

New England Transfer Guarantee: Third Annual Enrollment Report
October 2025

By Jessica Park
with Robert Johnston & Sarah Kuczynski, PhD

NEW ENGLAND



**TRANSFER
GUARANTEE**



NEW ENGLAND BOARD
of **HIGHER EDUCATION**



About the Initiative

The New England Transfer Guarantee is a groundbreaking initiative, fully operationalized since 2021 across the southern New England states of Connecticut, Massachusetts and Rhode Island. The program guarantees admission for eligible community college graduates transferring to participating four-year institutions. Implementation has since expanded to the three northern New England states of Maine, New Hampshire, and Vermont, with the first cohort of students enrolled as of Fall 2024. The New England Board of Higher Education (NEBHE) continues to receive support from the Teagle Foundation, the Arthur Vining Davis Foundations, the Davis Educational Foundation, and the Lloyd G. Balfour Foundation to sustain and scale this initiative.

Our Regional Role

NEBHE promotes greater education opportunities and services for the residents of New England and supports a network of over 270 colleges and universities across the region. It works across the six New England states to help leaders assess, develop and implement effective 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.

Our Mission

The New England Board of The New England Board of Higher Education advances equitable postsecondary outcomes through convening, research and programs for students, institution leaders and policymakers. Higher Education advances equitable postsecondary outcomes through convening, research and programs for students, institution leaders and policymakers.

Our Vision

Our vision is that everyone in New England will have lifelong access to affordable, high-value postsecondary education.

NEBHE Transfer Initiatives Team

Jessica Park joined the New England Board of Higher Education's Transfers Guarantee team in 2025 as a data analyst. In this role, she has focused on data cleaning, validation, and generating descriptive statistics to support the development of this report. Her work involves using student-level data to identify trends to support more equitable outcomes across New England. Jessica is entering her final year at Boston University, where she is pursuing a BS in data science.

Robert Johnston joined the New England Board of Higher Education in February 2024 and currently serves as the Senior Program Coordinator for Transfer Initiatives. In this role, he supports the implementation of the Transfer Guarantee by serving as the primary point of contact for participating institutions. Robert works closely with institutions across the region to coordinate outreach, manage data collection, and ensure seamless communication. Robert holds a BA in political science from the University of Massachusetts Amherst, with a minor in Sociology.

Sarah Kuczynski joined the New England Board of Higher Education in January 2022 and currently serves as the Director of the New England Prison Education Collaborative (NEPEC) and Transfer Initiatives. In this role, Sarah leads the rollout of regional programs including the New England Transfer Guarantee and the Ascendium-funded project to expand higher education access in New England prisons. Prior to joining NEBHE, Sarah worked in student success at the collegiate and high school level. Sarah holds a BA in English from The George Washington University, a PhD in English from UNC-Chapel Hill, and an EdM in Education Policy and Analysis from the Harvard Graduate School of Education.

This initiative is generously supported by the Arthur Vining Davis Foundations, the Davis Educational Foundation, the Lloyd G. Balfour Foundation, and the Teagle Foundation.

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EXECUTIVE SUMMARY

The New England Transfer Guarantee is organized around a single goal: to streamline the transfer process and make completing a bachelor's degree an attainable option for students who begin their higher education journey at a community college.

I am pleased to introduce the third annual New England Transfer Guarantee Enrollment Report, which captures the progress of an initiative dedicated to expanding access to affordable bachelor's degrees for community college graduates across the region. At its core, the Guarantee is about clearing a more equitable path to baccalaureate completion by making transfer a more attainable option for community college students. This year's report continues in the tradition of the two preceding reports and highlights key trends in enrollment, academic achievement, degree completion, and access for historically underserved students. The following insights illustrate the impact of the Guarantee over the 2023-2024 academic year:

Key findings

- **Total Guarantee enrollment increased by 65% across southern New England (Connecticut, Massachusetts, and Rhode Island). After modest year-over-year gains in the early years of the initiative, enrollment surged to 576 unique students in the 2023–2024 academic year, marking the most significant increase since the program launched. Connecticut saw the most dramatic growth, enrolling 201 students, representing a 100% increase from the previous year. GUARANTEE STUDENTS CONTINUE TO DEMONSTRATE SUCCESS AT THEIR TRANSFER DESTINATIONS, ENTERING WITH AN AVERAGE GPA OF 3.27, WELL ABOVE THE PROGRAM'S HIGHEST THRESHOLD FOR GUARANTEED ADMISSION (A 3.0), AND MAINTAINING STRONG PERFORMANCE POST-TRANSFER WITH AN AVERAGE SECOND-SEMESTER GPA OF 3.50. ADDITIONALLY, THE INITIATIVE CONTINUES TO HAVE A LOW WITHDRAWAL RATE (UNDER 7%), REFLECTING HIGH STUDENT RETENTION AT THE TRANSFER DESTINATION.**
- **Baccalaureate completion among Guarantee students continue to rise.** Since the initiative's inception, over 300 community college transfer students have graduated from a participating four-year institution with their bachelor's degree.
- **Low-income students are taking advantage of the Guarantee.** Using receipt of Pell Grants as a proxy for low-income status, students who receive Pell Grants to facilitate college attendance made up nearly half (over 47%) of all Guarantee students over the three years covered in this report. The percentage of Guarantee students who received Pell Grants is more than double the percentage of undergraduate enrollment at independent institutions in Connecticut (22%), Massachusetts (19%), and Rhode Island (19%) who receive the same federal

financial support. In Connecticut, more than half of all students who have transferred through the Guarantee received Pell Grant.

These findings reflect the meaningful progress the Guarantee has made in just a few years. With growing enrollment, strong academic performance, increasing numbers of baccalaureate completions, and high participation among low-income students, the initiative has made strides toward expanding opportunity for community college graduates across the region of southern New England.

Acknowledgments

The successes that are captured in the third annual New England Transfer Guarantee Enrollment Report would not have been possible without the dedication and collaboration of key partners across the region.

Special thanks is due to the independent college associations that have been instrumental in advancing this work across the six northern New England States: the Association of Independent Colleges and Universities in Massachusetts (AICU-Mass), the Association of Independent Colleges and Universities of Rhode Island (AICU-RI), the Association of Vermont Independent Colleges (AVIC), the Connecticut Conference of Independent Colleges (CCIC), the Maine Independent Colleges Association (MICA), the New Hampshire College and University Council (NHCUC). The efforts of those who lead these associations—especially their coordination with institutional representatives and state-level stakeholders— have been vital to the development and implementation of the six state-wide transfer Guarantees that are currently in operational. We would also like to extend our sincere gratitude to the Guarantee’s funders—the Arthur Vining Davis Foundations, the the Davis Educational Foundation, the Lloyd G. Balfour Foundation Balfour Foundation, and the Teagle Foundation. Their support has turned our vision of streamlined community college transfer into a reality.

INITIATIVE DESCRIPTION

In September 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). Under this three-year grant, NEBHE – in partnership with independent college associations and public higher education systems – 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 the student intends to transfer and a grade point average (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 the credit loss that typically plagues transfer students when transitioning to independent institutions. These institutions also commit to making community college transfer students eligible for generous institutional merit aid in the form of grants and scholarships.

With continued support from the Arthur Vining Davis Foundations, the Davis Educational Foundation, Lloyd G. Balfour and the Teagle Foundation, NEBHE has successfully operationalized state-specific Guarantees in Maine, New Hampshire, and Vermont. As of June 2024, the Guarantee has been fully operational in the northern New England states, with institutions now enrolling eligible community college graduates and submitting their first round of enrollment data to NEBHE as of August 2025. The upcoming fourth annual enrollment report will be the first to feature this data. A full list of participating institutions included in this report is also available in Appendix A.

DATA COLLECTION PROCESS

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

Annual data collection takes place in July, a deadline that was revised from the April deadline that was used in the first two collection cycles after additional consultation with Institutional Research (IR) personnel at participating colleges and universities. Institutions primarily submit data for the fall and spring semesters. However, several institutions have also provided enrollment data for summer and winter terms and that

has been included in the analysis for this report. As a result, the Spring 2021 through Spring 2024 window is inclusive of all academic terms between those temporal bookends (for example Summer 2022, Winter 2022, etc.).

Prior to each annual data request, NEBHE works closely with IR representatives to make any needed adjustments to the data collection template to continuously improve the user experience and enhance the quality and consistency of data submissions. For example, after two years of asking for detailed credit applicability data—such as how credits applied to general education, major requirements, or electives— only to be unable to report on it meaningfully due to the challenges schools faced in completing this portion of the reporting cycle, NEBHE decided to remove most of the credit applicability metrics from the year three data collection template. Only the number of credits received from sending institution and the number of credits at the time of graduation from the four-year institution were retained. To facilitate data collection for this updated report, NEBHE provided IR contacts with the revised template and institutional login credentials for the secure submission platform. The Transfer Initiatives team also offered detailed guidance on how to navigate the updated template and offered one-on-one meetings with institutional representatives as needed. As has been the case in the previous two annual reports, for Connecticut participants, a staff member from the Connecticut Conference of Independent Colleges (CCIC) compiled the data and submitted a single, secure file to NEBHE on behalf of participating institutions.

While NEBHE is confident in the overall quality and accuracy of the findings in this report, it is important to acknowledge a few relevant limitations. Not all institutions were able to report on every data element for every student enrolled between Spring 2021 and Spring 2024. Appendix B provides a breakdown of the number of unique students reported schools reported on for each data field, along with the corresponding percentage of the total unique student population covered in this report. Reporting improved across several data elements in the 2024 data collection cycle; these include: community college GPA, scholarship and financial aid award amounts, and cumulative GPA. For clarity, NEBHE excluded data marked “N/A” or “Unknown” from analysis and included analyzable percentages only for elements considered relevant to the analysis.

With each passing year, the amount of enrollment data continues to grow. On one hand, this expanding sample size enhances the potential for robust and meaningful analysis. On the other hand, the increase in participation adds complexity to the data cleaning and analysis process and can introduce new challenges in interpretation. For a detailed overview of NEBHE’s multi-step data combining and cleaning process, please see Appendix C.

METHODS

This third annual Guarantee enrollment report features data from three full academic years of the program. The additional year of student data has strengthened NEBHE’s ability to observe still-nascent patterns and make more meaningful comparisons across

reporting periods. While the analysis remains descriptive, the larger dataset offers a clearer picture of who the Guarantee is serving and how the program is evolving over time.

In its approach, this report builds on findings published in both the inaugural November 2022 and the second annual 2023 Guarantee Enrollment Reports, with a focus on identifying notable changes across the full Spring 2021 through Spring 2024 reporting window. At a high level, this report explores the following:

- Enrollment patterns
- Demographic composition
- Academic characteristics
- Financial support

Because gaps in reporting persist across certain data elements, the number of observations (n) is provided for all reported averages and medians to indicate that “Null” values have been omitted from those calculations. In graphical displays of proportions, however, “Null” responses are presented as a category of their own for maximum accuracy. Additionally, NEBHE classified as “Unknown” any data submitted in a format that could not be meaningfully analyzed (e.g., data element responses marked “Unknown” or “Not Applicable” by the receiving institution). 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 at participating four-year receiving institutions over the course of the Spring 2021 through Spring 2024 period (inclusive of students whose initial enrollment occurred during a summer or winter semester). In keeping with the methodology of our previous reports, enrollment patterns are reported at the state-level only, and institution-level comparisons are eschewed to safeguard the privacy of student data.

State Enrollment Totals and Trends

Based on the data institutions submitted for the most recent reporting period, total Guarantee enrollment rose by 65% compared with the prior reporting period, growing from 350 unique students to 576 unique students through Spring 2023. Updated enrollment data indicates that 1,362 unique students have enrolled in institutions in these same three states through the Guarantee to date, with Massachusetts enrolling 903 students between Spring 2021 and Spring 2024. During that same period, Connecticut enrolled 402 students. Rhode Island, which joined the initiative in Fall 2021, has enrolled 57 students at participating institutions.

Looking at enrollment across the three academic years for which there is reporting, NEBHE was encouraged to see that overall enrollment increased significantly from year two to year three. NEBHE observed a strong overall growth across the three states. Two of the three states saw state-specific enrollment growth compared to last academic year

with Massachusetts enrollment growth up by 40% and Connecticut showing the highest increase in statewide enrollment at 168%. Rhode Island was the only state to see enrollment down compared to the previous year with a 11% decrease in students enrollment in AY 2023 – 2024.

Strong Growth in Guarantee Enrollment Across New England

State	Time Period				% Change Between AY	Total Unique Students	
	Spring 2021	AY 2021-2022	AY 2022-2023	AY 2023-2024		Count	Percentage
CT	25	101	75	201	168	402	30%
MA	69	222	255	357	40	903	66%
RI	-	19	20	18	(10)	57	4%
Total	94	342	350	576	65	1362	100%

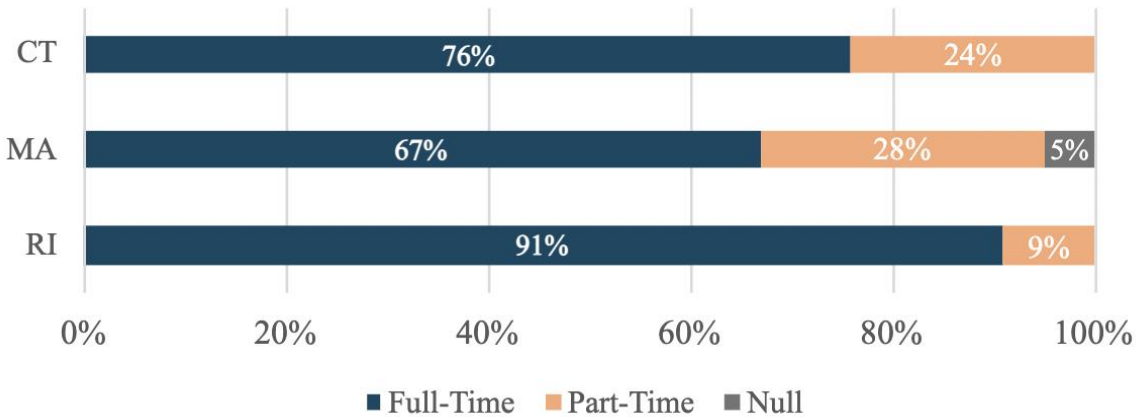
Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021 - Spring 2024

Enrollment Intensity

During the Spring 2021 through Spring 2024 Guarantee reporting period, approximately 71% of Guarantee students were enrolled full-time in their bachelor’s degree program ($n = 1342$). This represents a stable full-time enrollment rate, consistent with the 71% reported in last year’s analysis.

As in prior years, enrollment intensity varied by state. The three-state full-time enrollment rate continued to be influenced by enrollment patterns in Massachusetts, where part-time enrollment remained relatively high at 28%. In Connecticut, the full-time enrollment rate has declined from year to year—from 93% in the inaugural report to 79% in the second annual enrollment report, to now 76% in the third annual report. This mirrors trends observed in Massachusetts. Meanwhile, Rhode Island maintained a strong 91% full-time participation rate, consistent with previous reporting cycles.

Full-time enrollment remains strong as part-time enrollment sees slight growth across states



% of statewide Guarantee enrollment, SP 2021 – SP 2024

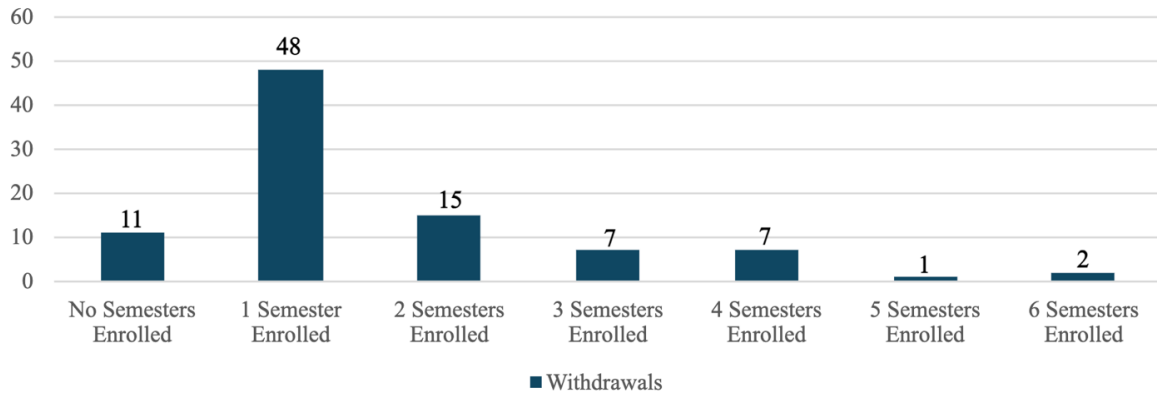
Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021 - Spring 2024

Student Withdrawals

Withdrawal rates are an important metric for getting a sense of Guarantee student success post-transfer. To date, only 91 students have withdrawn (just under 7% of the 1,362 unique students that have transferred through the Guarantee). NEBHE is encouraged to see this low rate of withdrawal remain consistent across academic years. The majority of students who withdrew (48 of the total 91) did so after completing only one semester at their receiving institution. In one sense, this pattern could be consistent with national research that has demonstrated that students who vertically transfer can experience a “transfer slump” during their initial semester adjusting to a four-year institution. On the other hand, it is important to also consider other nonacademic factors that can contribute to students withdrawing after one semester including the financial strain of paying even partially for a college education.

As institutions look to strengthen retention, this data underscores the importance of institutional exploration of any precipitating factors that might have been in play and then the creation or increased availability of early academic and non-academic supports for transfer students—especially during the first semester or two post-transfer.

Over 50% of withdrawals occurred after 1 semester at the receiving institution



Number of Semesters enrolled prior to withdrawal

Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021 - Spring 2024

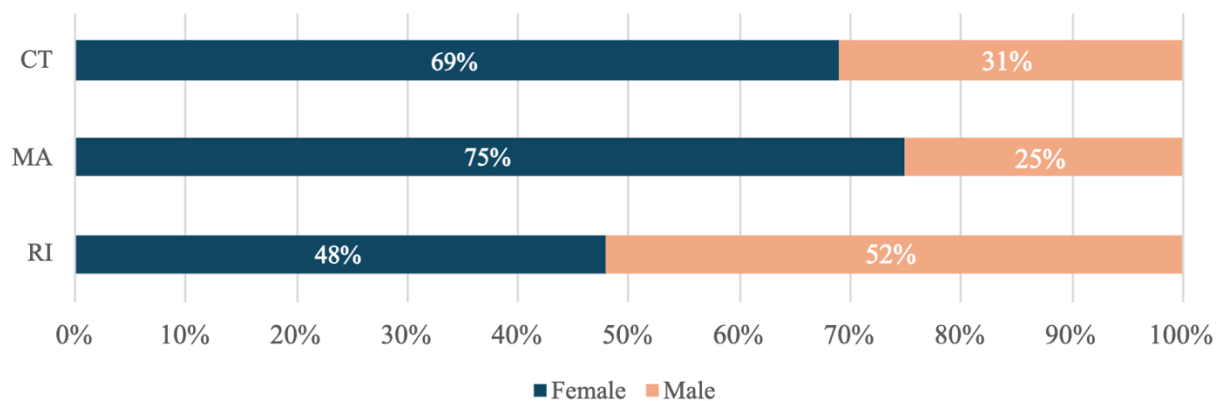
DEMOGRAPHIC COMPOSITION

State and initiative-wide demographic data points continues to offer NEBHE valuable insight into who the Guarantee is and is not serving three years into the program.

Gender

For gender/sex, as for many other data elements, the information submitted by participating institutions to NEBHE originates from their Integrated Postsecondary Education Data System (IPEDS) collection. As a result, this year’s enrollment report, along with the previous two reports, remains limited to reporting gender using the two sex-based categories defined by IPEDS: male and female. Female students continued to represent a strong majority of Guarantee enrollees, comprising 72% of the Guarantee students who enrolled across the seven semesters (Spring 2021 through Spring 2024) (n = 1348).

Female students make up the majority overall, with Rhode Island as an exception



Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021 - Spring 2024

Looking at the most recent academic year, female students made up 74% of new Guarantee enrollments which is the exact same percentage as last academic year. Both Connecticut and Massachusetts have almost the same gender composition breakdown in their latest academic year of enrollment. Rhode Island, however, has seen a shift from last academic year, when male students made up the majority of their enrollment to this year when female make up a slimmer but still evident majority.

Median Age Y

Student birthdates were used to calculate approximate age at the time of initial enrollment, based on standardized enrollment dates for each term (e.g., February 1, 2021, for Spring 2021). To reduce the impact of outliers, median age was reported rather than the average. Across the seven-semester enrollment period, student ages at the time of enrollment ranged from 17 to 67. In Connecticut, the age range was 18 to 67, while in Massachusetts it was 17 to 64. Rhode Island continued to show a narrower range of 18 to 41, which may reflect the state's smaller number of Guarantee enrollees.

As might be expected, median age varied—both overall and by state—based on a student's enrollment status (part-time versus full-time). Overall, the median age of Guarantee students who enrolled between Spring 2021 and Spring 2024 remained 26 at the time of enrollment (n = 1347). When disaggregated by enrollment status, the median age was 24 for full-time students, compared to 31.5 for their part-time counterparts.

Similar patterns emerged at the state level. In Connecticut, the median age at the time of enrollment for Guarantee students was 25 overall; however, full-time students had a median age of 24, compared to 29 for part-time enrollees. Recent data show the yearly breakdown, revealing that Connecticut's median ages shifted only slightly from AY 22-23 to AY 23-24. The overall median age remained steady at 26, while the median age of full-time students dropped from 26 to 24, suggesting a gradual shift toward younger full-time participants. Among part-time students, the median age decreased modestly from 30.5 to 29.

A similar trend was observed in Massachusetts, where the median age for part-time students was nearly a decade older than their full-time peers—34 versus 25 years old, respectively. A year-by-year comparison indicates a minor shift in Massachusetts' median ages between AY 22-23 and AY 23-24. Overall median age held steady at 28, while the median for full-time students rose modestly from 25 to 26. Median age of part-time students declined slightly from 34.5 to 32. Massachusetts continues to serve a diverse mix of younger full-time students and older part-time learners, as reflected in this breakdown.

In Rhode Island, where enrollment numbers were significantly lower during the reporting periods, this trend appeared more muted. However, as the sample size grows,

the data is beginning to reflect patterns seen in the larger states. In the November 2022 report, the gap between median ages for full-time and part-time students in Rhode Island was just 3 years (23 for full-time versus 26 for part-time). With the updated dataset encompassing). With the updated dataset encompassing all program enrollment to date, the gap has expanded to 5 years (21 years old for full-time students versus 26 for part-time). In AY 22-23, the median age for part-time students was 27, compared to 22 for full-time students. In AY 23-24, this difference persisted, with a median age of 26 for part-time students and 21 for full-time students. Although Rhode Island is smaller in scale, their data continues to demonstrate the same age distinctions evident in Connecticut and Massachusetts, where older part-time learners are present across program cohorts.

First Generation Status Y

Enrollment among first-generation students has remained constant. Institutions reported on first generation status for roughly 77% of the total number of Guarantee students captured in this report (1,362). For the AY 2023-2024 enrollments for which first generation status was reported, 43% were identified as first-generation college students. This represents a 13% from the prior year, which is interesting to note because college application data from Common App indicates that the number of first-gen applications grew 5% in between AY 2022-2023 and 2023-2024. ¹

ACADEMIC CHARACTERISTICS

Community College GPA

NEBHE collects data on students' GPAs to compare how students perform before and after transferring from a community college to a four-year institution through the Guarantee. The average GPA at the time of transfer was 3.32, an increase from 3.30 the previous year and well above a 3.0, which is the highest threshold a participating institution can set for guaranteed admission through the program.

Year-by-year data show a steady upward trend, with the average community college GPA among students transferring through the Guarantee rising from 3.22 in AY 22-23 to 3.48 in AY 23-24, suggesting academic preparedness among students transferring to four-year institutions.

NEBHE is also encouraged to see an average post-transfer GPA of 3.38, demonstrating that students are more than capable of achieving high marks after transferring. As the goal of the Guarantee is to increase access to four-year institutions, NEBHE shares this GPA information not to advocate for setting the threshold for admission higher but rather because this data speaks to the impressive academic records of students who transfer through the Guarantee.

¹https://www.commonapp.org/files/FY_application_trends_end_season_report_23-24.pdf

Early Academic Achievement

While GPA only captures a small glimpse into the success of students on a college campus, it can still offer a sense of how students are navigating the transition from community college to a four-year institution. Since receiving institutions reported cumulative GPA at the start of each semester, looking at the average GPA of students as they enter their second semester helps shed light on their early academic standing. As mentioned in the prior section, students transferring through the Guarantee held strong GPAs at their community colleges. Term-specific data submitted by institutions in their annual reports to NEBHE suggests that these students are continuing to perform well academically after transferring. On average, Guarantee students maintained a high level of academic standing, earning an overall second-semester GPA of 3.50. State-level data show similarly strong results, with students in Connecticut earning an average GPA of 3.49, those in Massachusetts averaging 3.52, and Rhode Island students average 3.24. When examining changes over time, year-over-year data show steady improvement, with an average GPA of 3.46 in AY 22-23 and 3.51 in AY 23-24.

Liberal Arts Majors

The Guarantee focuses on the development of liberal arts pathways for all participating institutions. As outlined in previous reports, the three state-specific steering committees, in collaboration with institutional leadership and regional partners, decided during the implementation phase to broaden the program's scope by including additional majors. This decision to extend the program offering of eligible majors reflects the Guarantee's commitment to reducing transfer barriers through standardization and streamlining. Widening eligibility was a proactive effort to prevent the development of two separate transfer systems: one for liberal arts majors and another for non-liberal arts majors. That said, the Guarantee continues to prioritize its focus on the liberal arts.

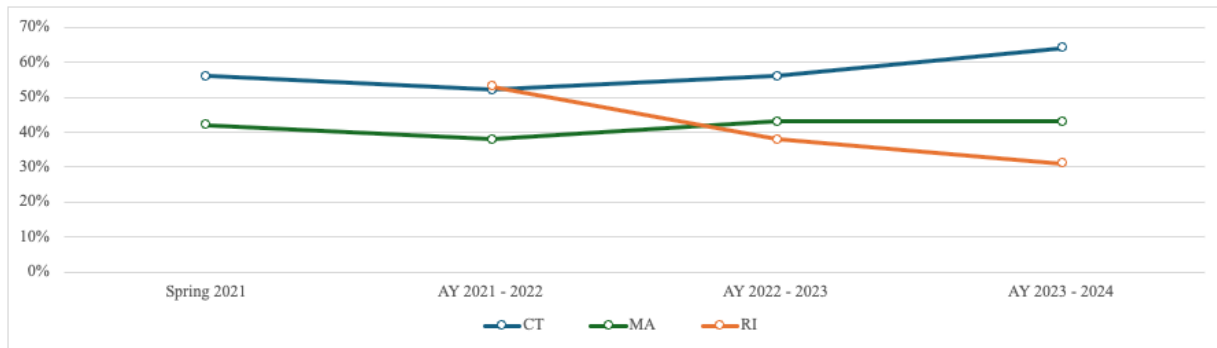
The proportion of Guarantee students who enrolled in liberal arts majors at receiving institutions was determined using the Classification of Instructional Programs (CIP) code stem. Specifically, the first two digits of CIP code majors were used to classify majors as liberal arts or non-liberal arts. A full list of qualifying liberal arts majors is included in Appendix E.

Analysis of student major selections reveals that liberal arts students made up 49% of all students who enrolled through the Guarantee between Spring 2021 and Spring 2024 (n = 1326). There continues to be variation at the state level. In Connecticut, 64% of students enrolled in liberal arts majors, a notable increase from 54% in the previous year. In Massachusetts, 43% of students enrolled in liberal arts majors, consistent with last year's findings. In Rhode Island, as enrollment has increased, the percentage of students pursuing liberal arts majors has continued to decline, with 31% enrolled this year compared to 38% in the previous report.

The year-over-year breakdown of liberal arts enrollment shows a steady upward trend. In 2021-2022, 41% of Guarantee students pursued liberal arts majors. This rose to 47%

in 2022-2023 and reached 49% in the most recent academic year. While the focus of the Guarantee remains on liberal arts, monitoring these fluctuating enrollment trends will help strengthen future recruiting strategies. The chart below highlights state-level trends over time.

Liberal arts enrollment shifts by State from AY 2021 - 2024



Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021 - Spring 2024

To offer greater insight into specifically what majors are selected by students at their transfer destination, the chart below displays the most common baccalaureate majors for Guarantee students by CIP code stem. Having detailed insight into these major selections can equip receiving institutions to better serve incoming transfers.

Health and business fields attract the majority of New England transfer students

Top Enrolled Majors	% of Guarantee Students Enrolled
Connecticut	
Business, Management, Marketing and Related Clinical Sciences	16%
Psychology	11%
Health and Professions and Related Clinical Sciences	10%
Security and Protective Services	10%
Visual and Performing Arts	10%
Massachusetts	
Health and Professions and Related Clinical Sciences	25%
Business, Management, Marketing and Related Clinical Sciences	12%

Psychology	12%
Public Administration and Social Service Professions	11%
Education	10%
Rhode Island	
Business, Management, Marketing and Related Clinical Sciences	66%
Security and Protective Services	9%
Architecture and Related Services	6%

Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021 - Spring 2024, 'CIP2020Code' and 'CIP2020Title' as reported in the 'CIP 2020 to SOC 2018 Crosswalk' download retrieved from <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>.

Initial Completion Data

A total of 328 unique students were reported as having completed to date, up from 89 students in the previous (second annual) report. This larger cohort of completions is to be expected, as the Guarantee is in its third year and more students are moving through programs at their transfer destination while new enrollments are also occurring. As such, this lagging student success indicator is simply catching up. Massachusetts Guarantee students made up 68% of these completions, followed by Connecticut with 28%.

The data shows that students are maintaining high levels of academic achievement post-transfer. The average GPA at the time of graduation was 3.62, significantly higher than the average GPA at the time of transfer, 3.32. NEBHE is encouraged to see this, as it appears to indicate that students are thriving in coursework at their four-year transfer destinations. Additionally, the time to degree post-transfer was an average of four and a half semesters, an increase from the previous report in which the average was closer to the “gold standard” of two years, or four semesters.

Total credits earned by Guarantee students across all three states increased from 122 in the previous report to 127. While the ideal number of credits at graduation is 120, NEBHE is encouraged to see that excess credits are still below one full-time semester’s worth of credits, suggesting that the Guarantee is succeeding in its goal of streamlining the transfer process. On the other hand, 73% of students reported graduating with an excess of 120 credits. There could be a number of reasons for this. NEBHE does not currently collect data on students who change majors post-transfer, which is a potential source of additional credit accumulation as new majors may have prerequisites that do not align well with those a student has taken when enrolled in a different major program. It should also be noted that associate degrees in Connecticut consist of 61 credits instead of 60, which increases, ever so slightly, the number of credits that a transfer student would have upon completion in that state.

FINANCIAL SUPPORT

Pell Grant Status

NEBHE collects data on whether students receive Pell Grants for each semester that they are enrolled at their four-year institution, as this serves as a common indicator of low-income status among Guarantee students. Of the 1,362 students that have transferred to participating institutions, 647 of them received Pell Grants, meaning that 47.5% of overall Guarantee students can be classified as low-income. This proportion was even higher in Connecticut, where over half of all students were Pell Grant recipients.

Institutional Award Amounts

One of the most impactful features of this initiative is the access it provides to substantial institutional scholarships and aid for community college transfer students. Between Spring 2021 and Spring 2024, Guarantee students collectively received over \$14.9 million in institutional scholarships and grants, over \$2 million more than the amount in last year's report. In Connecticut, full-time students received an average annual award of approximately \$26,100, with awards ranging from \$0 to \$88,700 in the 2023-2024 academic year. Similar to last year's analysis, we found that part-time students in the state received a significantly lower annual average award of \$4,700. Massachusetts full-time students received an average annual award of about \$12,600, as aid within the 2023-2024 academic year ranged from \$0 to around \$75,600 thousand. Part-time students received less support on average than their Connecticut peers, at approximately \$2,200. Rhode Island awarded an average annual aid for full-time Guarantee students, at \$19,800, with awards within the 2023-2024 academic year ranging from \$0 to \$48,000.

NEXT STEPS

Looking ahead, the NEBHE Transfer Initiatives Team will continue its commitment to optimizing its data collection and reporting processes to better serve institutions and strengthen the Guarantee. In response to institutional feedback from the previous cycle, NEBHE has introduced clearer data submission templates and provided individualized support to enhance the data submission process.

Sustaining the Guarantee

As the grant-funded phase of this project ends in December 2025, the NEBHE Transfer Initiatives Team is conferring with higher education systems leadership across all six New England states to develop a sustainable structure for going forward. .

Northern New England

In Spring 2024, NEBHE scaled the New England Transfer Guarantee to the states of Maine, New Hampshire, and Vermont, where 18 public and independent institutions joined the initiative. NEBHE plans to publish a second enrollment report this calendar year will take into account data from all six states for the first time.

APPENDIX A – List of Participating Institutions

Connecticut:

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

Massachusetts:

Bay Path University
Cambridge College
College of Our Lady of the Elms
Curry College
Dean College
Fisher College
Lasell University
Lesley University
Massachusetts College of Pharmacy and Health Sciences
Merrimack College
Nichols College
Quincy College
Regis College
Springfield College
Suffolk University
Wheaton College

Rhode Island:

Bryant University
Roger Williams University
Salve Regina University

APPENDIX B – Number of Observations (n) for Each Data Element

Number of Reported Elements (n) refers to the count of instances in which receiving institutions submitted information for a specific data element, either by providing the requested data or indicating that the data was unavailable (e.g., labeled as *Unknown* or *N/A*). **Null** indicates that no applicable data was reported on for a requested data element.

% Analyzable represents the proportion of data that NEBHE was able to use for meaningful analysis. This excludes data marked as “Unknown,” “N/A,” or similar classifications.

To highlight improvements over time, NEBHE has also included a comparison to reporting rates from the 2023 enrollment report.

Data Element - Table 1	Number of Reported Elements (n)	% Analyzable out of Total Unique Students (1,362)	% Reported on out of Total Unique Students (1,362)	% Reported on in 2023 Enrollment Report	% Reported on in 2022 Enrollment Report
Student ID No. Randomized Unique Student Number	1,362	100%	100%	100%	100%
Date of Birth	1,362	99%	100%	100%	99%
Gender/Sex	1,359	99%	100%	99%	100%
First-Generation Student	1,054	87%	77%	84%	27%
Enrollment Intensity	1,313	96%	96%	95%	100%
Cohort Term	1,362	100%	100%	100%	100%
Sending Community College Name	1,350	99%	99%	100%	100%
Community College Degree Type	1318	66%	97%	96%	97%
Community College Program Name	796	53%	58%	90%	88%
Community College GPA	1360	95%	100%	99%	86%
CIP Code for Enrolled Guarantee Program	1340	97%	98%	98%	99%
Number of Credits Received from Sending Institution	1334	98%	98%	99%	91%

Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021 - Spring 2024

Data Element – Table 2	Number of Reported Elements (n)	% Analyzable out of Total Unique Elements (4277)	% Reported on out of Total Unique Elements (4277)	% Reported on in 2023 Enrollment Report	% Reported on in 2022 Enrollment Report
Student ID No. Randomized Unique Student Number	4277	100%	100%	100%	New Data Field
Term	4277	100%	100%	100%	New Data Field
Enrollment Status	4277	99%	100%	99%	New Data Field
Pell Grant Status	3846	77%	90%	92%	95%
Scholarship or Financial Aid Award Amount	4277	58%	100%	92%	88%
Cumulative GPA	4101	63%	96%	91%	New Data Field
Completed Guarantee Program*	328	96%	100%	100%	New Data Field
Completion GPA*	328	100%	100%	100%	New Data Field
Number of Credits Obtained at Time of Graduation*	328	100%	100%	100%	New Data Field

Source: NEBHE New England Transfer Guarantee student-level enrollment data, Spring 2021 - Spring 2024

* Percentages for these fields were calculated using 328 total unique students who were reported as having either graduated or completed their program.

APPENDIX C – Data Cleaning Details

For this third annual enrollment report, data was cleaned and analyzed using Microsoft Excel. Institutional submissions were consolidated into one Excel workbook and included two primary datasets: one for “Table - Initial Student Enrollment Data” and another for “Table 2 - Term-Specific Data.” To ensure continuity and completeness, the total number of enrolled students reported by each receiving institution was validated against the number of students from the first and second reports. This confirmed that this year’s totals include the same or a higher number of Guarantee students, reflecting both new enrollment and the accumulation of additional semesters. Therefore,

institutions were asked to incorporate data from prior reporting cycles to ensure that all students who have participated in the Guarantee since its inception are captured. NEBHE continues to collaborate with institutional research (IR) personnel to ensure that future reports comprehensively reflect all students who have transferred through the New England Transfer Guarantee Initiative.

After the data was combined, several formatting adjustments were made to standardize naming conventions across data fields, ensuring accurate calculations and clear present descriptive visualizations. Since each institutional report was submitted separately, there were some variations in data output (e.g., “Fall 2021” versus “2021 Fall” in the Cohort Term field of Table 1). NEBHE converted all entries to align with the descriptions outlined in the ‘Definitions’ tab of the data collection template. Blanks were converted to “Null” in the final cleaned dataset to distinguish them from entries such as “UN,” “Unknown,” or “N/A,” etc. throughout.

Once naming conventions were standardized, NEBHE created additional classifications to further break down the student data. Student age at time of enrollment was calculated using the birthdate provided and assigning fixed start dates to each semester as follows: January 1st for Winter, February 1st for Spring, June 1st for Summer, and August 1st for Fall. To determine if a student self-identified as Black, Indigenous, and People of Color (BIPOC), NEBHE used the IPEDS reported race/ethnicity data. For internal consistency, the definition of BIPOC used in this analysis aligns with that used in prior NEBHE projects and prior Transfer Guarantee reports and includes individuals who identify as Black/African/African American, Latino/Hispanic, Native/Indigenous, Arab/Middle Eastern, Asian/Asian American/Pacific Islander, and Multiracial. To determine the Enrolled Guarantee Program major title, NEBHE converted the provided CIP codes (Classification of Instructional Programs) to their corresponding titles using the “CIP2020Code” and “CIP2020Title” fields from the CIP 2020 to SOC 2018 Crosswalk, available at <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>. CIP codes are a standardized system developed by the U.S. Department of Education to classify and track academic programs and fields of study across institutions.² For broader classification by CIP code stems, the first two digits of each CIP code were converted to match to their respective categories using an export from the National Center for Education Statistics, <https://nces.ed.gov/ipeds/cipcode/searchresults.aspx?y=55&sw=1,2&ct=1>. To ensure the data was both accurate and complete, the two tables were validated against one another. Specifically, NEBHE cross-referenced unique student IDs to confirm that all students listed in Table 1 (Initial Student Enrollment Data) also appeared in Table 2 (Term-Specific Data), which was done after verifying that no duplicate IDs existed across institutions. In some cases, unique IDs from Table 1 did not appear in Table 2. This was expected, as some institutions submitted student enrollment records at the onset of their participation, prior to students completing a full term.

APPENDIX D – Enrollment at Participating Institutions (Spring 21 – Spring 24)

State	Name	Enrolled Students
CT	Albertus Magnus College	Yes
CT	Goodwin University	Yes
CT	Mitchell College	Yes
CT	Quinnipiac University	Yes
CT	Sacred Heart University	Yes
CT	University of Bridgeport	Yes
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	Yes
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	Massachusetts College of	Yes
MA	Merrimack College	Yes
MA	Nichols College	Yes
MA	Quincy College	Yes
MA	Regis College	Yes
MA	Springfield College	Yes
MA	Suffolk University	Yes
MA	Wheaton College	Yes
RI	Bryant University	Yes
RI	Roger Williams University	Yes
RI	Salve Regina University	Yes

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 Arts
Theater
Speech
Creative Writing

Social Sciences:

Anthropology
Economics
Finances
Geography
Geology
Political science
Psychology
Sociology

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