

New England Transfer Guarantee Fall 2022 Enrollment Report
Evaluating Initial Data
November 2022

by Sarah Kuczynski, PhD
with Emily Decatur



The New England Transfer Guarantee is a groundbreaking initiative, fully operationalized in the southern New England states of Connecticut, Massachusetts and Rhode Island as of 2021. The program enables eligible community college graduates to transfer into participating four-year institutions - admission guaranteed. In July of 2022, NEBHE was awarded a three-year implementation grant to begin expanding the program to the northern New England States of Maine, New Hampshire, and Vermont.



NEBHE promotes greater education opportunities and services for the residents of New England and its more than 270 colleges and universities. It works across the six New England states to help leaders assess, develop and implement sound education practices and policies of regional significance; to promote regional cooperation and programs that encourage the efficient use and sharing of educational resources; and to strengthen the relationship between higher education and the economic well-being and quality of life in New England.



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EXECUTIVE SUMMARY

It is with immense excitement that I find myself introducing the inaugural New England Transfer Guarantee enrollment report. Way back in the summer of 2019, when the Guarantee was just a germ of an idea, the team working to develop this innovative initiative knew that data collection would be key. Indeed, even at that early stage of the project, we knew it was important to get not just the kind of aggregate takeaways typical for program evaluation but rather the deidentified student-level data that would help us to see with significant specificity how this program was doing when it came to achieving its aims of expanding transfer options for community college graduates to increase affordable paths to the baccalaureate credentials that remain, as my former colleague Stafford Peat would say, the coin of the realm in the American economy.

Of course, additional years of data will be necessary to responsibly remark on associations between various data elements—to see, for instance, if students who enroll full time appear to also be more likely to graduate within a certain period of time. And yet, there is much to be gleaned from this initial report, when it comes to understanding who is transferring through the Guarantee as well as how our participating institutions are supporting them. I've compiled a list of my top takeaways below:

KEY FINDINGS

- **Guarantee students have an impressive track record of academic achievement.** The average cumulative community college GPA for Guarantee students between Spring 2021 and Spring 2022 was a 3.33, which is well above the highest GPA threshold that participating institutions can select as Guarantee admissions criteria.
- **Guarantee students tend to enroll full-time upon transfer to participating institutions.** Because of the [strong association](#) between full-time enrollment and desirable vertical transfer outcomes, it was reassuring to see that over three-fourths (77%) of Guarantee students in this inaugural reporting period are enrolling full-time.
- **Guarantee students are consistently being awarded significant institutional scholarships.** One of the major innovations of this initiative is the way it opens up consideration for substantial institutional scholarships to include community college transfer students. As has been previously reported, Guarantee students who enrolled between Spring 2021 and Spring 2022 were awarded, in sum, well over \$4.5 million dollars in institutional scholarships and grants (\$4,566,131, to be precise). With maximum awards in Connecticut, Massachusetts and Rhode Island coming in at approximately \$34,000, \$57,000, and \$20,000, respectively, it seems clear to us that institutions are taking the Guarantee's emphasis on affordability very seriously.
- **Guarantee students are, in various ways, diverse.** Community college students trend on the older side, and the Guarantee students analyzed in this inaugural enrollment report trend similarly—with a median age of 26 (with some notable variation based on full-time versus part-time enrollment status). Perhaps more interesting given the image of especially independent institutions of New England as very white, 44% of this group of Guarantee students were identified as BIPOC in the data participating institutions submitted to NEBHE for the Spring 2021 to Spring 2022 terms.

ACKNOWLEDGEMENTS

As is often the case with initiatives as ambitious as the Guarantee—not to mention data challenges as complex as vertical transfer—there are many to whom thanks is due: We are grateful for NEBHE's continued commitment to community college transfer, from

CEO/President Michael Thomas to the board and Legislative Advisory Committee to our now retired colleague Stafford Peat; our funders—The Teagle Foundation and the Davis Educational Foundation—who make this work not only possible but better thanks to the sharp thinking and equity-minded approach of our grant managers, Loni Bordoloi Pazich and Leanne Greeley Bond; our independent association partners Connecticut Conference of Independent Colleges (CCIC), the Association of Independent Colleges and Universities in Massachusetts (AICU-Mass), the Association of Independent Colleges and Universities of Rhode Island (AICU-RI) as well as our community college and public higher education office partners who have helped us to continue to elevate transfer for bachelors-granting institutions; all participating institutions and Guarantee Coordinators; and finally all of our fellow transfer colleagues for their support and willingness to share advice.

As NEBHE embarks on the expansion of the Guarantee to the northern New England states of Maine, New Hampshire and Vermont, we are grateful for the support of our additional funders—the Arthur Vining Davis Foundations and the Balfour Foundation.



Emily Decatur

Senior Program Manager, Transfer Initiatives
The New England Board of Higher Education

INITIATIVE DESCRIPTION

In November 2019, The New England Board of Higher Education (NEBHE) received implementation funding from the Teagle Foundation and Davis Educational Foundation for a groundbreaking transfer initiative, the [New England Transfer Guarantee](#) (the Guarantee, for short). NEBHE – in partnership with independent college associations and public higher education systems – has since implemented systematic guaranteed admission pathways between community colleges and four-year independent colleges and universities in Connecticut, Massachusetts and Rhode Island. For a list of participating institutions in these three states, please refer to Appendix A. To be eligible for vertical transfer via the Guarantee, a student needs just two things: an associate degree from a community college in the same state as the institution to which they intend to transfer and a GPA that meets the minimum GPA requirement set by that receiving school.

The Guarantee is modeled on existing state-specific transfer policies, thereby unifying public and independent transfer in these three states and increasing access and opportunity for the students there. The structure of the Guarantee also addresses fundamental barriers to transfer success. Participating receiving institutions agree to waive their application fee and guarantee the meaningful transfer of associate-earned credits to mitigate credit loss that typically plagues transfer to independents. These institutions also commit to making community college transfer students eligible for generous institutional merit aid in the form of grants and scholarships. In Connecticut and Massachusetts, the Guarantee was operationalized in Spring 2021. Rhode Island accepted its first Guarantee enrollments in the Fall 2021.

At present, NEBHE has received additional grant funding to scale the Guarantee to the northern New England states of Maine, New Hampshire, and Vermont where public as well as independent institutions will be involved (due to the absence of extant public-to-public vertical transfer policy in the three states).

DATA COLLECTION PROCESS

The Memorandum of Agreement (MOA) that receiving institutions sign to participate in the Guarantee requires them to collect and submit student-level data to NEBHE on an annual basis. Each institution employs consistent unique student identification numbers to enable longitudinal tracking of Guarantee students.

Data collection takes place annually in mid-April, a deadline developed with Institutional Research (IR) feedback. Institutions submit data for the fall and spring semesters only; summer and any other term designations are not included. Institutions use a state-specific spreadsheet, which they download, complete and submit to NEBHE via a secure platform. In Spring 2022, the Transfer Initiatives team held a series of webinars on the data collection process for Guarantee Coordinators and their Institutional Research colleagues in Massachusetts and Rhode Island. In Connecticut, a staff member at the Connecticut Council of Independent Colleges (CCIC) culls the data for NEBHE and then shares the combined data via a secure spreadsheet. For discussion of the steps involved in data cleaning, please see Appendix B.

At present, the data collection process is still being refined to best balance institutional reporting capacity with NEBHE's need to collect on data elements that are essential for better understanding who the Guarantee is serving and what the initiative needs in order to have its intended impact on the transfer process across New England. Not all participating institutions were able to report on every data element for every student they enrolled in the semesters covered in this report (Spring 2021 through Spring 2022). For details regarding the number of students for which institutions were able to report on each of the data elements on which

student-level information was sought, please refer to the table in Appendix C. In particular, credit applicability data and how best to capture that will be an ongoing discussion between the Transfer Initiatives team and their contacts in IR at participating institutions. While less complicated than capturing credit applicability, it is also a priority to revamp the fields institutions use to submit data on semester-to-semester persistence status as well as term GPA.

METHODS

Due to the small sample size and the limited duration of the Guarantee's existence as an operationalized enrollment route at participating institutions, this report focuses on descriptive statistics that help to illuminate the following about this initial group of Guarantee students:

- Enrollment Patterns
- Demographic Composition
- Academic Characteristics
- Financial Support

Because, as was discussed in the previous section, institutions did not uniformly report on all the requested data elements, an N, or number of observations, is provided for all reported averages and medians to indicate that "Null" responses have been omitted. In graphic displays of proportions, however, "Null" responses appear as a category of their own for maximum accuracy.

Throughout the visualizations and text that comprise this report, numbers, including percentages, are rounded to the nearest whole number at the final stage of calculations.

ENROLLMENT PATTERNS

Enrollment data captures student enrollment in four-year receiving institutions over the course of the three semesters for which data is available (two semesters in the case of Rhode Island, where the initiative went live a semester later than it did in Massachusetts and Connecticut).

For a number of reasons, this initial Guarantee enrollment report favors state-level snapshots over institutional-level comparisons. Because participating institutions are smaller independent institutions with a fair amount of spread where overall undergraduate enrollment is concerned, it would be imprecise to try to compare the size of Guarantee enrollment across institutions in an effort to gauge the relative success of program uptake.

Moreover, participating institutions signed MOAs to formalize their participation in the Guarantee at various times during the implementation process; indeed, there are institutions in the southern New England states that have signed MOAs only recently—just months prior to the publication of this inaugural enrollment report. Of course, then, Guarantee enrollments at these new additions to the program will not be captured in this report because these institutions have not gone through their first round of data submission to NEBHE.

Overall, 22 of our 35 participating institutions have enrolled students through the Guarantee at the time of publication for this report (63%). In Connecticut and Rhode Island, 67% of participating institutions have enrolled students (6 of 9 and 2 of 3, respectively). In Massachusetts, that proportion is 14 out of 23 (or 61%). For details regarding which participating institutions enrolled students between Spring 2021 and Spring 2022, please see the table in Appendix D.

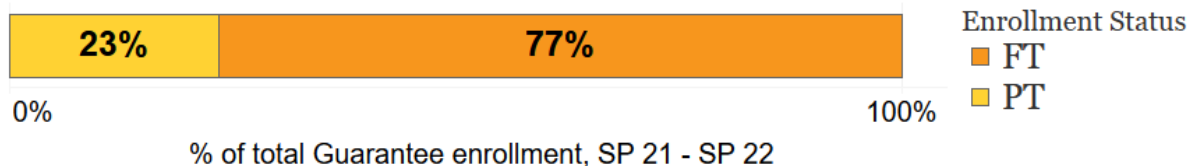
In the initial group of 470 Guarantee students, Connecticut enrolled 128 unique students between Spring 2021 and Spring 2022 while Massachusetts enrolled 325 unique students over the same time period. Rhode Island enrolled 17 students between Fall 2021 and Spring 2022. In terms of share of total Guarantee enrollment for the southern New England states, then,

Connecticut comprised 27% of total Guarantee enrollment between Spring 2021 and Spring 2022, while Massachusetts comprised 69% and Rhode Island comprised a little under 4%.

ENROLLMENT STATUS

During the Spring 2021 – Spring 2022 Guarantee reporting period, over three-fourths of Guarantee students (77%) were enrolled full-time in their bachelor's degree program (n = 470).

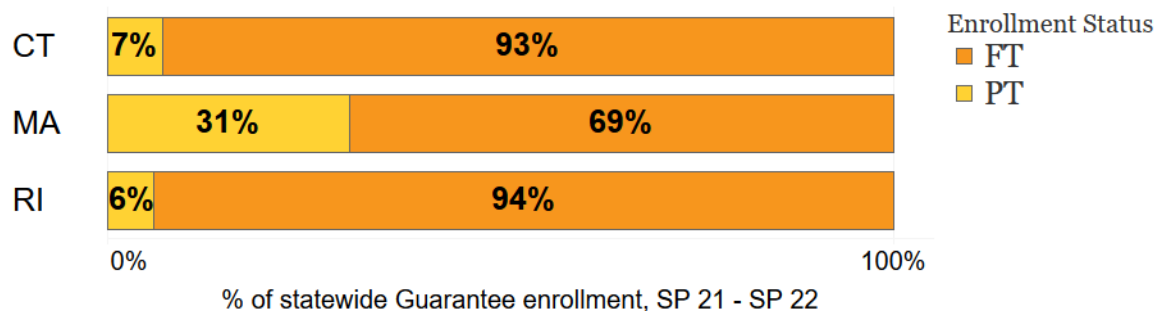
Over 3/4 of SP 21 - SP 22 Guarantee students were enrolled full-time



Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021-Spring 2022

The three-state, full-time enrollment rate was significantly affected by data from Massachusetts, where part-time enrollment was comparatively high—comprising 31% of all Guarantee enrollment during the period. In both Connecticut and Rhode Island, the full-time enrollment rate topped 90% of total enrollment.

MA reported a significantly higher % of part-time Guarantee students



Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021-Spring 2022

DEMOGRAPHIC COMPOSITION

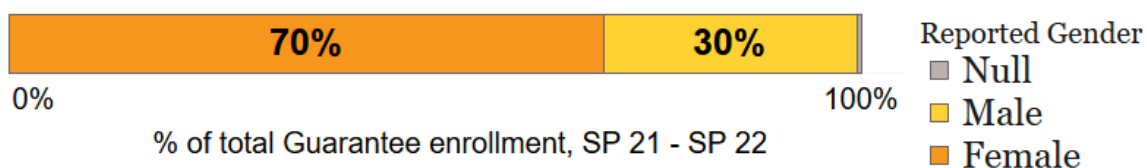
State and program-wide demographic data helps NEBHE program managers better understand who the Guarantee is and is not serving at present.

GENDER

For gender/sex, as for many other data elements, participating institutions submitted to NEBHE data that originated in the context of their Integrated Postsecondary Education Data System (IPEDS) collection. In this particular case, the gender data that was submitted to NEBHE was limited to the binary, sex-based reporting that IPEDS collects. As such, the current enrollment report is limited to reporting on gender using the categories of female versus male.

Female students make up nearly 70% of the Guarantee students who enrolled between Spring 2021 and Spring 2022.

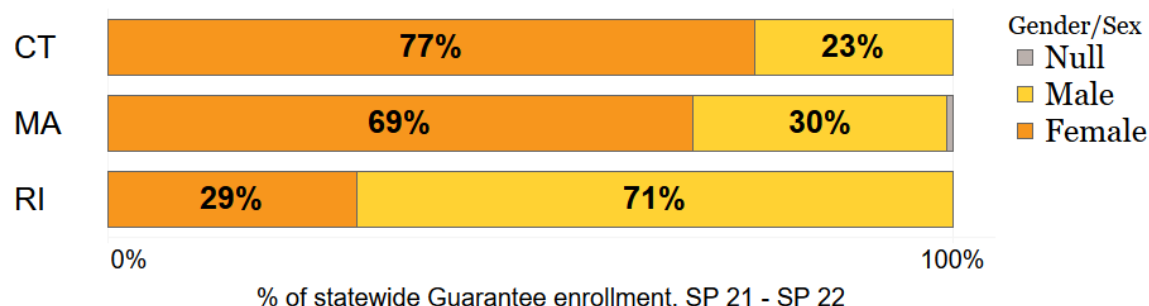
Over 2/3 of SP 21 - SP 22 Guarantee students were female



Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021-Spring 2022

There is, however, noteworthy variation in gender composition by state with male Guarantee students making up over 70% of enrollment in the Rhode Island Guarantee compared to just 23% and 30% of program enrollment in Connecticut and Massachusetts, respectively (n = 468).

Female students made up over 1/2 of SP 21 - SP 22 Guarantee students in CT and MA



Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021-Spring 2022

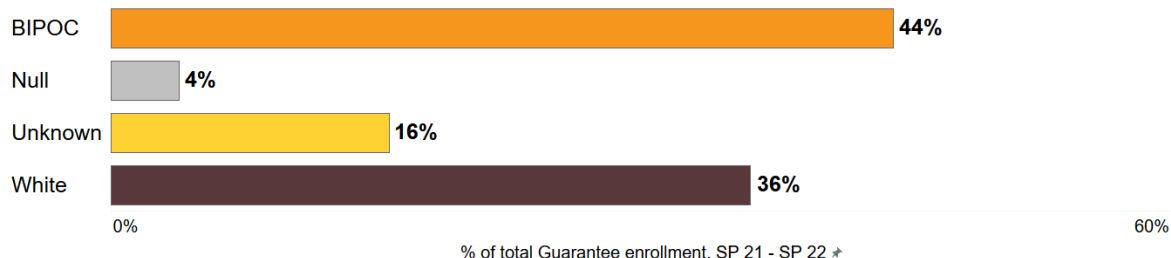
RACE/ETHNICITY

The racial/ethnic diversity of Guarantee students is a logical point of interest for participating institutions. In recent years, community college transfer has been touted, among other things, as a way to increase student diversity at bachelor's-degree-granting institutions. Participating institutions reported on the race/ethnicity of Guarantee students using IPEDS-collected data.

To gauge student diversity among this initial group of Guarantee students, this report uses the percentage of Guarantee students who identify themselves as Black Indigenous People of Color (BIPOC). To maintain internal consistency across NEBHE, this report uses the definition of BIPOC that is used by NEBHE's North Star Collective Faculty Fellowship program. In this context, BIPOC encompasses individuals who identify as Black/African/African American, Latinx/Hispanic, Native/Indigenous, Arab/Middle Eastern, Asian/Asian American/Pacific Islander, and Multiracial.

Over 44% of Guarantee students who enrolled in the three southern New England states between Spring 2021 and Spring 2022 identified as BIPOC.

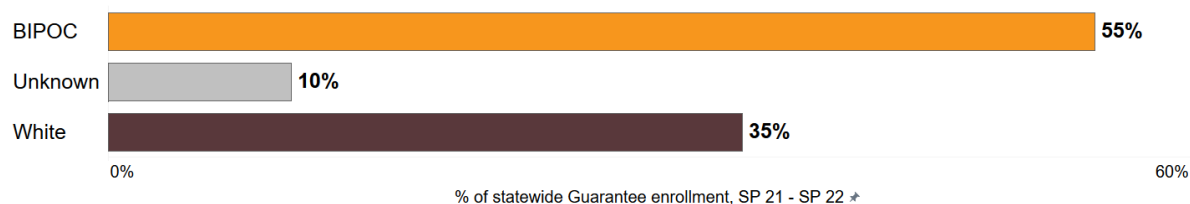
BIPOC students made up 44% of overall SP 21 - SP 22 Guarantee enrollment



Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021-Spring 2022

There is notable variation in this marker of student diversity across the three states with Connecticut having the highest proportion (55%) of BIPOC students enrolling through the Guarantee between Spring 2021 and Spring 2022.

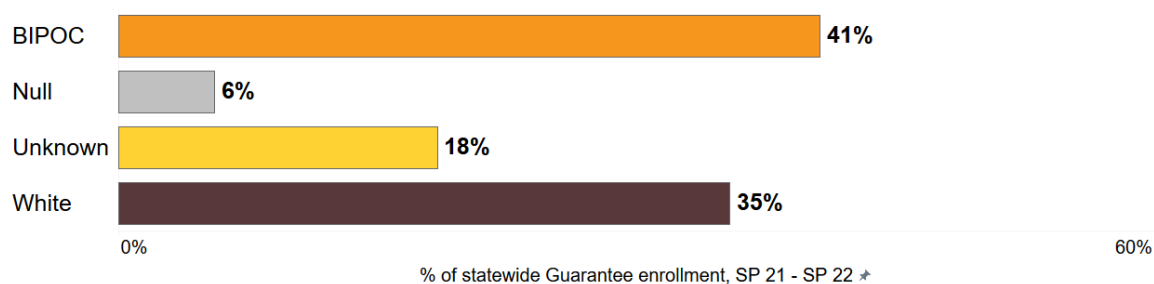
BIPOC students made up over 1/2 of SP 21 - SP 22 Guarantee students in CT



Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021-Spring 2022

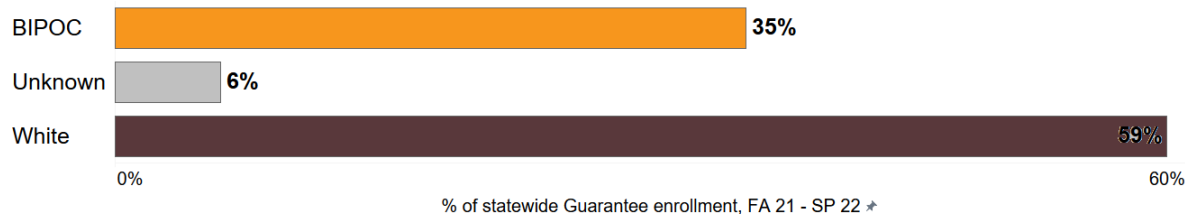
By comparison, both Massachusetts and Rhode Island had BIPOC student enrollments below the tri-state average (at 41% and 35%, respectively).

BIPOC students made up 41% of SP 21 - SP 22 Guarantee students in MA



Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021-Spring 2022

RI was the only state where white student enrollment outpaced that of BIPOC students



Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021-Spring 2022

In subsequent analysis, it would be useful to contextualize this demographic data to discern whether Guarantee students are, on average, more or less diverse than the overall undergraduate population at these independent institutions.

MEDIAN AGE

Age-related descriptive statistics for this initial group of Guarantee students are important for many reasons. Knowing whether Guarantee students trend older than an institution's extant non-transfer population can inform the design of marketing efforts and the structure of student support services. In addition, tracking trends in median age over time can equip program managers with a (non-causal, of course) sense of whether additional marketing around savings might be increasing the program's appeal for students who are coming straight out of high school and interested in a cost-aware route to a bachelor's degree.

Student birthdates were used to calculate an approximate age of enrollment at a generic enrollment date that was established for each of the three semesters covered in this report (Spring 2021, Fall 2021, and Spring 2022); for example, January 1st, 2021 was designated the date of enrollment for the Spring 2021 term. Median age was used instead of average age to lessen the effect of outliers.

As might be expected, median age varied—both overall and at the state level—based on a student's enrollment status (part-time versus full-time). Overall, the median age for Guarantee students who enrolled between Spring 2021 and Spring 2022 was 26 at the time of enrollment (n = 465). When disaggregated by enrollment status though, the median age at time of enrollment was 24 for full-time Guarantee students versus 34 for their part-time counterparts.

Similar patterns exist at the state-level. For example, the median age at time of enrollment for Guarantee students in Connecticut was 23 when viewed overall; however, within this state, the median age for full-time students was 22 years old, compared to 32 years old for part-time enrollees. In like manner, the median age for part-time Guarantee students in Massachusetts was also a decade older than that of full-time Guarantee students (with median ages for these two enrollment groups coming in at 34 years old and 24 years old, respectively). In Rhode Island, where student enrollment was significantly lower during the reporting period being analyzed, a more muted trend was observed. Full-time Guarantee students in Rhode Island had a median age of 23 at time of enrollment versus 26 for those enrolling part-time.

FIRST-GENERATION STATUS

The prevailing thinking is that community colleges, as a sector, enroll more first-generation college students than four-year institutions do. First-generation status was a data element that NEBHE added to state data collection forms after institutions had submitted the data they collected on the inaugural term of enrollment, Spring 2021. As might be expected, then, reporting on this additional data element was less consistent. This data element was reported on for only 129 unique students in the total population of 470. A little less than a quarter (24%) of those 129 students were classified as first gen by their receiving institutions.

ACADEMIC CHARACTERISTICS

COMMUNITY COLLEGE GPA

Because students must meet a certain cumulative GPA threshold to be eligible for guaranteed admission through the Guarantee, the average community college GPA for those who do enroll is of interest. This is especially true as the three northern New England states work to scale the program and state steering committees face the task of selecting what GPA threshold or thresholds they would like to enshrine in the MOA that institutions will sign to participate.

Of the 406 students for whom cumulative community college GPA was reported, only 3% came in with a GPA below a 2.5. The average cumulative community college GPA for Guarantee students as a whole was 3.33, which is well above the highest GPA threshold, 3.0, that receiving institutions can set for the program. Indeed, over three-quarters of the students who transferred through the Guarantee between Spring 2021 and Spring 2022 had a cumulative GPA greater than or equal to a 3.0.

The impressive academic record of Guarantee students should not be altogether surprising. After all, even in the context of streamlined vertical transfer initiatives like the Guarantee, moving to a four-year institution after earning an associate degree is still a process—one that requires a great deal of initiative on the part of the student. As such, one might assume that those students who elect to complete this process would also tend to be those students who had navigated the challenges of collegiate coursework with some success. While program managers may not find this academic data to be striking in its novelty, such evidence about the academic record of Guarantee students can serve a purpose at receiving institutions where administrators, faculty, and staff may not be as familiar with community college transfer students. For these stakeholder groups, such stats can help to mitigate pernicious biases that exist regarding the academic preparedness of community college grads.

LIBERAL ARTS MAJORS

The Guarantee focuses on the development of liberal arts pathways for all participating institutions. During the implementation phase, the three state-specific steering committees – along with institutional leadership and our partners – elected to extend the program offering and include additional majors. This addresses the Guarantee's commitment to reduce barriers through standardization, as it hedges against the creation of two separate systems of transfer for liberal arts majors and non-liberal arts majors. Nevertheless, the emphasis remains on the liberal arts and correlating majors are given priority.

Unlike other data elements reported on in this inaugural Guarantee enrollment report, the proportion of Guarantee students who enrolled in liberal arts majors at receiving

institutions was calculated NEBHE-side through tagging students based on an established list of qualifying liberal arts majors. This list of qualifying majors, as well as exclusions, appears as Appendix E of this report.

Through this process, it was determined that liberal arts students comprise 54% of students who enrolled in the program between Spring 2021 and Spring 2022. There was some variation observed at the state-level. In Connecticut, over two-thirds of all Guarantee students were enrolled in a liberal arts major (68%) compared to only 48% of students in Massachusetts. In the middle of this continuum, 53% of Guarantee students in Rhode Island were enrolled in a liberal arts major during the two-semester reporting period for that state. Given the workforce development focus at the community college level, both nationally but also with particular fervor in the New England region, it is not entirely shocking that there would be a good chunk of Guarantee students seeking out that there would be a great deal of community college students who seek out business or STEM-focused majors. Of course, these trends will need to be monitored longitudinally.

FINANCIAL SUPPORT

PELL GRANT STATUS

Because receiving Pell is often used as a proxy for being low-income in the analysis of higher education data, NEBHE collects on this data element for Guarantee students. Of the total Spring 2021 – Spring 2022 Guarantee student population of 470 unique students, Pell grant status was reported on for 448 students. 219 of these 448 students were marked as Pell grant recipients during their initial semester of enrollment at the receiving institution. That's just under 47% of all Guarantee students (n = 448).

INSTITUTIONAL AWARD AMOUNTS

One of the major innovations of this initiative is the degree to which it opens up community college transfer students for consideration for substantial institutional scholarships and aid. As has been reported in previous write-ups about the program, Guarantee students who enrolled between Spring 2021 and Spring 2022 were awarded, in sum, well over \$4.5 million dollars in institutional scholarships and grants (\$4,566,131, to be precise). Because receiving institutions have a significant amount of spread in the annual tuition and fees they charge, additional work will be done to develop student-facing savings information that helps to accurately capture the net price of attending these institutions for Guarantee students.

In the current context, however, a productive starting place for exploring the affordability of education at an independent institution for community college transfer students is in average annual institutional scholarship award amounts at the state level as well as the minimum and maximum awards for Guarantee students in each state. Because only Massachusetts regularly awarded institutional scholarship monies to part-time students, this is the only state in which it is responsible to report on part-time awards.

While previous content had Connecticut as the leader in average institutional award, this was the result of a discrepancy created by an ambiguity in the data collection template for this state. Said discrepancy has been adjusted for in this report. For full-time students in Connecticut, the average annual institutional award was \$12,051 with the state's maximum annual institutional award for full-time students coming in at \$34,355 and the minimum coming in at \$0. In Massachusetts, the average annual institutional award for full-time students was \$13,042 with a maximum annual award of \$57,339 and a minimum annual award of \$0. For part-time students in the same state, the annual

award was \$2,712. In Rhode Island, full-time Guarantee students saw an average annual award of \$14,107 with a maximum annual award of \$20,000 and a minimum annual award of \$0 for that same student population.

Further follow-up will be needed to assess, in particular, specific cases where full-time enrollees were marked as receiving no institutional scholarship award despite being at an institution that clearly gives generous awards in many cases. This was the case for 54 of the 335 students (or 16%) who were enrolled full-time and attending an institution that consistently reported on financial aid information in this initial reporting period.

In the current context, however, a productive starting place for exploring the affordability of education at an independent institution for community college transfer students is in average annual institutional scholarship award amounts at the state level as well as the minimum and maximum awards for Guarantee students in each state.

NEXT STEPS

The top-level descriptive statistics contained in this report mark the beginning rather than the end of the work for NEBHE's Transfer Initiatives Team. Over the next few months, the team will work to use these data points as a springboard for actionable steps that target: first, the further refinement of the data collection process and, second, the expansion of structured supports for participating institutions to assist them in promoting the Guarantee and generating on-campus buy-in for increased community college transfer.

DATA COLLECTION

The student-level data collection forms that institutions use to submit Guarantee enrollment data to NEBHE were generated prior to the team's expansion to include a person with data analysis skills. As such, there are certain fields that the team recognizes will need to be improved in order to facilitate not just the collection of demographic information on new enrollees but also persistence and completion information on continuing Guarantee students.

○ **Persistence**

Persistence-related categories to be adjusted and built out on the data collection sheet to facilitate the recording of multiple different semesters of term GPA on a single student record. Because persistence tends to be defined in a very different way in IPEDS reporting, the team at NEBHE will plan to consult with a small group of Institutional Research contacts to develop a way of requesting this information that is legible and minimally confusing to participating institutions.

○ **Credit Applicability**

NEBHE collects student-level credit applicability data, which is fairly unique in the context of the transfer research field. At present, however, it is one of the data elements on which reporting is less consistent with institutions leaving related categories blank on data collection forms more often than is observed with other data elements. This is likely because, especially smaller institutions, frequently hand-audit transcripts to generate this information. In addition, there are those within the transfer research space—CUNY's Alexandra Logue is one of them—who argue that [static assessments of credits applied are less useful](#) because the applicability of credits changes over a student's career, e.g. when they change majors. NEBHE program managers have started to have conversations with researchers to figure out how to best approach this complicated set of data elements and those discussions will need to continue going forward.

PROGRAMMATIC

Beyond the refinement of specific aspects of the data collection process, the Transfer Initiatives Team is working to increase access to information about the savings that are associated with earning a bachelor's degree through Guarantee. Because NEBHE only collects institutional award amounts at present, the question remains as to whether additional financial information will be needed in order to accurately convey the net price of attendance for prospective community college transfers. NEBHE has begun conversations with community college leadership in the southern New England states to determine what kind of informational materials would be most vital to supply to transfer advisors and is working to develop transfer fairs that will operate on a regular calendar in each state each academic year.

APPENDIX A - List of Participating Institutions**Connecticut:**

Albertus Magnus College
Goodwin University
Mitchell College
Sacred Heart University
Quinnipiac University
University of Bridgeport
University of Hartford
University of New Haven
University of Saint Joseph

Massachusetts:

Assumption University
Bay Path University
Boston Baptist College
Cambridge College
Curry College
Dean College
Eastern Nazarene College
Elms College
Fisher College
Gordon College
Hampshire College
Laboure College
Lasell University
Lesley University
MCPHS University
Merrimack College
Nichols College
Quincy College
Regis College
Springfield College
Suffolk University
Wheaton College
William James College

Rhode Island:

Bryant University
Roger Williams University
Salve Regina University

APPENDIX B - Data Cleaning Details

For this inaugural Guarantee enrollment report, data for the three states was combined using Excel's PowerQuery. PowerQuery provided the Transfer Initiatives team with the ability to combine all the data that was submitted despite the fact that naming conventions for similar data elements were slightly varied across individual institutions.¹

All blanks were converted to "Null" in the final cleaned dataset, so they could be distinguished from responses of "UN" or "Unknown" throughout. There was one exception: the institutional scholarship and award amount data element. In this instance, a blank indicated either a value of zero dollars for the scholarship or award amount *or* an unknown in the context of the Connecticut data collection codebook. Due to this ambiguity, blanks were converted to zeros at the risk of underestimating versus overestimating the average dollar amount of institutional merit aid in this context.

Duplicate records, identified using a combination of the unique student ID institutions assigned to each student and institutional name, were removed. The remaining 518-student dataset was audited to ensure students had transferred from an eligible sending institution (i.e. a public community in the same state as the receiving institution) and that they had indeed enrolled at the receiving institution for at least one semester. 24 students were removed for transferring from an ineligible sending institution. Another 24 students were removed because they had been marked "NE" or "Never Enrolled" by the receiving institution. After this audit was performed, 470 students remained, constituting the total number of unique students who enrolled through the Guarantee during the Spring 2021 to Spring 2022 reporting period.

¹ Thank you to Wyn Hopkins, one half of the team at Access Analytic, for providing the following code for pulling data from sheets with different column names through PowerQuery: = List.Union(List.Transform(PreExpand[Transform File], each Table.ColumnNames(_)))

APPENDIX C - Number of Observations (N) for Each Data Element

Data Element	N
Age @ Enrollment	465
Gender/ Sex	468
IPEDS Reported Ethnicity/Race	452
Ethnicity	395
First - Generation Student	129
Enrollment Status	470
Pell Grant Status	448
Cohort Term	470
Sending Community College Name	470
Community College Degree Type	458
Community College Program Name	415
Community College GPA	406
Name of Enrolled Guarantee Program	466
Number of Credits Received from Sending Institution	427
Number of General Education Credits Accepted	324
Complete General Education Received/Waived	297
Number of Credits Applied Towards Guarantee Program (Major Electives)	355
Number of Credits Applied to Open Electives	322
Scholarship or Financial Aid Awarded Amount	415
Persistence Status - Fall 2021	275
Persistence GPA - Fall 2021	269
Persistence Status - Spring 2022	258
Persistence Status - Spring 20222	211
Completed Guarantee Program	470
Completion GPA	470

Data elements that are not included above include those that relate to Transfer Ticket usage, since those are only applicable to Connecticut and, therefore, not covered in the enrollment report.

APPENDIX D - Student Enrollment at Participating Institutions, Spring 21 - Spring 22

State	Name	Enrolled Students
CT	Albertus Magnus College	Yes
CT	Goodwin University	No
CT	Mitchell College	Yes
CT	Quinnipiac University	Yes
CT	Sacred Heart University	No
CT	University of Bridgeport	No
CT	University of Hartford	Yes
CT	University of New Haven	Yes
CT	University of Saint Joseph	Yes
MA	Assumption University	No
MA	Bay Path University	No
MA	Boston Baptist College	No
MA	Cambridge College	Yes
MA	College of Our Lady of the Elms	Yes
MA	Curry College	Yes
MA	Dean College	No*
MA	Eastern Nazarene College	No
MA	Fisher College	Yes
MA	Gordon College	Yes
MA	Hampshire College	Yes
MA	Laboure College	No
MA	Lasell University	Yes
MA	Lesley University	Yes
MA	MCPHS University	No
MA	Merrimack College	Yes
MA	Nichols College	Yes
MA	Quincy College	No
MA	Regis College	Yes
MA	Springfield College	Yes
MA	Suffolk University	Yes
MA	William James College	Yes
MA	Wheaton College	No
RI	Bryant University	Yes
RI	Roger Williams University	Yes
RI	Salve Regina University	No

*While Dean College did report enrolling one student in the Spring 2021 through Spring 2022 period, during the sending institution audit described in Appendix D, it was discovered that that student did not transfer from an eligible community college, therefore, they were eliminated from the dataset before analysis was performed.

APPENDIX E - Eligible Liberal Arts Majors

Humanities

Classics
Criminal Justice
English
Foreign Languages
History
Literature
Linguistics
International Studies
Philosophy
Pre-Law
Religious Studies

Creative Arts

Architecture and Design
Fine Art
Theater
Speech
Creative Writing

Social Sciences

Anthropology
Economics
Finance
Geography
Geology
Political Science
Psychology
Sociology

Mathematics

Sciences

Astronomy
Biology
Chemistry
Computer Science - Information Technology;
Information Systems
Exercise Science
Forensic Science
Physics

N.B. The following majors are explicitly excluded from Liberal Arts Majors:
Business/Management/Accounting, Education (i.e. Early Childhood Education); Medical (i.e. Nursing), Social Work, and Engineering