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October 28, 2024

His Excellency, Governor Christopher T. Sununu  
and the Honorable Council  
State House  
Concord, New Hampshire 03301

Your Excellency and Members of the Council:

Pursuant RSA 187-A:28-e, enclosed is the first annual report identifying ongoing work and collaboration between the University System of New Hampshire and the Community College System of New Hampshire.

Please feel free to contact us with any questions on the report.

Respectfully,

Mark Rubinstein, Chancellor  
Community College System of NH

Catherine A. Provencher, Chancellor  
University System of NH

Enclosures

Pursuant to RSA 187-A:28-e and to make the public more fully aware of the collaborative efforts being undertaken by the Community College System of New Hampshire (CCSNH) and the University System of New Hampshire (USNH) to better serve students and the State of New Hampshire, “Beginning November 1, 2024, and each November 1 thereafter, the chancellors shall submit an annual report regarding implementation of comprehensive higher education alignment strategies and findings to the governor and council, the senate finance and education committees, the house finance and education committees, the board of trustees of the university system of New Hampshire and the community college system of New Hampshire, and the commissioner of the department of education.” We are pleased to submit this first annual report.

As outlined in the final report of the Governor’s Public Higher Education Task Force (hereafter, “the task force”), the key benefits of achieving greater strategic alignment between the two systems of public higher education include enhanced student educational attainment through improved accessibility and seamlessness, bolstering administrative synergies and efficiencies, and driving more focused impact on meeting the state’s workforce needs. These efforts to improve alignment are complementary to the differentiated missions that guide appropriate scope of programs for each system as well as to the regional engagement between individual institutions and the key stakeholders in those communities, contributing to the well-coordinated systems of public higher education outlined in statute for the state college and university system and the community college system (RSA 187-A and RSA-188-E), respectively.

Given that the final task force report described nearly forty (40) distinct short-term and long-term opportunities, many of which were already ongoing and increasingly incorporated into normal operations (e.g., procurement, student outreach, enrollment and retention efforts), we recognized that prioritizing the deliverables of all initiatives simultaneously would cause them to become fragmented and diluted. Immediately following the release of the final report, CCSNH and USNH formed a working group to identify the opportunities that were most practicable in the short term and those that would require action from outside parties (legislative changes, accreditation, etc.) as well as incremental resources, therefore extending the time required for their attainment/completion. Included among those prioritized opportunities were ones that are clearly collaborative as well as some that are unique to one system or the other, but that were identified by the task force as important steps to be considered for the long-term benefits of public higher education in New Hampshire. See attached graphic in Appendix A to this report identifying recommendations in some form of actions and categorized in four categories.

The following summarizes a subset of opportunities that we have identified as priorities for immediate action. The first five are focused on direct engagement with students while the last three address administrative opportunities that will support greater operating efficiencies between and within systems. While some of these initiatives can be furthered with current levels of support, others—notably expansion of early college, transfer technology and implementation of a common enterprise resource planning platform—will likely require targeted incremental investments by the state.

- 1) Improve ability to transfer from CCSNH to USNH - Upon completion of HB1530 requirements, commit to a continued review of credit transfer pathways each year, with priorities informed by State workforce needs, industry input, and revenue opportunities, with a goal of seamless credit transfer between systems.

Working together over the last two years, CCSNH and USNH have delivered more than 70 universal pathways to bachelor's degrees that are possible within specific programs or majors. One hundred programs are expected to be completed by the end of calendar year 2024. Pathway development was prioritized based on workforce needs and student demand. The pathways contain blocks of courses from all of the community colleges that will transfer fully into a USNH degree on a pathway that is possible to complete within four years in a 2+2 model (assuming full-time enrollment, early enrollment in the pathway and successful performance). For students who may not be ready to choose a pathway immediately (which describes many college students), pathways have been created that provide the most efficient ways to earn a bachelor's degree under most circumstances.

This work is not considered complete and will always continue to iterate through effective collaboration between the two systems. The USNH Provosts and CCSNH Vice Presidents of Academic Affairs now have a cadence of periodic joint meetings to continuously identify opportunities.

- 2) Admissions Process – streamline acceptance processes to proactively accept CCSNH students with a predetermined GPA at USNH schools. Also, explore automatic acceptance of New Hampshire high school students at CCSNH as well as early and often notification.

CCSNH and USNH are working collaboratively to establish a Direct Admission Program (DAP). This initiative aims to streamline the transition for graduates of CCSNH institutions into USNH institutions, thereby enhancing educational opportunities and supporting student success. CCSNH graduates who meet the established academic criteria, including GPA thresholds, will receive proactive communications that they are automatically admitted to designated USNH programs (conditioned upon transcript and other validations). The DAP between CCSNH and USNH will be launched and advertised in

calendar year 2024 for CCSNH students who have attained an associate degree with a required GPA level of 2.0 for KSC, PSU and UNH College of Professional Studies Online (CPSO) and 2.5 for entry into UNH Durham and Manchester. Note: Some programs, such as Nursing, may have additional requirements or program capacity limitations.

Comprehensive advising and support services will be provided, including academic advising, financial aid counseling, and career guidance, to assist students with transition from the community college system to the university system. Mechanisms have been established for data sharing and tracking of student progress to monitor the effectiveness of the Direct Admission Program and identify areas for improvement. A comprehensive marketing and outreach campaign will be developed to raise awareness of the Direct Admission Program among prospective students, high school counselors, and community partners. The USNH Outreach and Enrollment Center will facilitate this communication in support of all CCSNH and USNH institutions until the student has identified their destination institution, at which point communication would be taken over by the receiving institution. Mechanisms for ongoing evaluation and continuous improvement of the Direct Admission Program will be established, incorporating feedback from stakeholders and making necessary adjustments to optimize outcomes.

Related, the accessibility of most CCSNH programs points to an opportunity to more fully leverage direct admission as an entry point for more high school graduates, thereby encouraging increased participation in postsecondary education and greater retention of college-bound students in New Hampshire. CCSNH currently has access to approximately 40% of New Hampshire's high school seniors through its early college programs; however, to optimize these efforts, CCSNH would need to develop another mechanism with more comprehensive reach. One option would be to work with individual school districts; however, it makes sense for CCSNH to explore whether there are more efficient strategies that could be pursued at the statewide level in conjunction with the New Hampshire Department of Education (NHDoE). Based upon discussions with the NHDoE, this might require legislative action to enable this type of outreach to students and families.

- 3) Implement a common platform for supporting transfer equivalencies, including experiential and workplace-based learning and industry-recognized credentials, to support efficient navigation for students.

CCSNH and USNH are pursuing the implementation of software platforms to create a common language around courses and credits to assist students in navigating current and new degree and certificate pathways, with the long-term goal of guiding them through learning opportunities that begin in high school and Career and Technical Education (CTE) Centers and advance to certificate and degree programs at CCSNH and USNH. USNH has

begun pilot implementation of the Transfer Evaluation System (TES) that was previously used successfully at the former Granite State College, to facilitate easy access to transfer equivalencies for students interested in transferring to the 4-year institutions. CCSNH has been implementing TES through Nashua Community College and is planning to expand this across all seven colleges in the next 12 to 24 months, with the intent that this can serve as a bridge that will help New Hampshire students navigate opportunities from high school (through dual enrollment) to CCSNH and then to USNH.

TES will also be useful for the identification of equivalent courses outside of the systems as well as other forms of documented learning (e.g., industry recognized credentials) that will benefit students (and families) in the ways described above and may limit redundancies between academic programs. This is compatible with the recommendation of the final report to “engage the business communities in the state with a systematic and continuous set of dialogues between industry and the two public higher education systems” and will facilitate a more timely and affordable credential attainment process to enable entry or advancement into the NH workforce.

As described above, resource constraints might hinder the pace of implementing TES and Transferology software platforms across the two systems, and the pace at which this technology can improve the student experience.

- 4) Enhance and expand CCSNH’s early college (dual enrollment) initiatives to give students a compelling pathway to post-secondary education by reducing costs and debt burdens.

During the 2023-24 school year, CCSNH achieved 16% growth in enrollment in its three early college programs, serving a total of more than 10,000 individual students. Early college courses allowed these students to challenge themselves academically and to explore postsecondary pathways, and the credits these students earned have created the opportunity for them and their families to save more than \$10,000,000 in college tuition and fees in the future, reducing the barrier of cost and the burden of debt that are often associated with postsecondary education.

Building on this foundation of making affordable college-level learning more broadly available across the state, CCSNH is now working with a small number of New Hampshire high schools to build pilot programs for the coming school year to test ways to expand and organize the opportunities for early college into more coherent and structured pathways that will increase credential attainment and the financial benefits of this opportunity. By leveraging the pathways being developed under HB1530 (referenced above), our intent is to increase the likelihood that students who participate in CCSNH’s early college programs

will find greater reason to remain in New Hampshire for postsecondary education, taking advantage of the program alignments being built between CCSNH and USNH, but increasingly anchored in New Hampshire's high schools and CTEs. (A report illustrating the postsecondary enrollment patterns of CCSNH's early college participants from 2016 through 2022 is included as Appendix B.)

- 5) Develop 3-year bachelor's degree programs, including online delivery, to raise the level of educational attainment and to make bachelor level degrees more affordable. This initiative will ultimately require accreditor approval but will also require significant pre-work to prepare for approval, hence its inclusion as both a short-term initiative and long-term recommendation.

On August 15, 2024, Plymouth State University (PSU) submitted a proposal for 96-credit, 3-year bachelor's degrees to the New England accrediting body, New England Commission on Higher Education (NECHE). These professionally oriented accelerated degrees will provide students with a more affordable pathway to graduation and into critical areas of New Hampshire's workforce. The five 3-year undergraduate degree programs PSU proposed are: Police Studies, Business Administration, Applied Robotics, Cybersecurity, and Outdoor Adventure Leadership. PSU received formal approval of its program application from NECHE on October 22, 2024.

- 6) Co-locate the CCSNH and USNH system offices in shared working space to foster the streamlining and coordination of common administrative functions to reduce duplication and improve efficiency. This could include both student-facing services as well as more backroom operational areas such as budget and finance, human resources, and facilities management.

An opportunity to co-locate the USNH System Office adjacent to the CCSNH System Office has been identified on the campus of NHTI—Concord's Community College. The building that is deemed most suitable for this purpose based on location and size was built more than 50 years ago, and originally served as a library before being repurposed as a classroom building. To make the building suitable for USNH's administrative offices, it will require an update of building systems (e.g., HVAC), building envelope, mitigation of asbestos, and renovation of the interior space to accommodate USNH's operational needs. Both systems have committed the resources needed to make this investment, understanding the importance of pursuing increased opportunities for collaboration that the task force envisioned.

- 7) Evaluate the concept of CCSNH pursuing regional accreditation by the New England Commission of Higher Education (NECHE) as a single, statewide college with locations throughout the state (unified accreditation) and evaluate whether changes to USNH accreditation would be beneficial.

Following a motion adopted by the CCSNH Board of Trustees in March 2024, CCSNH has engaged the National Center for Higher Education Management Systems (NCHEMS) to assist with analysis and planning related to the potential for CCSNH to pursue accreditation as a single, statewide institution, maintaining its current footprint and presence in each region of the state, but facilitating more seamless academic opportunities for students and more nimble administrative structures that can enhance innovation while sustaining community engagement. Initial discussions with NECHE confirm that if a decision is made by the CCSNH Board of Trustees to pursue “single accreditation,” that effort would entail a multi-year process and would require subsequent action by the New Hampshire General Court and by the United States Department of Education.

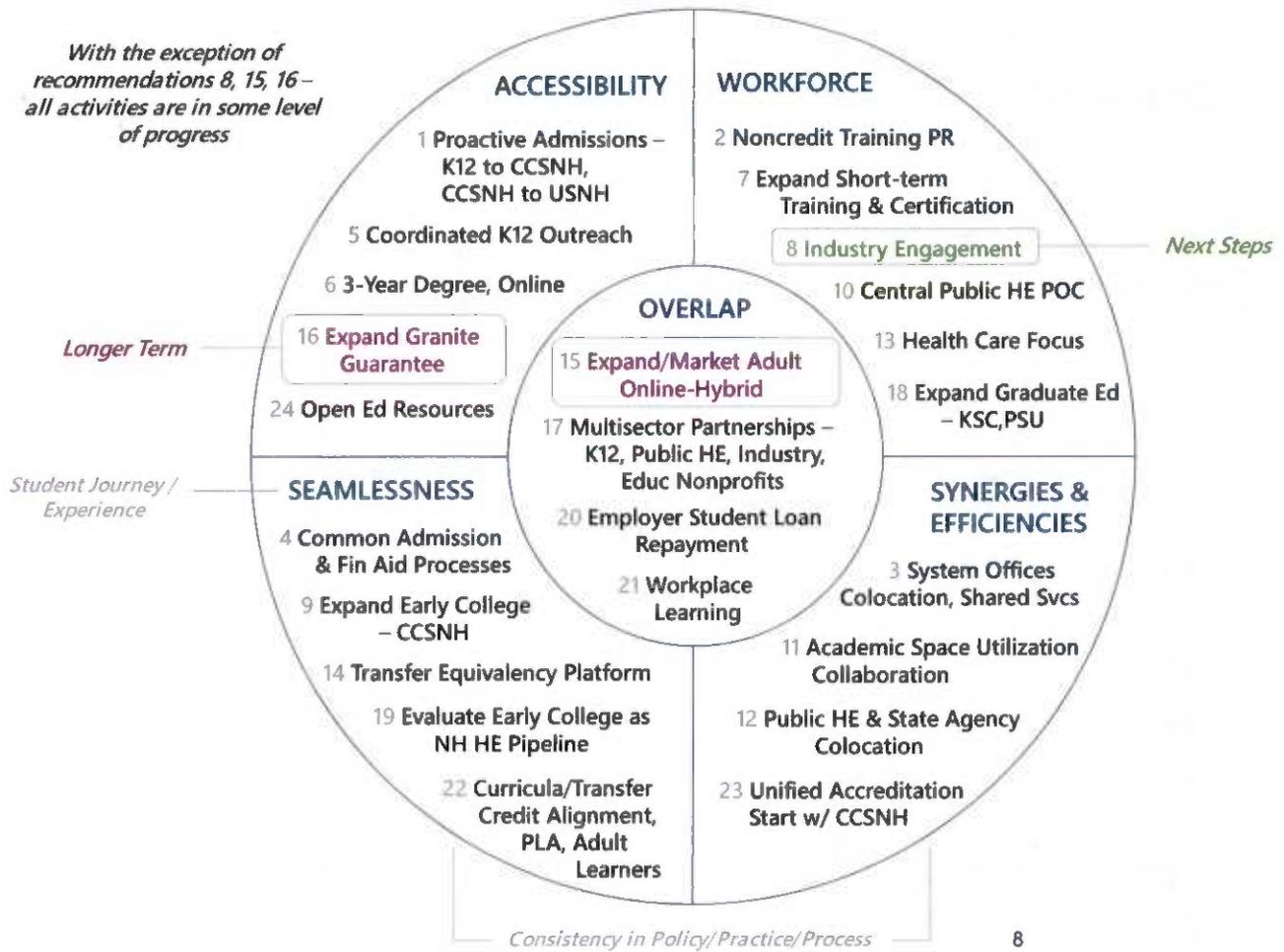
- 8) Implement a common Enterprise Resource Planning (ERP) platform.

USNH has undertaken a multi-year implementation of the Workday ERP. This will replace two different Ellucian ERP platforms currently in use across USNH’s three institutions. CCSNH remains on Ellucian’s Banner ERP platform (one of the two being retired by USNH). Although replacement of this ERP is not currently part of CCSNH’s planning cycle, with incremental investment to support this initiative, CCSNH would be prepared to evaluate this opportunity.

## Appendix A

### Short- and Long-term Recommendations made by the Governor's Public Higher Education Task Force

## CCSNH-USNH Task Force Recommendations – Short Term March 2024



## **Appendix B**

### **Report on the Postsecondary Enrollment Patterns of CCSNH's Early College Participants from 2016 through 2022**

## **Postsecondary Matriculation and Completion for New Hampshire Early College Students, 2016-2022**

Prepared by Mark Rubinstein  
15 July 2024

This past year, through Executive Order issued by Governor Sununu, a Public Higher Education Task Force was convened to evaluate and make recommendations related to strategic alignment of public higher education in New Hampshire. Among those recommendation was to “Provide a mechanism to evaluate whether high school students taking advantage of early college use the credits earned to further their education at CCSNH and USNH.”

Early college includes dual enrollment courses offered in three formats:

- In high schools (previously known as Running Start);
- Online (previously known as e-Start); and
- On CCSNH campuses (previously known as Early College).

The Community College System of New Hampshire (CCSNH) had previously conducted such analyses, primarily focused on those students whose subsequent postsecondary enrollment was within CCSNH. The current analysis looks more broadly at the impact of our early college programs on New Hampshire high school students’ postsecondary education participation and credential completion outcomes, drawing on data from the National Student Clearinghouse (NSC\*) to better assess some of the impacts of CCSNH’s early college programs that extend beyond matriculation within CCSNH. (\*NSC typically captures ~97% of US postsecondary enrollment.)

To support this effort, CCSNH’s Institutional Research & Effectiveness team created a dataset of all early college participants, spanning the period from Academic Year (AY) 2016 through AY2022, and submitted that dataset to the NSC to obtain information on the subsequent postsecondary enrollment and credential completion of that larger population.

That dataset included an unduplicated count of 34,617 students who participated in early college coursework through CCSNH. Each AY cohort is comprised of only those students for whom that particular year was the last one in which they participated in CCSNH’s early college courses. As such, these reports do not represent all early college students who enrolled in CCSNH courses in any given year, because they exclude from each cohort those students who enrolled in early college courses in a subsequent year. The “EC Last Year” field is also an imprecise proxy for high school seniors, because it excludes those students whose last early college course was taken in the sophomore or junior year. Even with these limitations, the following tables provide some useful insight into the postsecondary matriculation and completion results for students who participated in CCSNH’s early college courses while in high school.

**Table I. A summary count of CCSNH’s Early College Students, 2016-2022, based on the last year in which the student participated in an early college course**

Early College Subsequent Enrollment and Credential Completion ⓘ  
Count vs EC Last AY

EC Last AY ▼

EC Last AY	2016	2017	2018	2019	2020	2021	2022	Totals
Totals	4,342	4,284	4,242	5,736	6,342	4,571	5,100	34,617

Over the course of the seven years covered by this report, there were a total of 34,617 early college students. The pattern of participation was undoubtedly affected by the pandemic which saw total participation in early college fall during AY21 before rebounding. That improving trend has continued beyond the timeframe covered by this report.

**Table II. A summary count of CCSNH’s Early College Students, 2016-2022, reflecting subsequent postsecondary enrollment**

Early College Subsequent Enrollment and Credential Completion ⓘ  
Count Unique Values(PIDM\_KEY) vs EC Last AY by Post EC Higher Ed Binary Flag

EC Last AY ▼

Post EC Higher Ed Binary Flag	EC Last AY	2016	2017	2018	2019	2020	2021	2022	Count Unique Total
	0		607	574	607	927	1,206	775	1,206
1		3,735	3,710	3,635	4,809	5,136	3,796	3,894	28,715
	Count Unique Total	4,342	4,284	4,242	5,736	6,342	4,571	5,100	34,617

Of the 34,617 students who participated in CCSNH’s early college programs during the period covered by this study, 28,715 students were found through NSC to have enrolled in postsecondary education following high school completion.

**Table III. Percentage of CCSNH’s Early College Students, 2016-2022, reflecting subsequent postsecondary enrollment**

Early College Subsequent Enrollment and Credential Completion ⓘ  
Count as Fraction of Columns vs EC Last AY by Post EC Higher Ed Binary Flag

EC Last AY ▼

Post EC Higher Ed Binary Flag	EC Last AY	2016	2017	2018	2019	2020	2021	2022	Totals
	0		14.0%	13.4%	14.3%	16.2%	19.0%	17.0%	23.6%
1		86.0%	86.6%	85.7%	83.8%	81.0%	83.0%	76.4%	83.0%
	<b>Totals</b>	<b>100.0%</b>							

This translates to 83% of the total population for the seven-year period covered. More recent cohorts show lower postsecondary enrollment rates; however, the relatively consistent rate of postsecondary enrollment (~86%) observed for the cohorts between AY2016 and AY2018 and the relatively sharp increase observed between AY20 and AY21, suggests that the 83% figure might understate the impact, given additional time. Regardless, even the most recent cohort’s postsecondary enrollment rate (76.4%) is measurably higher than the [62% national figure for the “immediate college enrollment” state-level data published by NCES](#), which reflects the percentage of all high school graduates who attended college within 12 months of graduation from high school.

**Table IV. A summary count of CCSNH’s Early College Students, 2016-2022, reflecting subsequent matriculation at CCSNH**

Early College Subsequent Enrollment and Credential Completion ⓘ  
Count Unique Values(PIDM\_KEY) vs EC Last AY by Matric @ CCSNH Binary Flag

EC Last AY ▼

Matric @ CCSNH Binary Flag	EC Last AY	2016	2017	2018	2019	2020	2021	2022	Count Unique Total
	0		2,786	2,722	2,805	3,768	4,127	3,159	3,283
1		949	988	830	1,041	1,009	637	611	6,065
	<b>Count Unique Total</b>	<b>3,735</b>	<b>3,710</b>	<b>3,635</b>	<b>4,809</b>	<b>5,136</b>	<b>3,796</b>	<b>3,894</b>	<b>28,715</b>

Among these 28,715 students who enrolled in postsecondary education following early college participation, a total of 6,065 students subsequently matriculated within CCSNH.

**Table V. Percentage of CCSNH’s Early College Students, 2016-2022, reflecting subsequent matriculation at CCSNH**

Early College Subsequent Enrollment and Credential Completion ⓘ  
Count as Fraction of Columns vs EC Last AY by Matric @ CCSNH Binary Flag

EC Last AY ▼

Matric @ CCSNH Binary Flag	EC Last AY	2016	2017	2018	2019	2020	2021	2022	Totals
	0		74.6%	73.4%	77.2%	78.4%	80.4%	83.2%	84.3%
1		25.4%	26.6%	22.8%	21.6%	19.6%	16.8%	15.7%	<b>21.1%</b>
	<b>Totals</b>	<b>100.0%</b>							

That translates to 21.1% of the total, including 15.7% in the AY2022 EC cohort. Again, we believe that these figures consistently rise over time.

**Table VI. A summary count of CCSNH’s Early College Students, 2016-2022, reflecting subsequent matriculation outside of CCSNH.**

Early College Subsequent Enrollment and Credential Completion ⓘ  
Count Unique Values(PIDM\_KEY) vs EC Last AY by Enrolled Outside CCSNH Binary Flag

EC Last AY ▼

Enrolled Outside CCSNH Binary Flag	EC Last AY	2016	2017	2018	2019	2020	2021	2022	Count Unique Total
	0		476	493	417	577	620	425	491
1		3,259	3,217	3,218	4,232	4,516	3,371	3,403	<b>25,216</b>
	<b>Count Unique Total</b>	<b>3,735</b>	<b>3,710</b>	<b>3,635</b>	<b>4,809</b>	<b>5,136</b>	<b>3,796</b>	<b>3,894</b>	<b>28,715</b>

When the question is posed in a slightly different manner—how many of these 28,715 students enrolled outside of CCSNH?—we actually see different figures than the simple offset of the results in Table IV. That variance reflects the subset of students who enrolled, whether at different times, or even concurrently, at institutions both within and outside of CCSNH. Using the AY16 cohort as an example, it should not be surprising to see that among the 949 students who were originally enrolled at CCSNH in that year, that at least 470 students from that cohort subsequently matriculated—through transfer—at another (four-year) institution. As with the data described in Table III, we might reasonably expect these figures to grow over time, particularly for the most recent AY cohorts.

**Table VII. Percentage of CCSNH’s Early College Students, 2016-2022, reflecting subsequent matriculation outside of CCSNH.**

Early College Subsequent Enrollment and Credential Completion ⓘ  
Count as Fraction of Columns vs EC Last AY by Enrolled Outside CCSNH Binary Flag

EC Last AY ▼

Enrolled Outside CCSNH Binary Flag	EC Last AY								Totals
	2016	2017	2018	2019	2020	2021	2022		
0	12.7%	13.3%	11.5%	12.0%	12.1%	11.2%	12.6%	12.2%	
1	87.3%	86.7%	88.5%	88.0%	87.9%	88.8%	87.4%	87.8%	
<b>Totals</b>	<b>100.0%</b>								

Similarly, when viewed on a percentage basis, you will note the variance between these figures and the ones in table V, again reflecting a subset of students who enrolled at institutions both within and outside of CCSNH. In both instances, the conclusion we draw is that with additional time, more students who have participated in early college find their way into postsecondary education, both within CCSNH and elsewhere.

**Table VIII. A summary count of CCSNH’s Early College Students, 2016-2022, reflecting subsequent matriculation at four-year institutions.**

Early College Subsequent Enrollment and Credential Completion ⓘ  
Count Unique Values(PIDM\_KEY) vs EC Last AY by Enrolled in 4Y Binary Flag

EC Last AY ▼

Enrolled in 4Y Binary Flag	EC Last AY								Count Unique Total
	2016	2017	2018	2019	2020	2021	2022		
1	3,162	3,129	3,130	4,116	4,393	3,289	3,306	24,525	
<b>Count Unique Total</b>	<b>3,162</b>	<b>3,129</b>	<b>3,130</b>	<b>4,116</b>	<b>4,393</b>	<b>3,289</b>	<b>3,306</b>	<b>24,525</b>	

Table VIII. Identifies those EC students whose initial postsecondary matriculation involved a four-year institution. These 24,525 students represent 85.4% of the 28,715 CCSNH early college students who were subsequently found by NSC to have enrolled in postsecondary education after high school.

**Table IX. A summary count of CCSNH’s Early College Students, 2016-2022, reflecting subsequent matriculation at New Hampshire four-year institutions.**

Early College Subsequent Enrollment and Credential Completion ⓘ  
Count Unique Values(PIDM\_KEY) vs EC Last AY by Enrolled in 4Y Binary Flag-Enrolled in NH 4Y Binary Flag

EC Last AY ▼

		EC Last AY								Count Unique Total
Enrolled in 4Y Binary Flag	Enrolled in NH 4Y Binary Flag	2016	2017	2018	2019	2020	2021	2022		
1	0	1,739	1,656	1,655	2,246	2,330	1,948	2,022	13,596	
	1	1,423	1,473	1,475	1,870	2,063	1,341	1,284	10,929	
<b>Count Unique Total</b>		<b>3,162</b>	<b>3,129</b>	<b>3,130</b>	<b>4,116</b>	<b>4,393</b>	<b>3,289</b>	<b>3,306</b>	<b>24,525</b>	

In turn, Table IX provides the distribution of those students who enrolled at New Hampshire four-year institutions (1) and those who enrolled at four-year institutions outside of New Hampshire (0). The aggregate figure for those students who matriculated within New Hampshire over the seven-year timeframe is ~44.5%, and the figure for the most recent cohort (AY22) is ~38%. It is unclear, and perhaps unlikely, that this is a trend. Anecdotal information suggests that many students make an initial decision to enroll at out-of-state institutions, before finding reasons to transfer to institutions closer to home. In that regard, as with other tables, time is likely to be a factor and we might anticipate that the figures for the more recent cohorts will show a net increase as more of these early students migrate back to New Hampshire (relative to those who leave New Hampshire) to complete their degrees at New Hampshire institutions.

**Table X. A summary count of CCSNH’s Early College Students, 2016-2022, reflecting subsequent matriculation at specific New Hampshire four-year institutions.**

Early College Subsequent Enrollment and Credential Completion ⓘ  
Count vs EC Last AY-Enrolled in NH 4Y Binary Flag by 1st 4Y College

EC Last AY ▼ Enrolled in NH 4Y Binary Flag ▼

1st 4Y College	EC Last AY	2016	2017	2018	2019	2020	2021	2022	Totals
	Enrolled in NH 4Y Binary Flag	1	1	1	1	1	1	1	
COLBY SAWYER COLLEGE		36	49	43	60	63	61	46	358
DARTMOUTH COLLEGE		15	13	13	19	17	13	13	103
DARTMOUTH HITCHCOCK			1	1					2
FRANKLIN PIERCE UNIVERSITY		44	33	36	39	47	25	28	252
GRANITE STATE COLLEGE		31	31	25	25	21	12	3	148
KEENE STATE COLLEGE		128	121	141	171	175	122	132	990
NEW ENGLAND COLLEGE		20	27	26	39	37	32	28	209
PLYMOUTH STATE UNIVERSITY		204	184	208	243	248	167	177	1,431
RIVIER UNIVERSITY		66	74	65	72	74	60	48	459
SAINT ANSELM COLLEGE		45	31	32	40	66	40	47	301
SOUTHERN NEW HAMPSHIRE UNIVERSITY		301	362	371	467	566	336	218	2,624
UNIVERSITY OF NEW HAMPSHIRE- DURHAM		485	499	464	629	680	447	515	3,719
UNIVERSITY OF NEW HAMPSHIRE- MANCHESTER		48	48	50	66	69	26	29	336
<b>Totals</b>		<b>1,423</b>	<b>1,473</b>	<b>1,475</b>	<b>1,870</b>	<b>2,063</b>	<b>1,341</b>	<b>1,284</b>	<b>10,929</b>

Among those students who chose to enroll at four-year institutions and to remain in New Hampshire, Table X shows that the single largest number of students chose UNH (Durham). In aggregate, of the 10,929 students who enrolled within New Hampshire’s four-year institutions, 6,624 students (60.6%) chose USNH institutions, while 2,621 students (~24%) chose SNHU. Of interest, these figures for SNHU do not appear to grow over time, as one might expect to see if the passage of time caused them to reflect the enrollment patterns of working adults with a decided preference for online learning. One possibility is that this is an artifact of the subset of students who had access to early college learning opportunities, and that this influences their preferences for postsecondary education; however, this question would require additional analysis to evaluate.

**Table XI. A summary count of CCSNH’s Early College Students, 2016-2022, reflecting subsequent credential completion.**

Early College Subsequent Enrollment and Credential Completion ⓘ  
Count vs EC Last AY by Post EC Higher Ed Binary Flag-Higher Ed Credential Binary Flag

EC Last AY ▼

		EC Last AY								Totals
Post EC Higher Ed Binary Flag	Higher Ed Credential Binary Flag	2016	2017	2018	2019	2020	2021	2022		
1	0	936	1,050	1,260	2,369	4,405	3,500	3,770	17,290	
	1	2,799	2,660	2,375	2,440	731	296	124	11,425	
<b>Totals</b>		<b>3,735</b>	<b>3,710</b>	<b>3,635</b>	<b>4,809</b>	<b>5,136</b>	<b>3,796</b>	<b>3,894</b>	<b>28,715</b>	

Table XI illustrates that among the 28,715 students who enrolled in EC coursework while in high school and subsequently matriculated at colleges, 11,425 completed postsecondary education credentials (~39.8%). Given the disproportionate number of students who enrolled at four-year institutions, this includes many students for whom too little time would have elapsed to allow credential completion.

**Table XII. A summary count of CCSNH’s Early College Students, 2016-2019, reflecting subsequent credential completion.**

Early College Subsequent Enrollment and Credential Completion ⓘ  
Count vs EC Last AY by Post EC Higher Ed Binary Flag-Higher Ed Credential Binary Flag

EC Last AY ▼

		EC Last AY				Totals
Post EC Higher Ed Binary Flag	Higher Ed Credential Binary Flag	2016	2017	2018	2019	
1	0	936	1,050	1,260	2,369	5,615
	1	2,799	2,660	2,375	2,440	10,274
<b>Totals</b>		<b>3,735</b>	<b>3,710</b>	<b>3,635</b>	<b>4,809</b>	<b>15,889</b>

When this window is reduced to the period between AY2016 and AY2019, as reflected in Table XII, to ensure that students have had at least four years to complete degrees, 10,274 students demonstrate successful credential completion (~64.7%). For the two earliest cohorts (AY16 and AY17), that figure exceeds 73%, comparing very favorably to the national six-year graduation rate of 62.3%, reinforcing a perception that there is a strong correlation between students’ participation in early college and eventual credential completion; however, we make no assumptions about a

causal relationship, particularly because the vast majority of EC students will have had access to relatively few EC courses.

That said, if these early college students are demonstrating a high likelihood of interest in postsecondary education, increased EC opportunities could support those interests, reflected in broader and more equitable access, more timely degree completion, and lower costs (and less debt) incurred by students and families in pursuit of the education that they need to participate in, and contribute to, New Hampshire's 21<sup>st</sup> century workforce.

Additionally, when we consider integrating our efforts to expand early college with the opportunities to leverage degree pathways between CCSNH and USNH (as encouraged by HB1530), we can see possibilities for achieving beneficial objectives for credential attainment, affordability, for shifting the balance of postsecondary enrollment to better favor New Hampshire (public) institutions, ultimately cultivating a stronger, larger, and more representative pool of talent for New Hampshire's future.