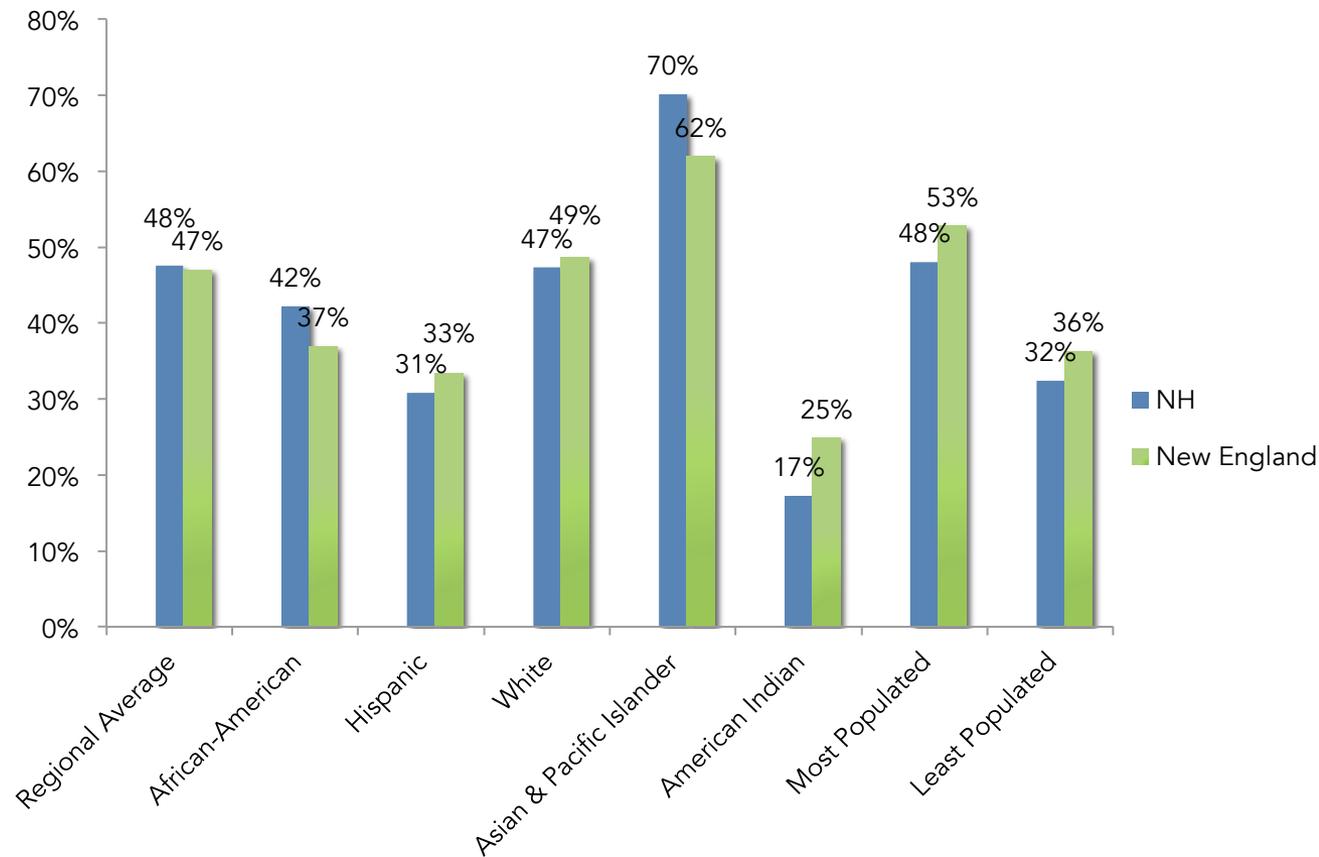
New Hampshire's Higher Education Landscape

Completion Rates of 2010 Cohort (150% time)



New Hampshire's Higher Education Landscape

Attainment Rates by Demographic Groups, 2017



Survey Findings

- While 96% of chief academic officers at higher education institutions say their institution is very or somewhat effective at preparing students for the world of work, only 11% of business leaders strongly agree that today's college graduates have the skills and competencies that their business needs.
- While 64% of students think college graduates are highly prepared to work well in teams, only 37% of employers agree; similarly, while 62% of students think that graduates have adequate oral communications skills, only 28% of employers concur.
- While 53% of students say they believe their major will lead to a good job, 47% of graduates younger than 24 years old say that if they had to do it all over again, they would change their major. Of graduates aged 24 or over, 40% would select a different major.

Commission Charge

- Identify, review and recommend high-impact policies and practices related to:
 - Clarifying what employability means for New England
 - Promoting the readiness and employability of postsecondary graduates
 - Supporting timely and effective transitions to the workforce
- Represent the needs of key stakeholder groups and work to develop a consensus on potential next steps
- Take a prescriptive leadership and advocacy role by charting an action agenda for participating states and their postsecondary institutions
- Recognize success and excellence, as well as inform and accelerate policy change, adoption of best practices and innovation



New Hampshire Commission Members

Heather Bollinger • Alumna • Great Bay Community College

Sara Colson • Director, Workforce Accelerator 2025 • Business & Industry Association of New Hampshire

Frank Edelblut • Commissioner of Elementary and Secondary Education New Hampshire Department of Education

Ross Gittell • Chancellor • Community College System of New Hampshire

Rick Ladd • Representative [Chair, House Education Committee] • New Hampshire General Court

Todd Leach • Chancellor • University System of New Hampshire

Paul LeBlanc • President • Southern New Hampshire University



Working Groups

- Effective Use of Labor Market Data & Intelligence and Planning, Advising & Career Services
- Targeted Higher Education-Industry Partnerships and Work-integrated, Cooperative and Internship-based Learning
- Digital Competencies and Emerging Credentials & Credentialing Systems

The Commission's Work

11 months

5 meetings

Testimony from 13
experts



1 Summit,
attended by 450 people

66-page report

18 action-oriented
recommendations



Critical Employability Experiences

All postsecondary students should have access to and complete critical employability experiences during their postsecondary educations.

- Foundational skills in literacy, numeracy and communication, including the ability to work in teams, communicate clearly verbally and in writing, and solve problems
- An individual career plan prepared early in their postsecondary experience
- At least one paid and/or credit-bearing work-integrated learning experiences
- Achievement of digital competencies related to their course of study, career goals and the fast changing economy
- Attainment of an affordable credential that is employer-informed and aligned to career pathways



New Hampshire's Employability Exemplar

New Hampshire Sector Partnership Initiative (Community College System of New Hampshire)

Funded through a U.S. Department of Labor Sector, the New Hampshire Sector Partnership Initiative contracted with Jobs for the Future (JFF) to create asset maps in manufacturing, hospitality, healthcare and technology. Asset maps build on labor market information to connect various existing initiatives and build seamless education, career readiness and training pathways that result in sector strategies.

The asset map surveys the state of the technology sector in New Hampshire and provides labor market analyses of occupational clusters with the number of jobs posted in 2015 (using real-time data), projected growth by 2020, and median hourly earnings for each job. Then trends are pulled out and mapped to New Hampshire's talent pipeline, all partners are identified and strategies are forged to develop the target technology workforce.

RECOMMENDATIONS

Equity and the Employability Gap

The Commission recommends that NEBHE:

- Conduct a regular benchmarking of regional equity indicators in order to inform states and, where needed, to provide tools and resources that can help states in closing the employability gap
- Develop an employability audit that campuses and systems may use as a tool to measure their progress as they seek to embed an employability focus into the strategic operations and functions



Effective Use of Labor Market Data & Intelligence

- Higher education institutions, in partnership with key stakeholders, should develop detailed strategies and action plans for accessing and incorporating actionable labor market data and intelligence into key areas, including: institutional strategy; program offerings, planning, advising and career services; and internship and work-integrated learning (WIL) opportunities.
- Higher education institutions should launch a regional collaborative to increase institutional capacity, resources and networks to effectively implement insights into action plans and into the region's economic development efforts.
- *New England higher education institutions should develop a regional partnership for the shared purchasing and contracting of labor market data, information and intelligence services.*



Targeted Higher Education-Industry Partnerships

- *Collaborate to launch multistate, industry-specific talent pipeline partnerships focused on top growth-oriented sectors in the state and region and driven by key stakeholders from higher education, industry and government.*
- Create sustained structures to better inform key aspects of institutions' work including: academic program design; course content; WIL opportunities; planning, advising and career services; and creating better and more frequent interfaces between the institutions and the changing world of work.
- Work closely with employers and industry partners (including key human resources staff) to better equip students with the ability to understand and articulate the knowledge, skills and competencies.



Planning, Advising and Career Services

- Invest in and elevate planning, advising and career services as key priorities that improve not only graduate employability but also enrollment, retention and completion.
- Better engage each student in clearer goal-setting processes, career-planning engagements and career-related assessments. Expand students' access to: job search and job-getting skills; career management skills; readiness for lifelong learning; and a knowledge of the future of work and skills-preparing them to navigate the changing world of work.
- *Launch a New England Planning, Advising and Career Services Network— a collaborative community of practice to drive innovation, provide shared services and increase the availability of cutting-edge and best-in-class resources across all types of higher education institutions.*



Work-integrated, Cooperative and Internship-based Learning

- *New England states and higher education institutions should work to ensure that all students who enroll in a postsecondary credential program complete at least one high-quality, work-integrated learning experience-including WIL opportunities in key industries important to New England's local and regional economies.*
- In New England, higher education institutions, employers, policymakers and students should collaborate in exploring, developing and implementing policies (public and institutional) that incentivize businesses (through additive investments such as tax credits or other means) to expand paid internships. These policies should also work to retain students and graduates in our states and region.
- The New England states and higher education institutions should advocate for changes to federal student aid policies to increase funding for work-study and expand opportunities to use these funds for paid internships with qualified employers.



Digital Competencies

- *New England higher education institutions should participate in a strategic Digital Competencies Initiative to expand their capacity for innovative delivery of the digital knowledge, skills and competencies required for graduates' employability in a fast-changing, technology-driven, global economy.*
- New England higher education institutions should collaborate with employer partners to implement digital competency frameworks—supported by technology-enabled curriculum, assessments and other learning tools to aid students in digital skill acquisition across the whole of their postsecondary experience.
- New England higher education institutions should lead in incorporating digital competencies as “essential learning outcomes” that are achieved through high quality postsecondary learning opportunities.



Emerging Credentials

- *The New England states should collaborate to support the build-out of Credential Engine's Credential Registry. A regional and collaborative approach to this should address high-value credentials that are important to our shared economy and economic needs.*
- The New England states should identify in-demand, high-quality, growth-oriented credentials in sectors that are critical to the innovation, competitiveness and growth prospects for high-wage jobs in multiple New England states. This should include developing pathways linking such credentials to further postsecondary study options and employment opportunities – demonstrating opportunities for mobility between jobs, industries and complementary credentials.
- Institutions should continue to innovate in developing “out of the box” credentials that respond to the dynamic changing needs of individuals and employers. Further, policymakers and accreditors should support structures, policies and processes that are responsible, innovative and enable the development of workplace-relevant credentials and certifications, providing incentives, regulatory flexibility and updated higher education policies informed by employer involvement.



Next Steps

Emerging Initiatives:

- Multistate Longitudinal Data Exchange
- New England Career Services Network
- Digital Competencies Initiative
- New England Credential Registry Initiative

Key tools for states and institutions:

- Employability Audits
- Benchmarking Equity in New England's Higher Education Ecosystem





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www.nebhe.org/commission

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