



The Promise of Putting Purpose First

CCSNH Overview and Review of Purpose First work
to-date, and plans for the future

Overview

- **Introduction to CCSNH** – student information, mission / vision and value of associate's in New Hampshire
- **Before admissions and registration:** For NH, Purpose First begins in K-12
- **Next step:** Technology enables purpose-driven decision-making at the point of registration itself
- **Data gathering and moving to first semester:** CCSNH is presently implementing tools used first at Nashua Community College, including EAB and EMSI
- **Beyond first semester:** For students interested in transfer, purpose and intentionality looks like a clear line to baccalaureate attainment, not just associates
- **Professional development and performance management** will continue to enable Purpose First

CCSNH's mission centers on student success and access, aligning with workforce and educational attainment needs



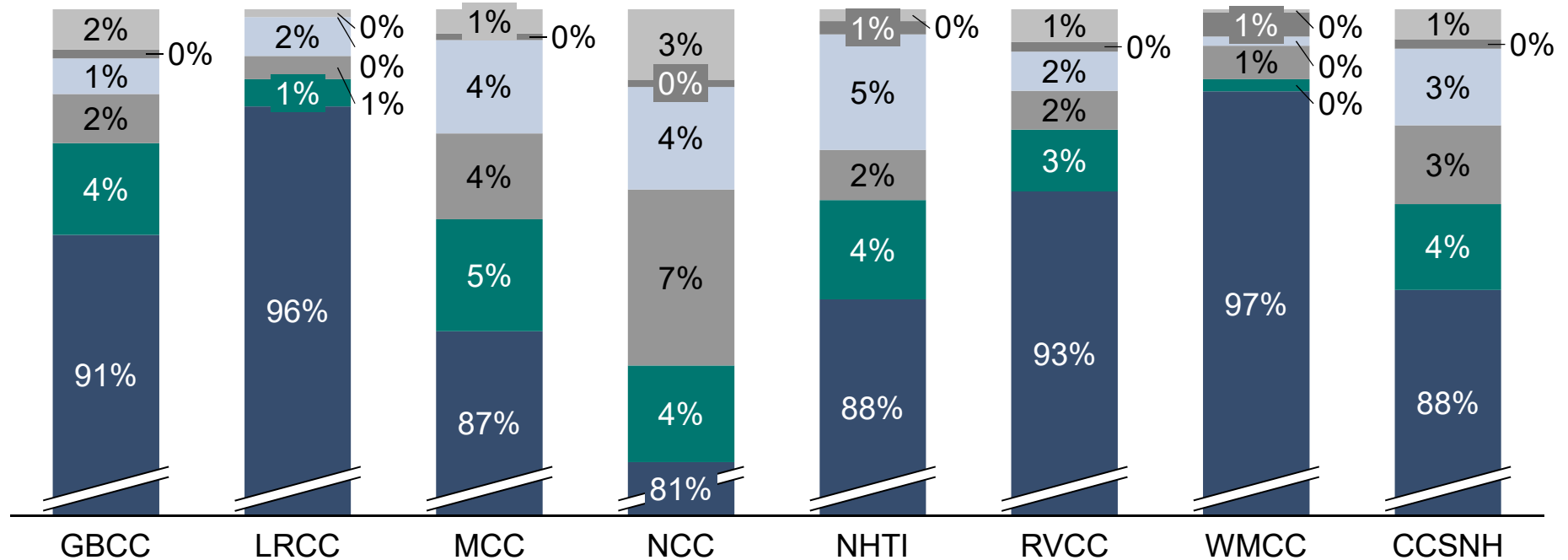
CCSNH serves 25,500 students annually, which translates to roughly two percent of the adult population of New Hampshire any given year is a CCSNH student, once you exclude dual-credit programming

For Spring 2018

- 48% are 20 years old or under, 24% ages 21-25, and 28% ages 26+
- 66% of our students are part-time



CCSNH – Spring 2018- Enrollment Breakdown by Race / Ethnicity



The rural and mountainous north and west differ significantly from the more urban and populous counties in southeastern NH

Following the highways from Boston, the NH metro counties include the Route 3 and I-93 cities and suburbs of Nashua, Manchester and Concord and the I-95 Seacoast cities of Portsmouth, Exeter, Dover and Rochester and their surrounding towns. These counties comprise 74 percent of NH population

	Total NH	Rural NH	Metro NH	Top State*	Bottom State*
Associates +	46%	38%	47%	51%	28%
Rank	7	28	3	1	50
Bachelors+	33%	30%	35%	39%	18%
Rank	9	19	6	1	50

Source:
<http://www.ccsnh.edu/sites/default/files/white-paper-series-the-two-new-hampshires.pdf>

Student success initiatives, including Purpose First, fall within our 65 by 25 framework

Why 65?

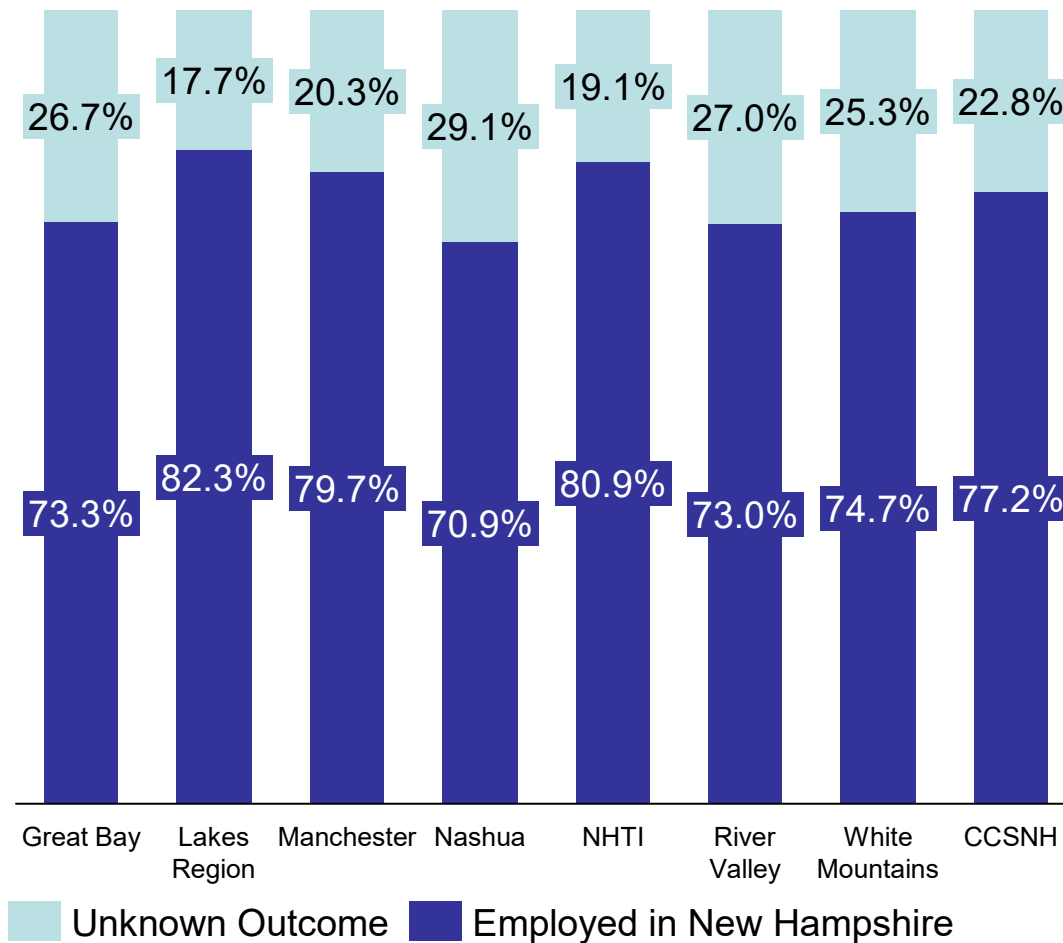
Approximately
65% of jobs in NH
by 2025 will require
postsecondary
education

—Georgetown U. Center on Education
and the Workforce

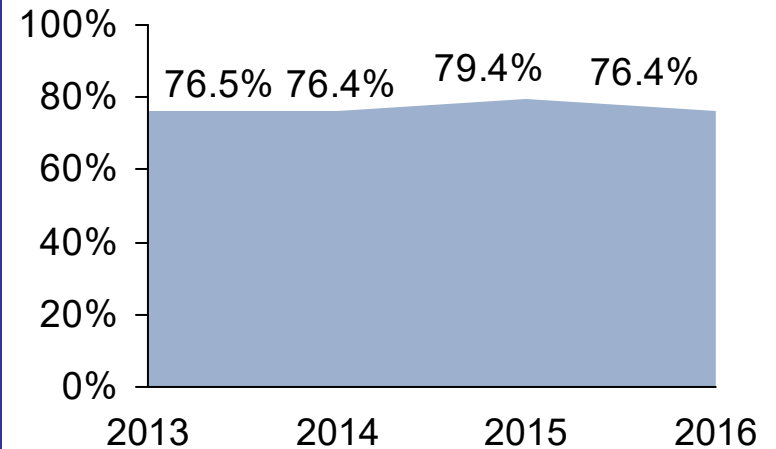
- *The Community College System of NH has introduced **65 by 25**, a goal to help ensure that 65 percent of adults 25 and older in New Hampshire will have some form of post-secondary education, from certificates to advanced degrees, by 2025. Achieving this goal moves New Hampshire much closer to targets cited in national research and positions New Hampshire to support a strong future economy.*
- *Failure to reach that goal will harm the state's ability to retain, attract and grow business, and will have long-term effects on the state's economy and quality of life.*

Our credentials have economic value

Percent of CCSNH certificate and degree completers employed in New Hampshire, Aggregation of 2013 - 2016



Percent of completers employed in NH, year-to-year



Notes and Considerations

- For those who work in NH, seven percent live out-of-state
- **Data does not include self-employed or unemployed, including continuing education full-time at baccalaureate level**
- 2015 saw greater employment in-state, every other year remarkably consistent (~76.5%)

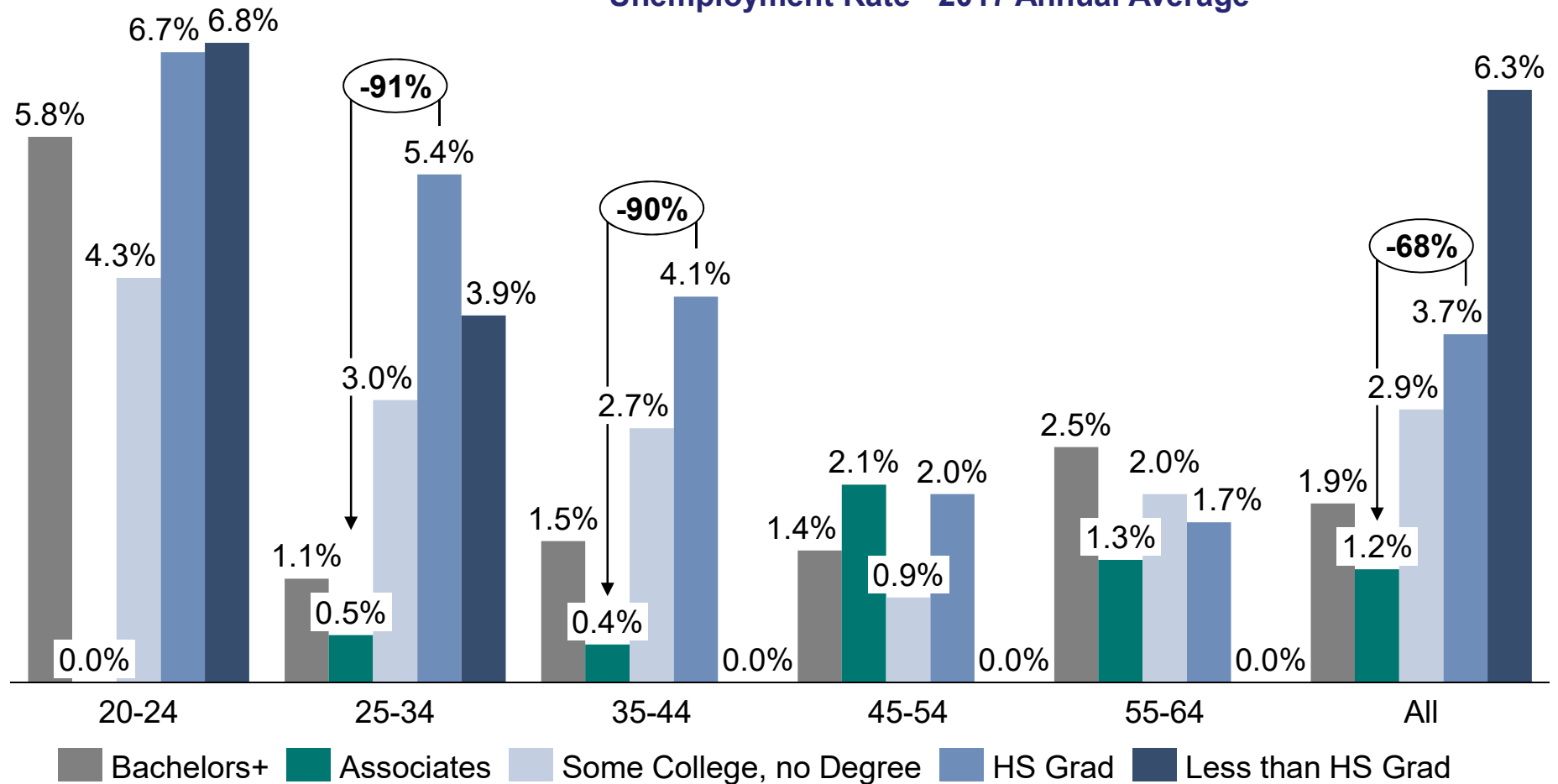
Source: NHES Wage-Match Data with CCSNH Sept. 2017

7/19/2018

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NH Residents with an Associate's Degree have lower unemployment rates than those without

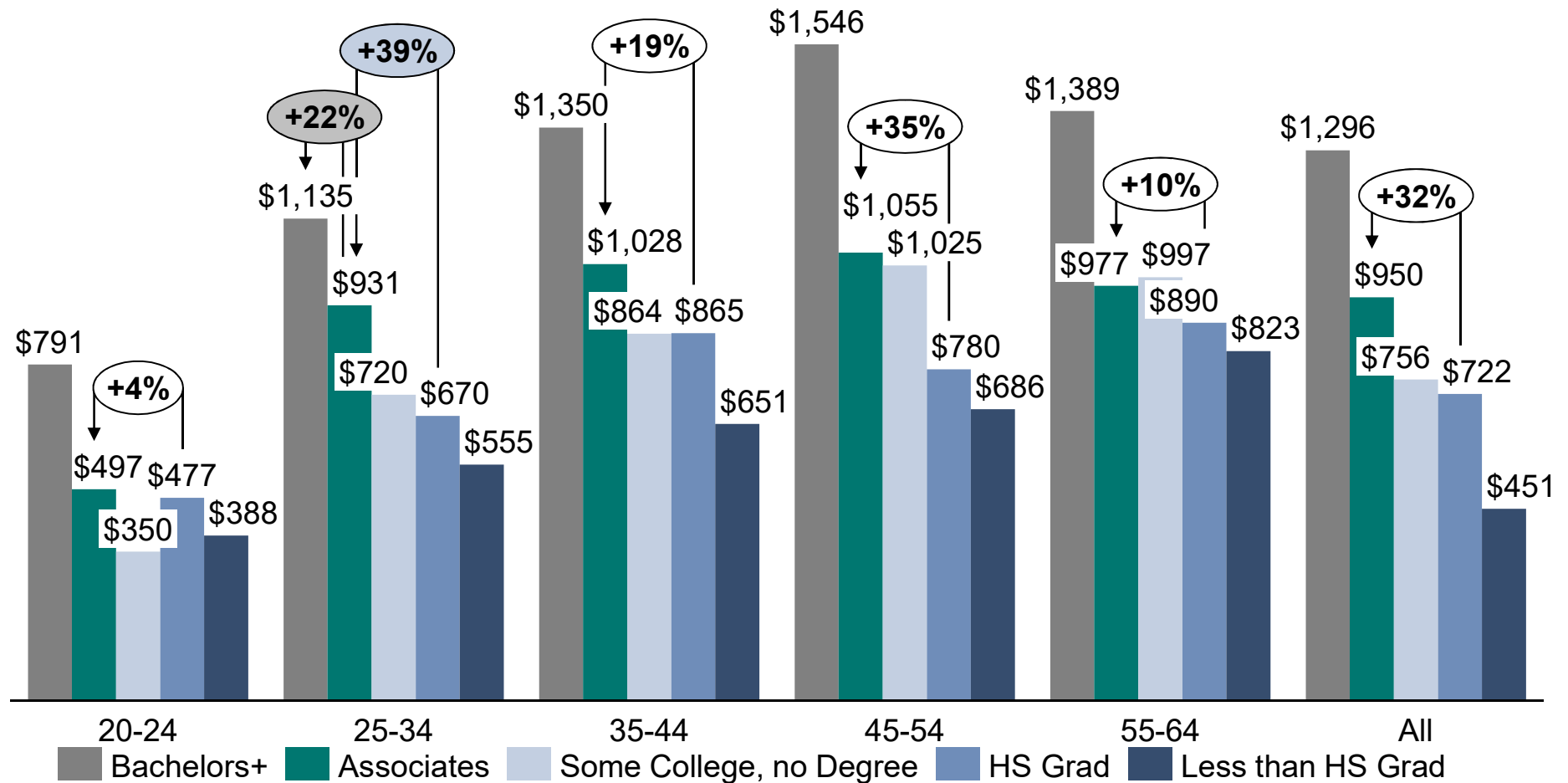
New Hampshire Labor Force Statistics by Age Group and Educational Attainment
Unemployment Rate - 2017 Annual Average



NHES: 2018-03-15 Labor Force and Wages by Age and Education

NH Residents with an Associate's Degree have higher wages than those without

New Hampshire Labor Force Statistics by Age Group and Educational Attainment
Weekly Wages - 2017 Annual Average



NHES: 2018-03-15 Labor Force and Wages by Age and Education

Before admissions and registration: For NH, Purpose First begins in K-12



Recruitment Activities

- CCSNH is sharing its recently launched Career Coach platform with high school counselors so students will
 - be well-informed on higher education options and offerings before registration
 - take junior- and senior-level courses strictly in alignment with prospective academic pathways.

Using focus areas to work with K-12 system

- K-12 has adopted CCSNH's seven focus areas (meta-majors)
- CCSNH is mapping junior- and senior-level courses for each focus area, to tighten dual-credit and dual-enrollment programs to education options in New Hampshire.
- Using CollegeBoard information collected during SAT – mandatory in 11th grade – for info on interests to target advising

Next step: Technology enables purpose-driven decision-making at the point of registration itself



- Guided onboarding with custom enrollment steps individualized to each incoming students' needs and career goals; providing personalized support at entry for all students to clarify paths
- Once purpose established, smart academic planning to match students to best-fit carriers and relevant courses; balancing structure with flexibility for part-timers to help students choose and enter a pathway
- Advisors use caseload management to ensure students stay on path and get more career experience
- Administrators and advisors can use course history and program code data to determine student intentionality and assure they are not taking courses off-track



- Research career interests and conduct career assessment, learning about each career's typical tasks and requirements to gauge fitness
- Evaluate careers based on how much they pay and whether that industry is expected to grow
- See which companies do the most hiring and explore live job postings to learn what they want from employees
- Map career information to pathways

Data gathering and moving to first semester: CCSNH is presently implementing tools used first at Nashua Community College, including EAB and EMSI

CCSNH chose operations and new processes to implement about halfway into the Purpose First initiative, when we moved from ideation to implementation. Much of our initial results are being produced right now, in this Fall registration cycle, during which time we will track program codes and registrations onto plans to see progress

One piece that we have early, exciting data on is **our first-semester Ethnography of Work** course at Nashua Community College, which we are replicating at two more Colleges this Fall.

- Emphasis includes developing sense of careers and connecting real-world career objectives to the classroom
- Transfers as a general education course to University System
- Students who took the course moved at 150 percent the rate of students who did not take the course, from meta-major to specific major.
- Likely tied to this intentionality, course takers had a 27 percent higher fall-to-spring retention rate, than non-, and this is presently translating and likely partly responsible for Nashua's increases in retention and enrollment so far this Fall 2018 registration cycle

Beyond first semester: For students interested in transfer, purpose and intentionality looks like a clear line to baccalaureate attainment, not just associates

 NASHUA COMMUNITY COLLEGE	Program: A.S. History to Multicultural Education Prerequisites: General Education I & II, and successful completion of Transferor from University of New Hampshire 12 Transferable credits maximum Coating time: 30-32 weeks
May it directly, or work to be your own. From your Transferor's Degree in History to Multicultural Education at UNH in four years, you may transfer your credits to University of New Hampshire to graduate with your degree in four years. The following are the recommended sequence of courses you may be graduate online. Make informed choices as to accumulation after your college admission.	
3-Year Program Map for Full-Time Students Recommended Sequence of Courses for students on a full-time basis	
First Year	Second Year
HIST 1010 American History and Culture I (4)	HIST 1010 American History and Culture I (4)
HIST 1020 American History and Culture II (4)	HIST 1020 American History and Culture II (4)
HIST 1030 American History and Culture III (4)	HIST 1030 American History and Culture III (4)
HIST 1040 American History and Culture IV (4)	HIST 1040 American History and Culture IV (4)
HIST 1050 American History and Culture V (4)	HIST 1050 American History and Culture V (4)
HIST 1060 American History and Culture VI (4)	HIST 1060 American History and Culture VI (4)
HIST 1070 American History and Culture VII (4)	HIST 1070 American History and Culture VII (4)
HIST 1080 American History and Culture VIII (4)	HIST 1080 American History and Culture VIII (4)
HIST 1090 American History and Culture IX (4)	HIST 1090 American History and Culture IX (4)
HIST 1100 American History and Culture X (4)	HIST 1100 American History and Culture X (4)
HIST 1110 American History and Culture XI (4)	HIST 1110 American History and Culture XI (4)
HIST 1120 American History and Culture XII (4)	HIST 1120 American History and Culture XII (4)
HIST 1130 American History and Culture XIII (4)	HIST 1130 American History and Culture XIII (4)
HIST 1140 American History and Culture XIV (4)	HIST 1140 American History and Culture XIV (4)
HIST 1150 American History and Culture XV (4)	HIST 1150 American History and Culture XV (4)
HIST 1160 American History and Culture XVI (4)	HIST 1160 American History and Culture XVI (4)
HIST 1170 American History and Culture XVII (4)	HIST 1170 American History and Culture XVII (4)
HIST 1180 American History and Culture XVIII (4)	HIST 1180 American History and Culture XVIII (4)
HIST 1190 American History and Culture XIX (4)	HIST 1190 American History and Culture XIX (4)
HIST 1200 American History and Culture XX (4)	HIST 1200 American History and Culture XX (4)
HIST 1210 American History and Culture XXI (4)	HIST 1210 American History and Culture XXI (4)
HIST 1220 American History and Culture XXII (4)	HIST 1220 American History and Culture XXII (4)
HIST 1230 American History and Culture XXIII (4)	HIST 1230 American History and Culture XXIII (4)
HIST 1240 American History and Culture XXIV (4)	HIST 1240 American History and Culture XXIV (4)
HIST 1250 American History and Culture XXV (4)	HIST 1250 American History and Culture XXV (4)
HIST 1260 American History and Culture XXVI (4)	HIST 1260 American History and Culture XXVI (4)
HIST 1270 American History and Culture XXVII (4)	HIST 1270 American History and Culture XXVII (4)
HIST 1280 American History and Culture XXVIII (4)	HIST 1280 American History and Culture XXVIII (4)
HIST 1290 American History and Culture XXIX (4)	HIST 1290 American History and Culture XXIX (4)
HIST 1300 American History and Culture XXX (4)	HIST 1300 American History and Culture XXX (4)
HIST 1310 American History and Culture XXXI (4)	HIST 1310 American History and Culture XXXI (4)
HIST 1320 American History and Culture XXXII (4)	HIST 1320 American History and Culture XXXII (4)
HIST 1330 American History and Culture XXXIII (4)	HIST 1330 American History and Culture XXXIII (4)
HIST 1340 American History and Culture XXXIV (4)	HIST 1340 American History and Culture XXXIV (4)
HIST 1350 American History and Culture XXXV (4)	HIST 1350 American History and Culture XXXV (4)
HIST 1360 American History and Culture XXXVI (4)	HIST 1360 American History and Culture XXXVI (4)
HIST 1370 American History and Culture XXXVII (4)	HIST 1370 American History and Culture XXXVII (4)
HIST 1380 American History and Culture XXXVIII (4)	HIST 1380 American History and Culture XXXVIII (

- Creating 2+2 maps make it very clear what a student needs to take upon starting his/her associate's – showing exactly which courses transfer, together, to achieve junior standing at baccalaureate institutions
- They also represent vehicles for depicting present curriculum, including any gaps towards full program-level articulation – *this is particularly relevant to rural areas and ensuring that students here have access to the same array of program options*
- Emphasizing creating single 2+2's with one or more CCSNH institution to one or more USNH institution is the critical starting point towards universal program articulation
- Bolstering this work by creating student organizations for every academic major and tying these to four-year counterparts and industry

Professional development and performance management will continue to enable Purpose First

Professional development will focus on culture change

- Continued advisement training to emphasize PurposeFirst tenets
- CCSNH-wide symposium last October, and Plymouth State University September University Days emphasize PurposeFirst and related initiatives
- Second NH CCA on-site event for PurposeFirst held November 2 at Plymouth State, attendance included student success staff from both systems

Metrics and Evidence

- PurposeFirst / CCA provides strong template for measuring success – will see results starting this Fall
- Academic-focus-area-based structural changes must follow enrollment, success, movement between/per meta-major
- Control for intervention effect (courses, tech, experiential components, etc...) on CCA measures broken by academics and demography.

Bolstered by Technology

- Enabling technologies for career assessments to inform academic choices
- Data tools bring together disparate systems for ongoing decision support



CCSNH expects Purpose First initiatives to accelerate present growth in student graduation rates

1. CCSNH has New-England-region leading graduation rates for the community college sector at 3-year, 6-year and 8-year levels, and expects increased student intentionality to have a dramatic effect on these outcomes
2. Last year, CCSNH graduated its largest class, despite enrollment decline (numbers still being finalized)
3. Spring-to-Fall retention is up for first cohort experiencing Purpose-First-based processes, despite overall enrollment being down
4. We will continue to track cohorts effected by interventions – though many, including use of EMSI and EAB, are already at full-scale. Will see adjustment effect on credit-hour accumulation, retention, and graduation rates