2004 Performance Measurement Report

Performance Goals for State and Community Colleges in the Commonwealth of Massachusetts

Massachusetts Board of Higher Education
2004 Performance Measurement Report

PERFORMANCE GOALS FOR STATE AND COMMUNITY COLLEGES IN THE COMMONWEALTH OF MASSACHUSETTS

Produced by the Massachusetts Board of Higher Education
February 2005

His Excellency Mitt Romney, Members of the Great and General Court and the Citizens of the Commonwealth of Massachusetts:

The Board of Higher Education presents the 2004 Performance Measurement Report as a demonstration of our commitment to accountability for public higher education in Massachusetts. The report includes a broad spectrum of performance measures and goals, established by the Board in collaboration with the 24 state and community colleges, to address strategic objectives for public higher education.

The 2004 Report has several new components. The most significant are the comparison of institutional performance measures with external benchmarks and summaries reflecting state and community college performance at the segmental level as well as goals for each segment. Goals include improving retention and graduation rates, increasing collaboration among institutions and with preK-12, strengthening fundraising and expanding workforce development. In addition, there are ten new performance measures that address minority student enrollment, affordability, student retention, collaboration, performance on professional licensure exams, transfer students, and fundraising. Refinements have also been made to existing measures and targets in order to improve accountability and better reflect the interests and concerns of the institutions and the citizens of the Commonwealth.

We are pleased to provide this Report to you and are committed to developing new and enhanced ways of presenting the achievements of our state and community colleges to the public they serve.

Sincerely,

Stephen P. Tocco
Chairman

Judith I. Gill
Chancellor
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Mission Statements

BOARD OF HIGHER EDUCATION

The mission of the Board of Higher Education is to ensure that Massachusetts residents have the opportunity to benefit from a higher education that enriches their lives and advances their contributions to the civic life, economic development and social progress of the Commonwealth. To that end, Massachusetts public higher education must meet standards of quality commensurate with the benefits it promises and must be truly accessible to the people of the Commonwealth in all their diversity.

MASSACHUSETTS PUBLIC HIGHER EDUCATION SYSTEM

Massachusetts Public Higher Education is a system with a distinguished past, increasing and measurable accomplishments, and dedicated to being recognized as having one of the nation’s most outstanding array of institutions. It comprises 15 community colleges, nine state colleges, and five campuses of the University of Massachusetts. The system exists to provide accessible, affordable, relevant, and rigorous programs that adapt to meet changing individual and societal needs for education and employment. The public system is committed to continuous improvement and accountability in all aspects of teaching and learning. The Board of Higher Education, together with each respective Board of Trustees, expects all students, faculty, and staff to be held to exacting standards in the performance of their roles and responsibilities.

MASSACHUSETTS STATE COLLEGES

There are six comprehensive state colleges—Bridgewater State College, Fitchburg State College, Framingham State College, Salem State College, Westfield State College, and Worcester State College—and three specialized colleges—Massachusetts College of Art, Massachusetts College of Liberal Arts, and Massachusetts Maritime Academy. All colleges integrate liberal arts and sciences programs with professional education, and the three specialized colleges also focus on academic areas identified in the college’s name.

Each college places a special emphasis on teaching and lifelong learning and promotes a campus life that fosters intellectual, social, and ethical development. Committed to excellence in instruction and to providing responsive, innovative, and educational programs of high quality, they seek to develop each student’s critical thinking, quantitative, technological, oral, and written communication skills, and practical appreciation of the arts, sciences, and humanities as they affect good citizenship and an improved quality of life. The state colleges provide a campus environment where the ideas, values, perspectives, and contributions of all students are respected.

Massachusetts state colleges are strategically located to facilitate access to baccalaureate and master’s degree programs for Commonwealth residents who meet their high standards for admission. In recognition of their responsibilities to Massachusetts taxpayers to manage their resources efficiently and to maintain tuition and fees at a level as low as possible, each college has a distinctive academic focus based upon its established strengths and regional and state needs. Each college is a leader and resource for the community and contributes to the region’s cultural, environmental, and economic development.
The 15 Massachusetts Community Colleges offer open access to high-quality, affordable academic programs, including associate degree and certificate programs. They are committed to excellence in teaching and learning and provide academic preparation for transfer to four-year institutions, career preparation for entry into high-demand occupational fields, developmental coursework, and lifelong learning opportunities.

Community colleges have a special responsibility for workforce development and through partnerships with business and industry, provide job training, retraining, certification, and skills improvement. In addition, they assume primary responsibility, in the public system, for offering developmental courses, programs, and other educational services for individuals who seek to develop the skills needed to pursue college-level study or enter the workforce.

Rooted in their communities, the colleges serve as community leaders, identifying opportunities and solutions to community problems and contributing to the region’s intellectual, cultural, and economic development. They collaborate with elementary and secondary education and work to ensure a smooth transition from secondary to post-secondary education. Through partnerships with baccalaureate institutions, they help to promote an efficient system of public higher education.

The community colleges offer an environment where the ideas and contributions of all students are respected. Academic and personal support services are provided to ensure that all students have an opportunity to achieve academic and career success. No eligible student shall be deprived of the opportunity for a community college education in Massachusetts because of an inability to pay tuition and fees.
Massachusetts Regions

Massachusetts public higher education institutions are strategically located to serve the students, residents, and businesses of the Commonwealth.

STRATEGIC CAMPUSES LOCATIONS

The map below indicates the location of each institution by geographic region.
<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkshire</td>
<td>134,953</td>
<td>- 3.2%</td>
<td>+ 5.9%</td>
<td>5.0%</td>
<td>67%</td>
<td>75%</td>
<td>6.5%</td>
<td>EHS, M, PSMA</td>
</tr>
<tr>
<td>Cape and Islands</td>
<td>956,311</td>
<td>+ 7.0%</td>
<td>+ 6.0%</td>
<td>10.8%</td>
<td>70%</td>
<td>74%</td>
<td>6.6%</td>
<td>EHS, PSMA, R</td>
</tr>
<tr>
<td>Central</td>
<td>695,995</td>
<td>+ 6.3%</td>
<td>+ 9.1%</td>
<td>11.8%</td>
<td>67%</td>
<td>75%</td>
<td>7.0%</td>
<td>EHS, M, R</td>
</tr>
<tr>
<td>Greater Boston</td>
<td>2,613,636</td>
<td>+ 4.6%</td>
<td>+ 1.1%</td>
<td>21.0%</td>
<td>51%</td>
<td>78%</td>
<td>6.1%</td>
<td>EHS, M, R</td>
</tr>
<tr>
<td>Northeast</td>
<td>1,006,097</td>
<td>+ 7.4%</td>
<td>+ 6.8%</td>
<td>14.5%</td>
<td>62%</td>
<td>77%</td>
<td>6.4%</td>
<td>EHS, M, PSMA</td>
</tr>
<tr>
<td>Pioneer Valley</td>
<td>695,368</td>
<td>+ 1.0%</td>
<td>+ 8.2%</td>
<td>16.3%</td>
<td>67%</td>
<td>76%</td>
<td>9.6%</td>
<td>EHS, M, R</td>
</tr>
<tr>
<td>Southeast</td>
<td>956,311</td>
<td>+ 7.0%</td>
<td>+ 6.0%</td>
<td>10.8%</td>
<td>70%</td>
<td>74%</td>
<td>6.6%</td>
<td>EHS, M, PSMA</td>
</tr>
<tr>
<td>Statewide</td>
<td>6,349,097</td>
<td>+ 5.5%</td>
<td>+ 5.4%</td>
<td>16.1%</td>
<td>60%</td>
<td>76%</td>
<td>6.7%</td>
<td>EHS, M, PSMA</td>
</tr>
</tbody>
</table>

*Note:  
EHS = Education, Health, and Social Services  
M = Manufacturing  
PSMA = Professional Scientific, Administration, and Waste Management  
R = Retail
Context for Public Higher Education in Massachusetts

The performance of public higher education institutions in Massachusetts is influenced by a wide variety of internal and external factors including fiscal, political and demographic realities. Changes in these factors impact each institution’s ability to carry out its mission. The following section presents a brief examination of the current environment in which our public state and community colleges serve the Commonwealth’s residents and identifies the performance measures that are related to these factors.

State Funding

**State Higher Education Funding Trends**

Spending on public higher education (Figure 1) has declined 22 percent from FY2001 to FY2004, a total decline of more than $226 million. When adjusted for inflation, FY2004 state appropriations to public higher education were equal to the state appropriation level in FY1974. *(Sources: BHE Fiscal Office; Massachusetts Taxpayers Foundation, Bulletin, November 24, 2003.)*

Massachusetts has experienced a prolonged period of economic recession. State revenues declined significantly between 2001 and 2004. Higher education shared in this decline, along with many other state agencies. During the same period, the Governor maintained a commitment to capital investment in higher education, despite economic realities.

**Share of State Appropriations**

Appropriations to higher education (Figure 2) have declined both due to challenging economic conditions in the Commonwealth and increasing funding to other public services.

The Education Reform movement of the mid-1990’s resulted in an expanded share of state appropriations being directed to public K-12 education, from 11 percent of the annual budget appropriation in FY1991 to 18 percent in FY2004. For public higher education, the share of state appropriations has decreased from 5 percent in FY1991 to 4 percent in FY2004.

Given decreases in public funding, state and community colleges have been under increasing pressure to maintain their current level of services by increasing student fees, implementing cost efficiencies, and garnering support from private sources. The Board of Higher Education, in collaboration with the campuses and in accordance with statutorily mandated accountability objectives, has established a set of performance indicators that demonstrates some of the
ways the state and community colleges have worked to provide quality education while maintaining access and affordability in a period of declining state appropriations.

NORTHEAST COMPARATIVE INDICATOR
The trend of decreasing higher education funding is not limited to Massachusetts but is occurring in various degrees across the Northeast region (Figure 3). During this period, the decline in appropriations per FTE in Massachusetts was 27 percent compared to the regional average decline of 17 percent.

REVENUE TRENDS
As a result of fee increases, recent revenue totals have risen to a level close to that of FY2001 (Figures 4 and 5).

Tuition and Fees
Student fees have increased to compensate for revenue gaps resulting from declining state appropriations. Figure 6 shows the overall change in tuition and fees for state and community college and the University.

REMAI NING AFFORDABLE
The percent of family income needed to pay for tuition and fees at public institutions in Massachusetts (Figure 7) grew from 5 percent in FY2001 to 7 percent in FY2004. These increases are consistent with or below the cost for families with students attending in-state public institutions in New England (between 7 percent and 13 percent).

SUPPORT FOR FINANCIAL AID
State support for student financial aid (Figure 8) has declined over the last four years. The decline in state funding for student financial aid has coincided with increases in fees. Institutions set aside revenue from increased fees to provide aid for students with continuing financial aid needs, as required by Board of Higher Education policy.

The Board has established performance indicators and targets that address the ability of students and families to meet higher education expenses. For the first time this year, a performance indicator was implemented that measured whether students received sufficient aid to meet their direct costs (mandatory tuition and fees, insurance, and books and supplies). All institutions met the target for this measure. The results of this financial aid indicator suggest that institutions have acted on the mandate to bolster financial aid using revenue from fees.

* Revenue source breakdowns are not available for FY2001. Total level is based on financial estimates.
Demographics

Increasing Minority Population

The Commonwealth’s population is projected to grow 9 percent between 2000 and 2025 (Figure 9). During this time, the percentage of the population composed of minorities is expected to increase from 18 percent to 28 percent. Between 2000 and 2013, public high school graduates are estimated to increase by six percent. During this period, the percentage of Massachusetts public high school graduates who are students of color will increase to almost a quarter of this population compared to 21 percent in 2000. (Sources: US Census 2000 and US Census Projections; MIER 2010 projection; WICHE, U.S. Department of Education NCES.)

Given the continuing population growth and the need to respond to an increasingly diverse pool of applicants, the Board of Higher Education has established a set of performance indicators that focus on undergraduate and graduate enrollment; minority enrollment; collaborations with K-12 schools/distincts, and teacher preparation.

Economic Development

Substantial Need for an Educated Workforce in Massachusetts

The most recent U.S. Census information indicates that Massachusetts, while one of the country’s leaders in educational attainment, has a sizable adult population with a high school diploma but without a college degree (Figure 10). These potential adult learners make up 44 percent of the population 25 years old and over. Their continued educational attainment will play a crucial role in the Commonwealth’s economic vitality. Between 2000 and 2010, more than a third of all job openings and almost two-thirds of newly created jobs will require at least an associate’s degree. During this period, some 300,000 job openings in Massachusetts will require a bachelor’s degree or higher. Technology, healthcare, social and human services, and education related jobs are...
among those fields that are growing most rapidly and require a college degree. (Sources: US Census 2000; Massachusetts Division of Unemployment Assistance.)

The Board of Higher Education highlights the success of its institutions in serving the needs of the Massachusetts economy by measuring degree attainment, student performance on licensing tests in high-demand fields, student placement in the Commonwealth’s workforce and in continued education after graduation, and workforce development courses and enrollments.

Additional Factors that Influence the Performance of Public Higher Education

**EMPHASIS ON PROVIDING A CAMPUS ENVIRONMENT THAT FOSTERS LEARNING AND GROWTH**

Higher education researchers have demonstrated that participation in a wide range of campus activities is positively linked to student retention and graduation. In a time of limited state support for public higher education, our state and community colleges are committed to providing a quality educational experience that promotes student learning and success, both in and out of the classroom. Student support services are key to student success. Mentoring, counseling and academic/financial advising are critical functions that help students progress to graduation. Dedicated, high-quality faculty and academic support personnel are also needed to ensure that students realize their academic goals. Modern, well-maintained campus facilities, updated technology, and quality classroom and library resources also help to attract and retain quality faculty and students. Additionally, our state and community colleges offer a wide range of learning opportunities outside of the classroom including cultural, fine arts and wellness programs that contribute to a comprehensive educational experience.

The Board of Higher Education has established performance indicators to be included in future performance measurement reports that will focus on student satisfaction with the campus environment. These indicators will be based on student and alumni survey data. Some state and community colleges already take part in national surveys that focus on student engagement.
About Performance Measurement

“In order to promote accountability for effective management and stewardship of public funds and to achieve and demonstrate measurable educational outcomes, the institutions shall certify achievement of public higher education accountability objectives through a performance measurement system. The board of higher education..., in consultation with the institutions, shall develop the system, including specific performance measures, with which to evaluate the institutions and with which to compare them with peer institutions with similar missions in other states.”

—General Laws of Massachusetts, Chapter 15A, Section 7a

**HISTORY AND ROLE OF PERFORMANCE MEASUREMENT IN MASSACHUSETTS**

The General Appropriations Act of 1997 (amended 2003) requires the Board of Higher Education to measure and report on a variety of performance indicators for Massachusetts state and community colleges. The 2004 Performance Measurement Report represents the ongoing commitment of the Board of Higher Education and the state and community colleges to be accountable to the residents of the Commonwealth. Two of the state colleges, Massachusetts Maritime Academy and Massachusetts College of Art, were granted special mission status by the Board of Higher Education, an opportunity made available legislatively for the first time in 2003. The extensive five year plans prepared by both institutions address a number of legislative requirements including performance measurement. These special mission institutions submit their performance measurement results as part of their annual reports on January 31. The University of Massachusetts is also required to provide its own performance report.

A thoughtful and thorough implementation of performance measurement for state and community colleges necessitated the development of a significantly enhanced data collection and reporting structure. In 2002, the development of a comprehensive higher education data warehouse gave the Board of Higher Education the essential data infrastructure it needed to support the measurement of performance. This warehouse is also utilized for other analytic purposes, but supporting performance measurement is its most essential function.

In addition, indicators and performance measurement targets had to be designed or modified in order to address effectively the concerns and expectations of the Commonwealth. In coordination with representatives from the campuses, the Board worked diligently to develop a system of performance measurement that can demonstrate accountability and support planning and institutional improvement. In FY2003, the Board of Higher Education approved 32 performance indicators to be phased in from FY2003 to FY2006, as the supporting data became available.

The approved indicators were designed to address nine legislatively mandated performance measurement objectives. These objectives include the following areas of institutional performance: Accessibility/Affordability, Student Access and Success, Qualified Students and Quality Learning, Cost-Effective Use of Resources, Regional Economic and Workforce Development Needs, Higher Education Collaboration, K-12 Collaboration, Fundraising, and Quality Data Reporting. Although the specific indicators may change or be refined, the overarching performance objectives will remain.

On the following page is a grid of the indicators included in the performance measurement system and the fiscal years in which they will be implemented.
## State and Community Colleges: Approved Performance Indicators

<table>
<thead>
<tr>
<th>ACCESSIBILITY/ AFFORDABILITY</th>
<th>Annual headcount and FTE</th>
<th>FY03</th>
<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall headcount and FTE</td>
<td>FY03</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>% minority enrollment vs. % minorities in region</td>
<td>FY04</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Tuition and fees as a % of state/regional income levels</td>
<td>FY04</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Revenue from change in student charges</td>
<td>FY05</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>% eligible students received aid</td>
<td>FY04</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT ACCESS AND SUCCESS</th>
<th>First-year retention rate</th>
<th>FY04</th>
<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall-to-spring retention rate</td>
<td>FY04</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community college student success rate</td>
<td>FY06</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Six-year graduation rate</td>
<td>FY03</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annual credit course completion rate</td>
<td>FY03</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of annual degrees/certificates awarded</td>
<td>FY03</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Pass rate on Massachusetts Tests for Educator Licensure</td>
<td>FY03</td>
<td>x</td>
<td></td>
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<tr>
<td></td>
<td>Pass rate on Massachusetts Nursing Exam</td>
<td>FY04</td>
<td>x</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>K-12 COLLABORATION</th>
<th>Narrative documenting work/outcomes with Pre-K-12</th>
<th>FY04</th>
<th>x</th>
<th>x</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>FUNDRAISING</th>
<th>Total private funds received</th>
<th>FY04</th>
<th>x</th>
<th>x</th>
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<tbody>
<tr>
<td></td>
<td>Total $ in endowment</td>
<td>FY04</td>
<td>x</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>QUALIFIED STUDENTS AND QUALITY LEARNING</th>
<th>% of special admission students</th>
<th>FY03</th>
<th>x</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of admitted students with H.S. GPA &lt; 2.0</td>
<td>FY03</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of enrolled students satisfied – quality of learning</td>
<td>FY05</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>% of graduates satisfied – workforce preparation</td>
<td>FY05</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>% of graduates satisfied – preparation graduate work</td>
<td>FY05</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of transfer students satisfied – preparation four-year</td>
<td>FY05</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COST-EFFECTIVE USE OF RESOURCES</th>
<th>% spent on capital adaptation and renewal</th>
<th>FY03</th>
<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% institutional support costs</td>
<td>FY03</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Cost per FTE by expenditure categories</td>
<td>FY05</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Independent financial audit</td>
<td>FY03</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Primary Reserve Ratio</td>
<td>FY05</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Return on net assets</td>
<td>FY05</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Net operating revenues</td>
<td>FY05</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Viability ratio</td>
<td>FY05</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECONOMIC AND WORKFORCE DEVELOPMENT NEEDS</th>
<th>% workforce placement/continuing education</th>
<th>FY03</th>
<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrollment non-credit workforce development</td>
<td>FY03</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td># non-credit workforce development courses</td>
<td>FY03</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUALITY DATA REPORTING</th>
<th>Institution met all BHE reporting requirements</th>
<th>FY03</th>
<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Institution’s reported data are consistent and reliable</td>
<td>FY03</td>
<td>x</td>
<td>x</td>
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</tbody>
</table>
2004 Performance Outcomes

Through performance measurement, the Board of Higher Education provides verifiable evidence of the effectiveness of the state and community colleges in fulfilling responsibilities to students and to meeting the needs and expectations of the Commonwealth.

The most critical indicators for a public higher education system are its effectiveness in providing access to affordable, high-quality education and in facilitating student success. On these measures, as well as others, the state and community colleges demonstrate the many ways in which they serve the Commonwealth.

Access

One of the most important roles of public colleges and universities is the enhancement of opportunities for qualified individuals to gain access to higher education. For fall 2003, all state and community colleges met their individual targets for enrollment, enrolling over 127,000 students.

Affordability

Access to public higher education is meaningful only if students can afford to attend public institutions. Performance on the measure of affordability is addressed in two ways: the cost of tuition and fees relative to regional income levels and the amount of educational costs covered by student financial aid.

- Fourteen of the 15 community colleges had tuition and fees as a percent of state median household income lower than the benchmark of 6.3 percent. Five of the seven state colleges were below the benchmark of 8.8 percent for the same measure.
- All state and community colleges surpassed the system-wide benchmark of providing all of the financial aid needed to meet direct costs to at least 85 percent of their eligible students. To meet this benchmark substantial institutional aid was provided beyond the state-allocated financial aid funds.

Student Success

Gaining access to affordable higher education is meaningful only if students, once enrolled, are successful in reaching their goals. State and community colleges are committed to providing environments that foster student success. Five measures of student success are:

- The number of students who return for a second year. The most critical time in the progression toward degree attainment is the first year in college. In FY2004, state and community colleges successfully increased the percentage of first-time, full-time students returning for their second year, with 75 percent of state college students and 57 percent of community college returning for their second year. These are the highest first-year retention rates achieved since retention data have been reported, exceeding the national averages.
- The percent of full-time freshmen who graduate within six years. The national standard for measuring student success at four-year institutions is the percent of full-time students who graduate within six years. The six-year graduation rate for the state college segment was 45.5 percent (1997 entering cohort), two percent higher than the segment’s performance for its 1996 cohort and comparable to the national average for similar institutions.
- The percent of community college students who complete courses and who return for a second semester. All 15 community colleges met the 75 percent target for course completion; more than 90 percent of students who entered in the fall semester were retained to the following spring.
- The percent of students who pass standardized licensure exams. The seven state colleges that prepare teachers all had pass rates on the Massachusetts Tests for Educator Licensure over 93 percent, well above the target defined by the federal government of 80 percent. Twelve of the fifteen community colleges had pass rates on the Massachusetts Nursing Exam that were above the system target of 85 percent. The three community colleges that fell below the target were within two percentage points.
- The percent of students who are employed or in graduate school within one year of graduation and the percent who stay in-state. One year after graduation, more than 85 percent of state and community college alumni from Massachusetts are either employed in the Commonwealth or continuing their education. In addition to building the economy with qualified, educated workers, the community colleges offer a wide variety of workforce development classes. Currently, the community colleges have the highest enrollments ever in workforce development courses.
FISCAL EFFICIENCY

As public institutions, Massachusetts state and community colleges are required to be efficient and effective in their utilization of resources. The 2004 Performance Measurement Report presents fiscal performance indicators including institutional audits, investments in capital adaptation and renewal, and institutional support costs.

- All of the state colleges and 14 of the 15 community colleges had financial audits with no significant findings.
- Each state and community college set a target for investments in capital adaptation and renewal. All seven state colleges and 12 of the 15 community colleges met these targets.
- Six state colleges and 13 community colleges had institutional support expenditures equal to or lower than their peer institutions—a common proxy measure for fiscal efficiency.

FUNDRAISING

Another important way that state and community colleges demonstrate fiscal responsibility is through fundraising efforts. Six of the seven state colleges exceeded the targets they set for the value of their endowments, and 13 of the 15 community colleges met their fundraising targets. Both state and community colleges seek to enhance their fundraising efforts and have established new goals for generating revenue from private sources which will be addressed in future reports.

Details for each performance indicator are provided on the following pages. There are two formats in which these indicators are presented. The state and community college measures are displayed and assessed at the segmental level. These segmental assessments offer a concise overview and evaluation of state and community college performance as well as statements of future goals. Individual institutional reports are also provided to illustrate performance at the campus level. Taken together, these documents offer evidence of the many ways in which state and community colleges serve the residents of the Commonwealth.
**State College Performance**

<table>
<thead>
<tr>
<th>Questions Regarding State College Performance and Related Indicators</th>
<th>State College Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are Massachusetts residents able to gain access to affordable higher education?</td>
<td>The state colleges had many achievements with regard to providing access to affordable education. All seven colleges were within range of their enrollment targets, and all were well above their targets for meeting student financial need through the distribution of financial aid.</td>
</tr>
<tr>
<td><strong>Indicators</strong></td>
<td>- All seven state colleges either met or were essentially even with their annual enrollment targets.</td>
</tr>
<tr>
<td>Overall enrollment, minority enrollment, tuition and fees as a percent of income, percent eligible students receiving aid.</td>
<td>- Five of the seven state colleges enrolled student populations reflective of the representation of minorities in the surrounding region.</td>
</tr>
<tr>
<td>- Five of the seven state colleges met the target of staying within the segmental average for tuition and fees relative to state and regional income levels.</td>
<td>- All seven state colleges met the target of distributing financial aid so that at least 85 percent of full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need.</td>
</tr>
<tr>
<td>Are our state college students succeeding academically and continuing to graduation? Are we providing quality learning opportunities for our students?</td>
<td>State colleges continued to make strides in retaining students and remained comparable with national rates for graduation. Increasing numbers of state college students are taking and passing teacher licensure exams.</td>
</tr>
<tr>
<td><strong>Indicators</strong></td>
<td>- Six of the seven state colleges showed improvement in the percent of students who returned for their second year of education, and three of the state colleges reached or exceeded the target rate of 75 percent for this measure.</td>
</tr>
<tr>
<td>Retention to the second year, graduating in six years, number of annual degrees/certificates, pass rates on MTEL.</td>
<td>- All seven state colleges met or exceeded their targets for degrees conferred.</td>
</tr>
<tr>
<td>Are we admitting qualified students who are ready to learn and grow in a higher education environment?</td>
<td>- All seven state colleges were above the target pass rate for the Massachusetts Tests for Educator Licensure (MTEL). Over 1,100 students passed the exam and qualified for licensure (a four-year high).</td>
</tr>
<tr>
<td><strong>Indicators</strong></td>
<td>All seven state colleges remained in compliance with admission standards set by the Board of Higher Education. (Refer to the appendix for a description of these standards.)</td>
</tr>
<tr>
<td>Percentage of special admission students, number of admitted students with GPA below minimum.</td>
<td></td>
</tr>
</tbody>
</table>

*2004 Performance Outcomes*
<table>
<thead>
<tr>
<th>Questions Regarding State College Performance and Related Indicators</th>
<th>State College Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>How efficiently and effectively are we utilizing our resources?</td>
<td>Through successful audits, investment in capital adaptation and renewal, and the targeting of expenditures to academic activities, the state colleges showed evidence of fiscal efficiency.</td>
</tr>
<tr>
<td><strong>Indicators</strong></td>
<td>* All seven state colleges spent at least the target amount for capital adaptation and renewal.</td>
</tr>
<tr>
<td>Revenues allocated to capital adaptation and renewal, percent of funds spent on institutional support costs, independent financial audits.</td>
<td>* Five state colleges had institutional support costs less than or equal to the average of their peer institutions.</td>
</tr>
<tr>
<td></td>
<td>* All seven state colleges had unqualified financial audits with no significant findings.</td>
</tr>
<tr>
<td>Do our graduates enter the workforce and/or continue their education?</td>
<td>One year after graduation, 85 to 93 percent of state college graduates were either employed in Massachusetts or continuing their education.</td>
</tr>
<tr>
<td><strong>Indicators</strong></td>
<td></td>
</tr>
<tr>
<td>Workforce placement and/or continuing education of Massachusetts residents one year after graduation.</td>
<td></td>
</tr>
<tr>
<td>Are our state colleges collaborating with others to reduce costs and maximize services?</td>
<td>State colleges continued to foster access to a four-year degree by promoting the transfer of community college students.</td>
</tr>
<tr>
<td><strong>Indicators</strong></td>
<td>* For fall 2003, five of the state colleges remained level or increased the number of community college students who matriculated into their institutions. Over the past three years, the total number of community college transfer students increased from 1,365 students to 1,574 at the seven state colleges – an increase of 15 percent.</td>
</tr>
<tr>
<td>Number of community college students matriculated into four-year colleges through joint admissions and other articulation agreements.</td>
<td>* Over the past three years, the number of community college transfer students as a percentage of all transfer students matriculating into the seven state colleges increased from 49.6 percent to 53.1 percent. Last year, the state colleges accepted nearly all of the community college transfer applicants seeking to matriculate into state college programs.</td>
</tr>
<tr>
<td>Are public higher education institutions providing additional support through fundraising activities?</td>
<td>State colleges succeeded in generating additional revenue through investment and private fundraising.</td>
</tr>
<tr>
<td><strong>Indicators</strong></td>
<td>* Three campuses exceeded their fundraising targets while another two campuses met more than 85 percent of their goal.</td>
</tr>
<tr>
<td>Total private funds received (both by the institution and the Foundation), total dollars in endowment.</td>
<td>* All but one of seven state colleges exceeded endowment targets.</td>
</tr>
</tbody>
</table>
Massachusetts State Colleges

The Massachusetts state colleges continued to provide access for qualified Massachusetts residents to an affordable, quality higher education. Some challenges still remain in the light of decreasing state revenues. However, serious legislative efforts are underway to begin to close identified budget gaps and financial aid needs at the state colleges. Continuing efforts to increase retention and graduation rates as well as to expand minority enrollment at the state colleges are important as the state seeks to broaden educational access to the bachelor’s degree for our citizens.

To remain competitive, the Massachusetts state colleges have become more efficient in the delivery of higher education by working to reduce institutional support costs; maximizing private fundraising opportunities in order to build private endowments; providing funds for local capital adaptation and renewal to slow or halt the growth of unaddressed capital repairs; and utilizing independent financial audits to ensure that financial controls are in place.

Through expanded partnerships the state colleges are working to build regional alliances with preK-12 districts, business and industry, and government at all levels. These alliances help foster meaningful dialogue between the state colleges and other state agencies and position the state colleges to address the needs of all sectors of education as well as the economic needs of the regions and the state. Workforce placement of state college graduates continues to be an important, practical measure of the success of the state colleges in preparing the highly educated and skilled professional workforce that is critical to our current and future state economy.
**Segmental Goals**

**Massachusetts State Colleges**

**Enhancing Academic Programs**

With a severe teacher shortage expected in five to seven years in Massachusetts, the state colleges will embark on a multi-year effort to strengthen their ability to plan, develop and implement proficiency standards in teacher education/preparation programs; and to advance excellence in K-12 curriculum frameworks. The state colleges will also call for the establishment of state-supported regional teacher recruitment and advancement centers to be located on each of the seven campuses. Particular attention will be given to attract teacher education students who wish to excel in math and science teachers in our K-12 education systems and to encourage more students to consider careers in teaching.

The state colleges will expand technology opportunities in the classroom and implement the multi-campus wireless laptop initiative. Through enhanced accountability measures, the state colleges will continue to enhance teaching, learning, and professional development programs. Additionally, the state colleges will work intensively and cooperatively with the Board of Higher Education to develop and implement the Public Higher Education Nursing Initiative with particular focus on addressing the need for additional nursing education faculty.

**Increasing Graduation Rates**

Although the Massachusetts state colleges currently exceed the national graduation rate for similar institutions, the colleges have established as a goal individual and segmental increases in campus graduation rates. Over the next year, as a segment and in consultation with the Board of Higher Education, the colleges will complete a comprehensive analysis of effective and affordable best practices in the areas of retention and advising. The colleges, in consultation with the Board of Higher Education, will also begin to execute an implementation plan of identified best practices designed to increase the rate of state college students achieving a bachelor’s degree within a six-year period.

**Maximizing Affordability**

The state colleges recognize as a primary goal the importance of maintaining access to the state’s most affordable four-year, post-secondary education – the Massachusetts state colleges. Although still among the most affordable in New England, the colleges have increased student charges in recent years as a result of dramatic reductions in state funding during the economic downturn in Massachusetts. The colleges will continue to deliver a high-quality education in the most efficient manner possible. The colleges will work closely with the Board of Higher Education, the Governor, and the General Court to increase state appropriations to student financial aid and to close the budget gap identified through formula funding.

**Fostering Collaboration**

Over the next year, the Massachusetts state colleges will build on the impressive array of collaborative partnerships forged or enhanced over the past several years with all segments of public higher education, PreK-12 districts and individual schools, regional and statewide business entities and organizations, and municipalities and state agencies throughout Massachusetts. The state colleges will partner with the community colleges to increase the number of transfer applications of community college graduates to the Massachusetts state colleges.

**Strengthening Fundraising Efforts**

The state colleges will raise the public profile of individual campus fundraising efforts to attract additional private support for the public mission of the colleges. To that end, the state colleges will work collaboratively with the Legislature and the Board of Higher Education to support the continuation of the Endowment Incentive Program and a return, at least, to the funding levels before the program was suspended several years ago. The program is another important element of financial stability for the campuses, which enables them to offer enhanced academic, research, study abroad and scholarship programs for students.
Bridgewater State College, the comprehensive state college in southeastern Massachusetts, is committed to providing quality teaching and learning opportunities to the residents of Southeastern Massachusetts and the Commonwealth, and to using its intellectual, scientific, and technological resources to support and advance the economic and cultural life of the region and the state.

COLLABORATIONS

Bridgewater State College is a member of the recently established Connect consortium, an innovative partnership of five regional public higher education institutions. Connect has two basic goals: to improve the quality, accessibility, and affordability of higher education, and to advance the economic, educational, and cultural life of southeastern Massachusetts. This year, the consortium took steps toward creating seamless transferability between community colleges and the four-year institutions as well as aligning general education requirements. More broadly, Bridgewater approved the new statewide articulation agreements for Early Childhood and Elementary Education which will enhance the preparation of community college students who aspire to become teachers. In addition to these efforts, Bridgewater shares teaching facilities with the University of Massachusetts Dartmouth and Cape Cod Community College.

Bridgewater State College is a partner in the Southeast/Cape and Islands Regional PreK-16 Network, a partnership created through the Pipeline Fund to improve science, technology, engineering, and math education. Other Network partners include local public and private colleges, school districts, businesses, and community organizations. The Network received funding for an “Invention Convention” for teachers and students, a 4-week summer residential program for 8th and 9th grade high-achieving students, and science lab equipment for three high schools.

Bridgewater received funding for three programs through the Improving Teacher Quality grants. The College continues its collaboration with regional school districts to provide training for para-professionals to assist them in meeting the requirements of the No Child Left Behind legislation and to offer an accelerated teacher preparation program that leads to licensure for students who already possess baccalaureate degrees.

PROGRAM OF DISTINCTION

The following is one of three notable programs submitted by the institution. The College’s June 2001 Vision for Bridgewater State College included a recommendation that the College consider placing a renewed emphasis on international experiences for Bridgewater undergraduate students. At that time, the College was sending an average of 25 undergraduates abroad each year. The International Programs Office was established in September 2001 to foster the international character of the College by promoting, supporting, and providing a wide range of international and cultural activities and programs. Currently, Bridgewater has international exchange programs, short term study tours, and programs of study in international locations. In the first three years of this initiative, more than 240 students have traveled internationally.

An advisory committee representing the campus community has been established, and students who have participated in study abroad have formed a student organization to provide information, support, and encouragement to students. Funding to support student scholarships for exchanges and study abroad has been provided by the College Foundation and by external grants.

Performance Highlight

Bridgewater leads state colleges in the production of new teachers. In Academic Year 2002/03, 342 students passed the Massachusetts Tests for Educator Licensure, a four-year high for the college.

As a result of these efforts, the number of BSC students participating in international study has increased from 39 in 2002 to 86 in 2003 to 115 in 2004. The College was awarded several grants including a FIPSE grant of $81,788 to support an international student exchange among Bridgewater, Temple University, and universities in Parana and Bahia, Brazil, a $100,000 grant from the Killam Foundation to support student exchanges between Bridgewater and universities in Canada and a $5,575 grant from the Marian and Jasper Whiting Foundation to develop a study program in Vietnam.
Are Massachusetts high school graduates able to gain access to affordable higher education at Bridgewater State College?

ACCESS
The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Bridgewater’s results.)

- **Fall Headcount** measures student population at the traditional peak entry time
- **Fall FTE** indicates the mix of full- and part-time students
- **Annual Headcount** reflects the broader population of both continuous and short-term students
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount (Figure 2). Bridgewater’s 2003 fall undergraduate headcount was slightly higher than in 2002; its graduate student headcount, however, was slightly lower. Institutional targets have not yet been established for this measure. In future reports, state colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

MINORITY STUDENT ACCESS
As with all public state colleges in Massachusetts, Bridgewater seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 9 percent, Bridgewater’s minority representation in the undergraduate population remained at the same level as 2002. The overall percent of minority high school graduates within the state as well as Bridgewater’s service regions ranges from 9 percent to 17 percent. (For more detailed data on minority enrollment and representation please see the appendix.)

AFFORDABILITY
Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Bridgewater met this affordability target by remaining at or below the Massachusetts state college average on three of the four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Bridgewater fully met the need of 97 percent of these students, which is above the target of 85 percent.
Are students at Bridgewater State College succeeding academically and continuing to graduation?

RETENTION

According to national research on the topic of student retention, the first year is the most critical time frame in the progression to a college degree. Bridgewater’s first-year retention rate (Figure 4) for the fall 2002 cohort was 77.3 percent. This is a 3.7 point improvement over the fall 2001 cohort and almost 3 points higher than the Massachusetts state college average. It is also more than 5 points higher than the fall 2001 national average for similar four-year public institutions. The fall 2002 national average is not yet available.

GRADUATION

Six-year graduation rate (Figure 5) is the most common measure of public higher education performance. Bridgewater’s six-year graduation rate for the 1995, 1996, and 1997 entering cohorts (three-year rolling average) was 46.3 percent. This exceeded the segmental average of 43.4 percent. It trailed the average of its institutionally selected peers, however, which was 50.2 percent. Both segmental and peer averages are utilized as targets for six-year graduation.

DEGREES CONFERRED

Bridgewater awarded 1,670 degrees and certificates in FY2004. This exceeded its institutional target of 1,540.

MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE

Another measure of student success is performance on standardized licensure exams. Of the 343 Bridgewater students who completed a teacher preparation program, 342 passed the Massachusetts Tests for Educator Licensure in Academic Year 2002-03. This exceeded the system target of 80 percent.

Is Bridgewater State College admitting qualified students who are ready to learn and grow in a higher education environment?

ACADEMIC ADMISSIONS STANDARDS

One measure of students’ readiness to succeed is whether they have met the admission standards of their respective institutions. Bridgewater State College enrolls students who generally exceed the admission policies set by the

Is Bridgewater State College utilizing its financial resources effectively and efficiently?

INSTITUTIONAL SPENDING

Each year Massachusetts state colleges undergo an independent audit of their fiscal practices. Bridgewater State College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Bridgewater allocated 5.4 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

INSTITUTIONAL SUPPORT COSTS

A common proxy measure for fiscal efficiency is the level of spending on institutional support costs. Bridgewater spent $1,145 per headcount on institutional support costs in FY2003, which was lower than their peer average of $1,537, a FY2004 performance target. The total amount spent on institutional support costs was 17.2 percent of the total Educational and General expenditures, which was slightly higher than the 16.9 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.
Are Bridgewater State College graduates entering the workforce and/or continuing their education?

**Post-Baccalaureate Experience**
A popular outcome measure for higher education is the experience of graduates as they enter the workforce. One year after graduation, 93.5 percent of the Bridgewater class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

How is Bridgewater State College collaborating with other institutions to facilitate transfer between state and community college?

**Transfer and Joint Admissions**
Bridgewater enrolled 346 community college transfer students in fall 2003 (Figure 7). This was more than the 330 it enrolled in 2002. Through its joint admissions program, 115 students matriculated into Bridgewater from Massachusetts community colleges in fall 2003. This was an increase of 42 percent from the prior year.

Is Bridgewater State College providing additional support through fundraising activities?

**Fundraising**
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to seek additional external sources of funds (Figure 8). In FY2004 Bridgewater received $2,105,502 in private funds for both the College and the Foundation. This was $405,502 above the institutional target of $1,700,000.

The Bridgewater endowment was $11,176,632 in 2004. This was $1,176,632 above the institutional target of $10,000,000.
Fitchburg State College

Fitchburg State College is a comprehensive public college committed to providing affordable, life-long learning opportunities in undergraduate, graduate, and continuing education. The College emphasizes the importance of leadership studies, service learning, civic responsibility, ethical development, and international education.

Collaborations

Fitchburg State College created an “Articulation Team” that coordinates and advances collaborative efforts with other Massachusetts public colleges. New relationships with community colleges have been forged including the finalization of four articulation agreements. For example, agreements with Mount Wachusett Community College were established in the areas of Special Education, Early Childhood Education, and Elementary Education. Additionally, an agreement was completed with North Shore Community College in the area of Special/Early Childhood Education. Several college-to-college articulation possibilities are being explored as well as collaborative opportunities in grant development. The four colleges in the region have formalized a working relationship with the creation of the Central Massachusetts Public Higher Education Alliance. Staffs from each institution have been invited to develop proposals in four priority areas.

Fitchburg State College is a partner in the Central PreK-16 Regional Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase career interest in STEM fields. Other Network partners include local school districts, public and private colleges, businesses and community organizations. The Central Network received funding to provide a data analysis content institute to 27 middle school teachers.

Fitchburg State College developed a partnership with a local elementary school to deliver a literacy program to over 50 2nd and 3rd grade students. Fitchburg also hosted a regional superintendent’s forum with the goal of improving communication and collaboration with local school districts. In addition, a collaboration of Fitchburg State College, Quinsigamond Community College and Worcester Public Schools received funding from the Improving Teacher Quality grant program to address the shortage of qualified special educators in the Worcester Public Schools.

Program of Distinction

Prior to the implementation of the Banner student records system, the office of Student Health Services used an Access program to input student medical information (immunization dates, physical dates, allergy information, etc.). Only Health Services had access to this program. From the Access program, they had a “snap-shot list” of all full-time day students that had or had not complied with the state-mandated immunization requirements. Keeping track of medical information was difficult because the office had to use two different computer programs to keep track of the health requirements. Other offices such as the Nursing Department and Athletics were at a disadvantage as well because they required access to information regarding the completeness of records but could not retrieve this information in a timely manner.

Performance Highlight

Fitchburg has shown a strong commitment to collaborating with other institutions and enhancing access to a four-year degree. Between 1999 and 2003, Fitchburg increased its enrollment of transfer students from community colleges by 75 percent.

Health Services has now been incorporated into the College-wide Banner system with its own dedicated screens that can be viewed only by Student Health Services personnel. It now has a one-step process that allows all relevant information to be added to a student’s Banner file and to address a student’s status in one place on the computer. Other departments at the College can easily learn whether or not a student has submitted all required medical information. This has been positive for students as well because when a file is updated, it is complete everywhere on campus immediately. For example, Nursing students denied a clinical placement due to missing immunization documentation can now present proper documentation to Health Services, have their status updated in Banner, and, because the Nursing faculty can immediately see in Banner that all required information has been submitted, can proceed to their clinical rotation.
Are Massachusetts high school graduates able to gain access to affordable higher education at Fitchburg State College?

**Access**
The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Fitchburg’s results.)

- **Fall Headcount** measures student population at the traditional peak entry time
- **Fall FTE** indicates the mix of full- and part-time students
- **Annual Headcount** reflects the broader population of both continuous and short-term students
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount (Figure 2). Fitchburg’s 2003 fall undergraduate headcount was slightly higher than in 2002 and its graduate student headcount was slightly lower. Institutional targets have not yet been established for this measure. In future reports, state colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**Minority Student Access**
As with all public state colleges in Massachusetts, Fitchburg seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of nine percent, Fitchburg’s minority representation in the undergraduate population remained at the same level as 2002. The overall percent of minority high school graduates within the state as well as Fitchburg’s service regions ranges from nine to 20 percent. (For more detailed data on minority enrollment and representation please see the appendix.)

**Affordability**
Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Fitchburg met this affordability target by remaining at or below the Massachusetts state college average on three of the four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Fitchburg fully met the need of 98% of these students, which is above the target of 85%.
Are students at Fitchburg State College succeeding academically and continuing to graduation?

RETENTION

According to national research on the topic of student retention, the first year is the most critical time frame in the progression to a college degree. Fitchburg’s first-year retention rate (Figure 4) for the fall 2002 cohort was 74.2 percent. This is a 3.1 point improvement over the fall 2001 cohort but 0.3 points lower than the Massachusetts state college average. It is also more than 2 points higher than the fall 2001 national average for similar four-year public institutions. The fall 2002 national average is not yet available.

GRADUATION

Six-year graduation rate (Figure 5) is the most common measure of public higher education performance. Fitchburg’s six-year graduation rate for the 1995, 1996, and 1997 entering cohorts (three-year rolling average) was 44.3 percent. This exceeded the segmental average of 43.4 percent and the peer average of 37.4 percent. Both segmental and peer averages are utilized as targets for six year graduation.

DEGREES CONFERRED

Fitchburg awarded 1,096 degrees and certificates in FY2004. This exceeded its institutional target of 960.

MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE

Another measure of student success is performance on standardized licensure exams. Of the 144 Fitchburg students who completed a teacher preparation program, 144 passed the Massachusetts Tests for Educator Licensure in Academic Year 2002-03. This exceeded the system target of 80 percent.

Is Fitchburg State College admitting qualified students who are ready to learn and grow in a higher education environment?

ACADEMIC ADMISSIONS STANDARDS

One measure of students’ readiness to succeed is whether they have met the admission standards of their respective institutions. Fitchburg State College enrolls students who generally exceed the admission policies set by the Commonwealth of Massachusetts. These policies address special admissions, minimum grade point average, college preparation courses and other criteria. Please see the appendix for further information on academic admission standards.

Is Fitchburg State College utilizing its financial resources effectively and efficiently?

INSTITUTIONAL SPENDING

Each year Massachusetts state colleges undergo an independent audit of their fiscal practices. Fitchburg State College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Fitchburg allocated 7 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

INSTITUTIONAL SUPPORT COSTS

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Fitchburg spent $1,193 per student on institutional support costs in FY2003, which was slightly higher than its peer average of $1,164, a FY2004 performance target. The total amount spent on institutional support costs was 14.1 percent of the total Educational and General expenditures, which was higher than the 12.6 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.
Are Fitchburg State College graduates entering the workforce and/or continuing their education?

**POST-BACCALAUREATE EXPERIENCE**

A popular outcome measure for higher education is the experience of graduates as they enter the workforce. One year after graduation, 88.4 percent of the Fitchburg class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

How is Fitchburg State College collaborating with other institutions to facilitate transfer between state and community college?

**TRANSFER AND JOINT ADMISSIONS**

Fitchburg enrolled 202 community college transfer students in fall 2003 (Figure 7). This was less than the 221 it enrolled in 2002. Through its joint admissions program, 29 students matriculated into Fitchburg from Massachusetts community colleges in fall 2003.

Is Fitchburg State College providing additional support through fundraising activities?

**FUNDRAISING**

In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to seek additional external sources of funds (Figure 8). In FY2004 Fitchburg received $1,270,023 in private funds for both the College and the Foundation. This was $891,998 above the institutional target of $378,025.

The Fitchburg endowment was $9,132,414 in 2004. This was $652,414 above the institutional target of $8,480,000.
Framingham State College was founded by Horace Mann in 1839 as the first state-supported school in the United States for the training of teachers. The College integrates liberal arts and science programs with a variety of professional programs at the Baccalaureate and Master’s levels. Framingham is committed to offering programs infusing technology throughout the curriculum.

Collaborations
Framingham State College has continued its collaboration with school districts in the region to provide programs at the Christa Corrigan McAuliffe Challenger Center and the newly restored Planetarium, for approximately 12,800 students and teachers in FY2004. Framingham State College has also developed a Harmony in Education program with Bose Corporation which served approximately 2,800 students. Both of these Programs are keyed to the Massachusetts Curriculum Frameworks, and provide pre- and post-visit activities for students and teachers to carry out in their classrooms.

Framingham State College, in partnership with Tufts University and local school districts, also received an Improving Teacher Quality grant to provide professional development to teachers of mathematics.

Distance Learning through Mass Colleges Online, curriculum development in information technology, articulation agreements between two- and four-year institutions, and cooperative faculty recruitment highlight the common collaborative efforts of the public colleges in the Greater Boston region. In addition, Framingham State has developed an agreement with the Graduate School of Nursing at the University of Massachusetts Medical School, which provides a pathway to master’s level nursing programs for students in the Bachelor of Science in Nursing program and coordinates program and course content to decrease repetition of material learned in each program. In partnership with five other state/community colleges, Framingham shared costs for advertising and conducting job fairs for full-time and adjunct faculty. This partnership provided a pool of over 200 applicants to the College at a reduced financial cost.

Framingham State College is a partner in the Greater Boston West Regional PreK-16 Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase career interest in STEM fields. Other Network partners include Massachusetts Bay Community College, local school districts, private colleges, businesses and community organizations.

Program of Distinction
The following is one of three notable Best Practice programs submitted by the institution. Framingham State College’s MetroWest Economic Research Center (MERC) plays a pivotal role in contributing to the economic development of the MetroWest, South Shore, Greater Marlborough and Greater Franklin regions and providing exceptional internship opportunities for students. MERC has developed and implemented an innovative model of collaborative economic research that directly benefits businesses, Chambers of Commerce, nonprofit organizations, school districts, municipal governments, legislators, residents and community groups. MERC is the sole source of comprehensive data and analyses for its sub-state regions that are not Metropolitan Statistical Areas. These regions include more than 33 communities with a total population of 709,000, total employment of 375,000 and a total payroll of $17 billion, representing approximately one-eighth of Massachusetts’ population, employment and payroll.

The publications and presentations provided by MERC are invaluable resources in understanding the economic, housing, education and demographic trends of the regions. MERC data and analyses are considered critical to sub-state economic development initiatives including job retention and job creation. The Center has produced seven presentations of regional economic data to more than 200 area business and civic leaders; distributed three issues of its newsletter, MERC Economic Update, to more than 900 subscribers; published economics articles in three monthly Chamber of Commerce newsletters which have reached more than 1,600 businesses; distributed more than 200 copies of its publications to businesses, non-profit organizations, libraries, town/city halls, school districts, legislators, office holders, and citizens; and provided internship placements for approximately 10 students each semester.

Performance Highlight
Framingham exceeded all Massachusetts state colleges in maintaining low institutional support costs. These costs were also substantially lower than those of its peer comparison group ($834 per headcount compared with $1752 for the peer group).
Are Massachusetts high school graduates able to gain access to affordable higher education at Framingham State College?

**ACCESS**

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Framingham’s results.)

- **Fall Headcount** measures student population at the traditional peak entry time
- **Fall FTE** indicates the mix of full- and part-time students
- **Annual Headcount** reflects the broader population of both continuous and short-term students
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount (Figure 2). Framingham’s 2003 fall undergraduate headcount was slightly lower than in 2002; its graduate student headcount, however, was higher. Institutional targets have not yet been established for this measure. In future reports, state colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**MINORITY STUDENT ACCESS**

As with all public state colleges in Massachusetts, Framingham seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 10 percent, Framingham’s minority representation in the undergraduate population was one point lower than it was in 2002. The overall percent of minority high school graduates within the state as well as Framingham’s service regions ranges from 13 to 18 percent. (For more detailed data on minority enrollment and representation please see the appendix.)

**AFFORDABILITY**

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Framingham met this affordability target by remaining at or below the Massachusetts state college average on all four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Framingham fully met the need of 98% of these students, which is above the target of 85%.
Are students at Framingham State College succeeding academically and continuing to graduation?

RETENTION

According to national research on the topic of student retention, the first year is the most critical time frame in the progression to a college degree. Framingham’s first-year retention rate (Figure 4) for the fall 2002 cohort was 72.4%. This is a 4.2 point improvement over the fall 2001 cohort but 2.1 points lower than the Massachusetts state college average. It is also 0.5 points higher than the fall 2001 national average for similar four-year public institutions. The fall 2002 national average is not yet available.

GRADUATION

Six-year graduation rate (Figure 5) is the most common measure of public higher education performance. Framingham’s six-year graduation rate for the 1995, 1996, and 1997 entering cohorts (three-year rolling average) was 39.6 percent. This was below the segmental average of 43.4 percent but above the College’s peer average of 33.8 percent. Both segmental and peer averages are utilized as targets for the six-year graduation rate.

DEGREES CONFERRED

Framingham awarded 1,283 degrees and certificates in FY2004. This exceeded its institutional target of 1,150.

MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE

Another measure of student success is performance on standardized licensure exams. Of the 90 Framingham students who completed a teacher preparation program, 90 passed the Massachusetts Tests for Educator Licensure in Academic Year 2002-03. This exceeded the system target of 80 percent.

Is Framingham State College admitting qualified students who are ready to learn and grow in a higher education environment?

ACADEMIC ADMISSIONS STANDARDS

One measure of students’ readiness to succeed is whether they have met the admission standards of their respective institutions. Framingham State College enrolls students who generally exceed the admission policies set by the Commonwealth of Massachusetts. These policies address special admissions, minimum grade point average, college preparation courses and other criteria. Please see the appendix for further information on academic admission standards.

Is Framingham State College utilizing its financial resources effectively and efficiently?

INSTITUTIONAL SPENDING

Each year Massachusetts state colleges undergo an independent audit of their fiscal practices. Framingham State College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Framingham allocated 9.9 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

INSTITUTIONAL SUPPORT COSTS

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Framingham spent $834 per headcount on institutional support costs in FY2003, which was lower than their peer average of $1,752, a FY2004 performance target. The total amount spent on institutional support costs was 12.8 percent of the total Educational and General expenditures, which was lower than the 19.2 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.
Are Framingham State College graduates entering the workforce and/or continuing their education?

**POST-BACCALAUREATE EXPERIENCE**
A popular outcome measure for higher education is the experience of graduates as they enter the workforce. One year after graduation, 90.2 percent of the Framingham class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

How is Framingham State College collaborating with other institutions to facilitate transfer between state and community college?

**TRANSFER AND JOINT ADMISSIONS**
Framingham enrolled 139 community college transfer students in fall 2003 (Figure 7). This was slightly less than the 143 it enrolled in 2002. Through its joint admissions program, 21 students matriculated into Framingham from Massachusetts community colleges in fall 2003.

Is Framingham State College providing additional support through fundraising activities?

**FUNDRAISING**
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to seek additional external sources of funds (Figure 8). In FY2004 Framingham received $444,924 in private funds for both the College and the Foundation. This was $68,258 below the institutional target of $513,182.

The Framingham endowment was $4,779,522 in 2004. This was $505,677 above the institutional target of $4,273,875.
Massachusetts College of Liberal Arts

Designated as “the public liberal arts college of Massachusetts” in 1997, the Massachusetts College of Liberal Arts is one of the smallest of the nine state colleges. MCLA offers the Bachelor of Arts, Bachelor of Science and Master of Education degrees. MCLA’s mission is to prepare students to become active, contributing members of their communities and leaders in their chosen professions.

COLLABORATIONS
The Massachusetts College of Liberal Arts works in collaboration with Berkshire, Greenfield, Holyoke, and Springfield Community Colleges on the development of extensive articulation agreements and educational pathways. For example, in its partnership with Berkshire Community College, faculty from both institutions completed articulation agreements in nine associate degree program areas that will encourage and facilitate student transfer from BCC to MCLA. The colleges also plan to share classroom facilities to expand student access to associate and baccalaureate degree coursework. Collaboration between the two colleges has produced other mutually beneficial results including the establishment of a joint pool of qualified adjunct faculty and a number of co-curricular cost-sharing initiatives. More broadly, MCLA approved the new statewide articulation agreements for Early Childhood and Elementary Education which will enhance the preparation of community college students who aspire to become teachers. MCLA, in collaboration with BCC, area schools and local businesses, offered a graduate level course on the Upper Housatonic Valley, providing an overview of the historical, industrial, cultural and environmental influences of the region.

MCLA is the Lead Partner of the Berkshire Regional PreK-16 Network created through the Pipeline Fund to improve science, technology, engineering, and math education. Other Network partners include Berkshire Community College, local school districts, businesses, and community organizations. The Berkshire Network will support the “Got Math?” program for 70 elementary school students in Pittsfield and North Adams to study math concepts as they relate to business.

MCLA and local school districts received funding from the Department of Education to provide intensive professional development for middle school science teachers. In addition, MCLA, working with the North Adams Public Schools, created a council to further collaborations in grant writing, professional development, and after-school programs.

PROGRAM OF DISTINCTION
The following is one of three notable Best Practice programs submitted by the institution. The Berkshire County Laptop Project or “Wireless Initiative” is a pilot program in Massachusetts to provide one-to-one computing to 6th, 7th and 8th grade students at four middle schools. This effort in other states has resulted in greater attention to learning evidenced by improved attendance, reduced disciplinary actions, and access to additional learning materials. Massachusetts College of Liberal Arts has taken a lead role in this initiative to provide the professional development materials and instruction to teacher trainers who will work directly with the teachers implementing the laptop computers and materials in these grades.

Between fall 1998 and fall 2002, MCLA raised its one-year retention rate from 70 to 77 percent, outpacing segmental improvement on this measure.

This project creates further ties between the College and county-wide school systems that will meet the needs of students and communities while having a positive impact on retention. Program objectives include developing training materials for middle school teachers, disseminating materials through various models including online, evaluating the program model to prove effectiveness and establishing MCLA as a leader in school technology and teacher education programs.

Current and projected outcomes for this program include: professional development to enable teachers and teacher-trainers to implement the program; the availability of one-to-one computing for middle school students; the development of an implementation model that will be used for pre-teacher training; and increased student interest in science and math.

Performance Highlight
Are Massachusetts high school graduates able to gain access to affordable higher education at Massachusetts College of Liberal Arts?

**ACCESS**

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for MCLA’s results.)

- **Fall Headcount** measures student population at the traditional peak entry time
- **Fall FTE** indicates the mix of full- and part-time students
- **Annual Headcount** reflects the broader population of both continuous and short-term students
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount (Figure 2). MCLA’s 2003 fall undergraduate and graduate student headcounts were higher than in 2002. Institutional targets have not yet been established for this measure. In future reports, state colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**MINORITY STUDENT ACCESS**

As with all public state colleges in Massachusetts, MCLA seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of seven percent, MCLA’s minority representation in the undergraduate population was one point lower than it was in 2002. The overall percent of minority high school graduates within the state as well as MCLA’s service regions ranges from five to 18 percent. (For more detailed data on minority enrollment and representation please see the appendix.)

**AFFORDABILITY**

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. MCLA did not meet this affordability target by remaining above the Massachusetts state college average on all four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. MCLA fully met the need of 98% of these students, which is above the target of 85%.

### Figure 1. Enrollment Indicators for MCLA

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<th>Indicator</th>
<th>2002</th>
<th>2003</th>
<th>Target</th>
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<tr>
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<tr>
<td>Fall FTE</td>
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<td>Annual Headcount</td>
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<tr>
<td>Annual FTE</td>
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<table>
<thead>
<tr>
<th>Indicator</th>
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<th>Target</th>
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<tr>
<td>Fall Headcount</td>
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<tr>
<td>Fall FTE</td>
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<tr>
<td>Annual FTE</td>
<td>319</td>
<td>382</td>
<td>367</td>
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</tbody>
</table>

### Figure 2. Fall Unduplicated Headcount

![Fall Unduplicated Headcount](image)

### Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures

![FY2004 Tuition and Fees as a Percent of Key Income Measures](image)
Are students at MCLA succeeding academically and continuing to graduation?

RETENTION
According to national research on the topic of student retention, the first year is the most critical timeframe in the progression to a college degree. MCLA’s first-year retention rate (Figure 4) for the fall 2002 cohort was 76.5 percent. This is an 8.3 point improvement over the fall 2001 cohort, and 2 points higher than the Massachusetts state college average. It is also 4.6 points higher than the fall 2001 national average for similar four-year public institutions. The fall 2002 national average is not yet available.

GRADUATION
Six-year graduation rate (Figure 5) is the most common measure of public higher education performance. MCLA’s six-year graduation rate for the 1995, 1996, and 1997 entering cohorts (three-year rolling average) was 43.6 percent. This was above the segmental average of 43.4 percent but below the peer average of 52.9 percent. Both segmental and peer averages are utilized as targets for six-year graduation.

DEGREES CONFERRED
MCLA awarded 300 degrees and certificates in FY2004. This is below its institutional target of 330.

MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE
Another measure of student success is performance on standardized licensure exams. Of the 47 MCLA students who completed a teacher preparation program, 47 passed the Massachusetts Tests for Educator Licensure in Academic Year 2002-03. This exceeded the system target of 80 percent.

Is Massachusetts College of Liberal Arts admitting qualified students who are ready to learn and grow in a higher education environment?

ACADEMIC ADMISSIONS STANDARDS
One measure of students’ readiness to succeed is whether they have met the admission standards of their respective institutions. MCLA enrolls students who generally exceed the admission policies set by the Commonwealth of Massachusetts.

Is Massachusetts College of Liberal Arts utilizing its financial resources effectively and efficiently?

INSTITUTIONAL SPENDING
Each year Massachusetts state colleges undergo an independent audit of their fiscal practices. MCLA had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. MCLA allocated 5.7 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

These policies address special admissions, minimum grade point average, college preparation courses and other criteria. Please see the appendix for further information on academic admission standards.
Are Massachusetts College of Liberal Arts graduates entering the workforce and/or continuing their education?

**Post-Baccalaureate Experience**
A popular outcome measure for higher education is the experience of graduates as they enter the workforce. One year after graduation, 85.7 percent of the MCLA class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system-wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

How is MCLA collaborating with other institutions to facilitate transfer between state and community college?

**Transfer and Joint Admissions**
MCLA enrolled 55 community college transfer students in fall 2003 (Figure 7). This was less than the 73 it enrolled in 2002. Through its joint admissions program, 15 students matriculated into MCLA from Massachusetts community colleges in fall 2003.

Is Massachusetts College of Liberal Arts providing additional support through fundraising activities?

**Fundraising**
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to seek additional external sources of funds (Figure 8). In FY2004, MCLA received $434,465 in private funds for both the College and the Foundation. This was $65,535 below the institutional target of $500,000.

The MCLA endowment was $6,222,280 in 2004. This was $1,022,280 above the institutional target of $5,200,000.

Is Massachusetts College of Liberal Arts providing the consistent and reliable data needed for public accountability?

**Data Reporting**
In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. MCLA has met the targets for this indicator by consistently reporting data generally on time and with very high standards of accuracy.
Salem State College

Salem State College offers baccalaureate and graduate degree programs responsive to the needs of a wide spectrum of individuals as well as to the needs of the Commonwealth. The College is committed to offering an education which provides a solid foundation for lifelong learning and development and to building a community that includes people of all ages, races, and socioeconomic backgrounds.

COLLABORATIONS
The public institutions in the Northeast Region have joined together to encourage degree completion for students in the region by increasing the number of transfer articulation agreements and sharing facilities. In FY2004 over 200 students at Middlesex Community College enrolled in 13 courses offered by Salem State at the Middlesex campus, and the College began offering courses at Northern Essex Community College this fall. The College, along with two other campuses in the region, participates in the Carnegie Campus Cluster Program. The program, led by Middlesex Community College, brings faculty from several campuses together to promote the scholarship of teaching and learning. All institutions approved the new articulation agreements for Early Childhood and Elementary Education which will enhance the preparation of community colleges students who aspire to become teachers.

Salem State College is a partner in the Northeast PreK-16 Regional Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase career interest in STEM fields. Other Network partners include local school districts, public and private colleges, businesses and community organizations. The goals of the Pipeline Fund are to improve science, technology, engineering, and math education. The Network received funding for the STEM Fellows program, which provides intensive professional development for 40 middle school and early high school mathematicians, science and technology teachers in eight school districts.

Salem State College, in partnership with the City of Salem, the Salem National Park System and Salem’s local museums, received a large grant from the U.S. Department of Education for teaching American history. Salem State faculty presented seminar workshops to teachers, impacting over 800 public school students as a result. In addition, Salem State received funding through the Improving Teacher Quality grants with a partnership including the University of Massachusetts Lowell and the public school districts of Lawrence and Lynn to deliver three different science education institutes.

PROGRAM OF DISTINCTION
The following is one of three notable Best Practice programs submitted by the institution. In June of 2003, Salem State College partnered with Lahey Clinic to offer the Certificate in Nursing Education Program at the Lahey Clinic in Burlington, MA. The Colleges offers courses at the Clinic in the evening, enabling students to attend classes when they finish their workday.

This initiative addresses the critical need to prepare nurses with credentials in nursing education to reduce the severe shortage of nursing educators. It supports the educational needs of the nurses at Lahey, promotes the nursing profession by enabling the attainment of advanced career preparation, and makes the Graduate Nursing program a visible presence in the health care community.

Performance Highlight

Between 1999 and 2003, Salem increased its enrollment of transfer students from Massachusetts community colleges by 80 percent, admitting a total of 392 students in 2003. Salem led the segment in transfer students, reflecting a commitment to increasing the access to a baccalaureate degree.

Current and expected outcomes include 12 students currently enrolled in the Certificate Program; 9 students who will complete the Certificate Program in December 2004; 10 students who intend to continue on to complete their Master of Science in Nursing Degree at Salem State College; an ongoing partnership between Lahey Clinic and the School of Nursing that will lead to the offering of the MSN and other nursing programs at Lahey; and an increase in the availability and preparation of nurse educators to ease the nurse educator shortage.
Are Massachusetts high school graduates able to gain access to affordable higher education at Salem State College?

**ACCESS**

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Salem’s results.)

- **Fall Headcount** measures student population at the traditional peak entry time
- **Fall FTE** indicates the mix of full- and part-time students
- **Annual Headcount** reflects the broader population of both continuous and short-term students
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount (Figure 2). Salem’s 2003 fall undergraduate and graduate headcounts were higher than in 2002. Institutional targets have not yet been established for this measure. In future reports, state colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**MINORITY STUDENT ACCESS**

As with all public state colleges in Massachusetts, Salem seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 12 percent, Salem’s minority representation in the undergraduate population was two points higher than it was in 2002. The overall percent of minority high school graduates within the state as well as within Salem’s service regions ranges from 11 percent to 22 percent. (For more detailed data on minority enrollment and representation please see the appendix.)

**AFFORDABILITY**

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Salem did not meet this affordability target by remaining above the Massachusetts state college average on two of the four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Salem fully met the need of 98% of these students, which is above the target of 85%.
Are students at Salem State College *succeeding academically and continuing to graduation*?

**Retention**

According to national research on the topic of student retention, the first year is the most critical time frame in the progression to a college degree. Salem’s first-year retention rate (Figure 4) for the fall 2002 cohort was 72.3 percent. This is a 0.3 point improvement over the fall 2001 cohort but 2.2 points lower than the Massachusetts state college average. It is also more than 0.4 points higher than the fall 2001 national average for similar four-year public institutions. The fall 2002 national average is not yet available.

**Graduation**

Six-year graduation rate (Figure 5) is the most common measure of public higher education performance. Salem’s six-year graduation rate for the 1995, 1996, and 1997 entering cohorts (three-year rolling average) was 34.1 percent. This was below the segmental average of 43.4 percent and the peer average of 37.8 percent. Both segmental and peer averages are utilized as targets for six-year graduation.

**Degrees Conferred**

Salem awarded 1,322 degrees and certificates in FY2004. This exceeded its institutional target of 1,247.

**Massachusetts Tests for Educator Licensure**

Another measure of student success is performance on standardized licensure exams. Of the 199 Salem students who completed a teacher preparation program, 194 passed the Massachusetts Tests for Educator Licensure in Academic Year 2002-03. This exceeded the system target of 80 percent.

Is Salem State College *admitting qualified students* who are ready to learn and grow in a higher education environment?

**Academic Admissions Standards**

One measure of students’ readiness to succeed is whether they have met the admission standards of their respective institutions. Salem State College enrolls students who generally exceed the admission policies set by the Commonwealth of Massachusetts. These policies address special admissions, minimum grade point average, college preparation courses and other criteria. Please see the appendix for further information on academic admission standards.

Is Salem State College *utilizing its financial resources effectively and efficiently*?

**Institutional Spending**

Each year Massachusetts state colleges undergo an independent audit of their fiscal practices. Salem State College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Salem allocated 5.9 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

**Institutional Support Costs**

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Salem spent $1,375 per student on institutional support costs in FY2003, which was lower than their peer average of $1,461, a FY2004 performance target. The total amount spent on institutional support costs was 17.2 percent of the total Educational and General expenditures, which was essentially the same level as its 17 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.
Are Salem State College graduates entering the workforce and/or continuing their education?

**POST-BACCALAUREATE EXPERIENCE**

A popular outcome measure for higher education is the experience of graduates as they enter the workforce. One year after graduation, 91.8 percent of the Salem class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

How is Salem State College collaborating with other institutions to facilitate transfer between state and community college?

**TRANSFER AND JOINT ADMISSIONS**

Salem enrolled 392 community college transfer students in fall 2003 (Figure 7). This was more than the 294 it enrolled in 2002. Through its joint admissions program, 59 students matriculated into Salem from Massachusetts community colleges in fall 2003.

Is Salem State College providing additional support through fundraising activities?

**FUNDRAISING**

In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to seek additional external sources of funds (Figure 8). In FY2004, Salem received $1,363,386 in private funds for both the College and the Foundation. This was $13,386 above the institutional target of $1,350,000.

The Salem endowment was $5,974,691 in 2004. This was $624,691 above the institutional target of $5,350,000.

Is Salem State College providing the consistent and reliable data needed for public accountability?

**DATA REPORTING**

In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Salem has met the targets for this indicator by consistently reporting data in a timely manner with good standards of accuracy.
Westfield State College

Emphasizing teaching, student advising, and student involvement in the life of the college and the community, Westfield State College’s primary mission is to assist its students to develop intellectually and to use their knowledge and skills to improve the social and economic conditions in their communities. The College seeks to instill among members of its community a sense of social responsibility and citizenship.

Collaborations

The Pioneer Valley Public Higher Education Collaboration, including Westfield State College, Greenfield Community College, Holyoke Community College, and Springfield Technical Community College, was established this year to develop new, collaborative educational activities. In addition, Westfield continues to be committed to fostering transfer access through ongoing development of course articulation agreements with its four local feeder community colleges as well as other public community colleges. Westfield recently approved the new statewide articulation agreements for early childhood and elementary education curriculum which will enhance the preparation and retention of community college students who aspire to become teachers.

Westfield became one of the lead higher education partners (along with Holyoke Community College and UMass Amherst) in the Holyoke Task Force for Excellence in Latino Education. Plans are in place for the College, along with its other education partners, to provide college readiness and orientation activities for Holyoke middle and high school students as well as assistance in the college admissions process and support to Latino students already enrolled in college.

Westfield State College is a partner in the Pioneer Valley Regional PreK-16 Network created through the Pipeline Fund to improve science, technology, engineering, and math education. Other Network partners include local school districts, public and private colleges, businesses and community organizations.

The Network received funding for multiple projects including engineering/technology career fairs for high school students as well as an engineering career pathways guide for parents, students and guidance counselors; STEM summer camps and Saturday lab work sessions for middle school students; and summer content and pedagogy institutes and academic year seminars for teachers.

Westfield State College continues to emphasize its teacher education programs and develop the Westfield Professional Development School Network. The Center for Teacher Education and Research was established in spring 2004 with a mission of improving student achievement by providing professional opportunities. Through participation in the Foundation for Excellent Schools Program, Westfield also created a mentoring program with Westfield High School for at-risk high school students.

Program of Distinction

The following is one of three notable Best Practice programs submitted by the institution. The Learning Disabilities Program at Westfield State College exists to enable students with certified learning disabilities to succeed in their academic and co-curricular activities at Westfield State College. The program provides individualized services to over 400 students. Approximately 100 students per year are admitted to the program. Over 80 percent of those enrolled in the program have completed their bachelor’s degrees at the College.

The program’s overall goal is to enable and empower students with learning disabilities to succeed at Westfield State College. Each student is assigned a learning assistant who customizes services for that student.

Between academic years 1999/2000 and 2002/2003, the number of students passing the Massachusetts Tests for Educator Licensure rose from 130 to 248 (an increase of 90 percent), making Westfield the second largest producer of new teachers among the state colleges.

Over the 20 years of support for learning disabilities provided by Westfield State College, thousands of students with learning disabilities have graduated from college in diverse fields and gone on to graduate and professional schools and professional employment. While attending college, these students have participated in every phase of campus life including athletics, student government, residential and cultural activities. These successes have been achieved with minimal resources: the program employs three full-time and three part-time staff.
Are Massachusetts high school graduates able to gain access to affordable higher education at Westfield State College?

ACCESS

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Westfield’s results.)

- Fall Headcount measures student population at the traditional peak entry time
- Fall FTE indicates the mix of full- and part-time students
- Annual Headcount reflects the broader population of both continuous and short-term students
- Annual FTE indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount (Figure 2). Westfield’s 2003 fall undergraduate and graduate headcounts were lower than in 2002. Institutional targets have not yet been established for this measure. In future reports, state colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

MINORITY STUDENT ACCESS

As with all public state colleges in Massachusetts, Westfield seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of eight percent, Westfield’s minority representation in the undergraduate population was one point higher than it was in 2002. The overall percent of minority high school graduates within the state as well as Westfield’s service regions ranges from 13 percent to 16 percent. (For more detailed data on minority enrollment and representation please see the appendix.)

AFFORDABILITY

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Westfield met this affordability target by remaining at or below the Massachusetts state college average on three of the four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Westfield fully met the need of 97% of these students, which is above the target of 85%.
Are students at Westfield State College succeeding academically and continuing to graduation?

RETENTION
According to national research on the topic of student retention, the first year is the most critical time frame in the progression to a college degree. Westfield’s first-year retention rate (Figure 4) for the fall 2002 cohort was 75.4 percent. This was a 1.8 point decline from the fall 2001 cohort but 0.9 points higher than the Massachusetts state college average. It is also 3.5 points higher than the fall 2001 national average for similar four-year public institutions. The fall 2002 national average is not yet available.

GRADUATION
Six-year graduation rate (Figure 5) is the most common measure of public higher education performance. Westfield’s six-year graduation rate for the 1995, 1996, and 1997 entering cohorts (three-year rolling average) was 55.1 percent. This was above the segmental average of 43.4 percent and its peer average of 37.5 percent. Both segmental and peer averages are utilized as targets for six-year graduation.

DEGREES CONFERRED
Westfield awarded 1,030 degrees and certificates in FY2004. This was below its institutional target of 1,200.

MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE
Another measure of student success is performance on standardized licensure exams. Of the 253 Westfield students who completed a teacher preparation program, 248 passed the Massachusetts Tests for Educator Licensure in Academic Year 2002-03. This exceeded the system target of 80 percent.

Is Westfield State College admitting qualified students who are ready to learn and grow in a higher education environment?

ACADEMIC ADMISSIONS STANDARDS
One measure of students’ readiness to succeed is whether they have met the admission standards of their respective institutions. Westfield State College enrolls students who generally exceed the admission policies set by the Commonwealth of Massachusetts. These policies address special admissions, minimum grade point average, college preparation courses and other criteria. Please see the appendix for further information on academic admission standards.

Is Westfield State College utilizing its financial resources effectively and efficiently?

INSTITUTIONAL SPENDING
Each year Massachusetts state colleges undergo an independent audit of their fiscal practices. Westfield State College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Westfield allocated 10.1 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

INSTITUTIONAL SUPPORT COSTS
A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Westfield spent $896 per student on institutional support costs in FY2003, which was lower than its peer average of $1,299, a FY2004 performance target. The total amount spent on institutional support costs was 13.1 percent of the total Educational and General expenditures, which was lower than the 14.4 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.
Are Westfield State College graduates *entering the workforce and/or continuing their education*?

**POST-BACCALAUREATE EXPERIENCE**

A popular outcome measure for higher education is the experience of graduates as they enter the workforce. One year after graduation, 91.4 percent of the Westfield class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

How is Westfield State College *collaborating with other institutions to facilitate transfer* between state and community college?

**TRANSFER AND JOINT ADMISSIONS**

Westfield enrolled 240 community college transfer students in fall 2003 (*Figure 7*). This was more than the 183 it enrolled in 2002. Through its joint admissions program, 90 students matriculated into Westfield from Massachusetts community colleges in fall 2003. This was an increase of 15 percent from the prior year.

Is Westfield State College providing additional support through fundraising activities?

**FUNDRAISING**

In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to seek additional external sources of funds (*Figure 8*). In FY2004, Westfield received $499,343 in private funds for both the College and the Foundation. This was $300,657 below the institutional target of $800,000.

The Westfield endowment was $3,689,204 in 2004. This was $489,204 above the institutional target of $3,200,000.

Is Westfield State College *providing the consistent and reliable data* needed for public accountability?

**DATA REPORTING**

In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Westfield has met the targets for this indicator by consistently reporting data in a timely manner with good standards of accuracy.
Worcester State College

Founded in 1874, Worcester State College is dedicated to offering high-quality, affordable undergraduate and graduate academic programs and to promoting global awareness, lifelong intellectual growth, and career opportunities. The College values teaching excellence, cooperates with regional businesses, social and cultural resources, and higher education institutions, and develops new programs responsive to emerging community needs.

COLLABORATIONS

Members of the Worcester State College admissions department worked closely with their counterparts at Quinsigamond Community College and Mount Wachusett Community College to prepare course equivalency lists for new articulation agreements in specific major fields of study. These lists are currently in the review and approval process. The Central Massachusetts Public Higher Education Alliance (Worcester State College, Fitchburg State College, Quinsigamond Community College, Mount Wachusett Community College), drafted a mission statement and adopted five collaborative initiatives related to the new mission. These initiatives were related to articulation, professional development, shared high technology courses, transfer compacts and joint early awareness admissions activities.

Worcester State College is a partner in the Central Regional PreK-16 Network created through the Pipeline Fund. Other Network partners include local school districts, public and private colleges, businesses and community organizations. The primary goal of the Pipeline Fund is to encourage more young people to seek careers in fields related to science, technology, engineering and math. The Central Network received funding to provide a data analysis content institute to 27 middle school teachers.

The Worcester State College Latino Education Institute initiated a partnership with the 11th grade Latino students attending Worcester Public Schools. The Institute provides a variety of programs and activities to support interest in and progress toward college attendance, including career and financial aid workshops, college tours and application assistance. In addition, a Leadership Academy for public school personnel interested in obtaining certification in school administration was conducted in collaboration with several Blackstone Valley school districts.

PROGRAM OF DISTINCTION

The following is one of three notable Best Practice programs submitted by the institution. Beginning with the incoming fall 2004 freshman class, all new freshmen are required to come to campus owning a laptop computer. In conjunction with this required laptop ownership, the College will provide an ubiquitous wireless network access environment throughout all campus buildings and outdoor spaces. Laptops will be fully integrated into the curriculum through freshman learning communities. All freshmen will be enrolled in a three course learning community consisting of English composition, the freshman experience course WSC 101, and a general education course with at least two of these courses utilizing the students’ laptops in class.

Performance Highlight

Undergraduate minority enrollment at Worcester increased 33 percent between 1998 and 2004, making it the most diverse of the state colleges and reflecting its commitment to reaching out to all members of its service area.

The program’s projected outcomes include all WSC freshman, and eventually all students, having equal access to state-of-the-art computing resources and universal access to enable faculty to implement technology-based learning resources in teaching and learning.
Are Massachusetts high school graduates able to gain **access to affordable higher education** at Worcester State College?

**Access**

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Worcester’s results.)

- Fall Headcount measures student population at the traditional peak entry time
- Fall FTE indicates the mix of full- and part-time students
- Annual Headcount reflects the broader population of both continuous and short-term students
- Annual FTE indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount (Figure 2). Worcester’s 2003 fall undergraduate headcount was lower than in 2002, but the graduate headcount was higher. Institutional targets have not yet been established for this measure. In future reports, state colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**Minority Student Access**

As with all public state colleges in Massachusetts, Worcester seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 14 percent, Worcester’s minority representation in the undergraduate population remained the same as it was in 2002. The overall percent of minority high school graduates within the state as well as Worcester’s service regions ranges from 9 percent to 13 percent. (For more detailed data on minority enrollment and representation please see page the appendix.)

**Affordability**

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Worcester met this affordability target by remaining at or below the Massachusetts state college average on three of the four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Worcester fully met the need of 97% of these students, which is above the target of 85%.
Are students at Worcester State College succeeding academically and continuing to graduation?

RETENTION
According to national research on the topic of student retention, the first year is the most critical time frame in the progression to a college degree. Worcester’s first-year retention rate (Figure 4) for the fall 2002 cohort was 72.3 percent. This was a 1.6 point decrease from the fall 2001 cohort and 2.2 points lower than the Massachusetts state college average. It is also 0.4 points point higher than the fall 2001 national average for similar four-year public institutions. The fall 2002 national average is not yet available.

GRADUATION
Six-year graduation rate (Figure 5) is the most common measure of public higher education performance. Worcester’s six-year graduation rate for the 1995, 1996, and 1997 entering cohorts (three-year rolling average) was 37.1 percent. This was below the segmental average of 43.4 percent but above the College’s peer average of 33.6 percent. Both segmental and peer averages are utilized as targets for six-year graduation.

DEGREES CONFERRED
Worcester awarded 963 degrees and certificates in FY2004. This was below its institutional target of 1,075.

MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE
Another measure of student success is performance on standardized licensure exams. Of the 82 Worcester students who completed a teacher preparation program, 82 passed the Massachusetts Tests for Educator Licensure in Academic Year 2002-03. This exceeded the system target of 80 percent.

Is Worcester State College admitting qualified students who are ready to learn and grow in a higher education environment?

ACADEMIC ADMISSIONS STANDARDS
One measure of students’ readiness to succeed is whether they have met the admission standards of their respective institutions. Worcester State College enrolls students who generally exceed the admission policies set by the Commonwealth of Massachusetts. These policies address special admissions, minimum grade point average, college preparation courses and other criteria. Please see the appendix for further information on academic admission standards.

Is Worcester State College utilizing its financial resources effectively and efficiently?

INSTITUTIONAL SPENDING
Each year Massachusetts state colleges undergo an independent audit of their fiscal practices. Worcester State College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Worcester allocated 5.6 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

INSTITUTIONAL SUPPORT COSTS
A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Worcester spent $914 per headcount on institutional support costs in FY2003, which was lower than their peer average of $1,202, a FY2004 performance target. The total amount spent on institutional support costs was 13.7 percent of the total Educational and General expenditures, which was lower than the 14.1 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.
Are Worcester State College graduates *entering the workforce and/or continuing their education?*

**POST-BACCALAUREATE EXPERIENCE**
A popular outcome measure for higher education is the experience of graduates as they enter the workforce. One year after graduation, 92.7 percent of the Worcester class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

How is Worcester State College *collaborating with other institutions to facilitate transfer* between state and community college?

**TRANSFER AND JOINT ADMISSIONS**
Worcester enrolled 200 community college transfer students in fall 2003 (*Figure 7*). This was less than the 298 it enrolled in 2002. Through its joint admissions program, 21 students matriculated into Worcester from Massachusetts community colleges in fall 2003.

Is Worcester State College providing additional support through fundraising activities?

**FUNDRAISING**
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to seek additional external sources of funds (*Figure 8*). In FY2004, Worcester received $679,225 in private funds for both the College and the Foundation. This was $79,225 above the institutional target of $600,000.

The Worcester endowment was $6,235,447 in 2004. This was $435,447 above the institutional target of $5,800,000.
## Community College Performance

### Questions Regarding Community College Performance and Related Indicators

<table>
<thead>
<tr>
<th>Are Massachusetts residents able to gain access to affordable higher education?</th>
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</thead>
<tbody>
<tr>
<td><strong>Indicators</strong></td>
</tr>
</tbody>
</table>
| Overall enrollment, minority enrollment, tuition and fees as a percent of income, percent eligible students receiving aid. | • All of the community colleges enrolled student populations reflective of the representation of minorities in their draw region.  
• Fourteen of the community colleges met the target of staying within the segmental average for tuition and fees relative to state and regional income levels.  
• All 15 of the community colleges met the target of distributing financial aid so that at least 85 percent of full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. |

<table>
<thead>
<tr>
<th>Are our community college students succeeding academically? Do the community colleges provide quality learning opportunities for our students?</th>
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</thead>
<tbody>
<tr>
<td><strong>Indicators</strong></td>
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</table>
| Course completion rates, retention to the spring semester and to the second year, number of annual degrees/certificates, pass rates on nursing exam. | • All 15 community colleges met the target for course completion.  
• Fall-to-fall retention for the community college segment has been consistently above the national average.  
• Over 90 percent of first-time, degree-seeking students who enrolled in the fall semester returned the following spring.  
• All 15 community colleges met or exceeded their targets for degrees conferred.  
• Twelve community colleges met the pass rate target for the Massachusetts Nursing Exam.  
Of the three remaining, a slim margin of 2 percent kept them from attaining the target. |

<table>
<thead>
<tr>
<th>How efficiently and effectively are we utilizing our resources?</th>
</tr>
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<tbody>
<tr>
<td><strong>Indicators</strong></td>
</tr>
</tbody>
</table>
| Revenues allocated to capital adaptation and renewal, percent of funds spent on institutional support costs, independent financial audits. | • On average, the colleges have allocated 7.4 percent of their operating revenue towards capital renewal and adaptation.  
• Thirteen campuses had institutional support costs less than or equal to the average of their peer institutions.  
• All campuses had independent audits. Fourteen of the community colleges had no significant findings. |

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*2004 Performance Outcomes*
<table>
<thead>
<tr>
<th>Questions Regarding Community College Performance and Related Indicators</th>
<th>Community College Achievements</th>
</tr>
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</table>
| **Are our community colleges contributing to workforce development? Do our graduates enter the workforce and/or continue their education?** | The community colleges serve as a vital component of the Commonwealth’s workforce development system.  
• Fourteen of the campuses met their target enrollments for workforce development courses. Enrollments in these courses were at an eight-year high.  
• Eleven community colleges achieved their targets for workforce development courses offered.  
• One year after graduation, 87 to 95 percent of state college graduates were either employed in Massachusetts or continuing their education. |
| **Indicators**  
Workforce development (WFD) courses offered and enrollment, workforce placement and/or continuing education for Massachusetts residents one year after graduation. |  
| **Are our community colleges providing additional support through fundraising activities?** | All community colleges are engaged in private fundraising. Thirteen of the colleges met or exceeded their targets. |
| **Indicators**  
Total private funds received (both the institution and the Foundation). |  

SUMMARY STATEMENT

Massachusetts Community Colleges

This analysis of segmental performance provides an overview of the many successes that the 15 community colleges have achieved. The community college campuses have continued their commitment to provide access to affordable, high-quality, post-secondary education and related student services even in times of decreasing state revenues. This was achieved by setting fundraising targets for student scholarships and academic initiatives. These financial targets were met or exceeded by a majority of campuses.

Community college student success as measured by persistence, number of degrees conferred, certificates awarded, and pass rates on industry-required exams is a testimony to the mission and purpose of the segment. Record numbers of students have enrolled in credit and noncredit courses across the 15 campuses. The segment achieved an eight-year high in workforce development course enrollments. In some cases, however, (i.e., nursing and allied health) potential students were placed on waiting lists because adequate space and health faculty shortages were obstacles. The community colleges continue to emphasize workforce development courses as a valued service to the residents and businesses in the Commonwealth.

The campuses directed a portion of their operating budgets to maintain and/or update campus facilities including science labs, classrooms, and state-of-the-art technology—capital renewal necessary to the vitality of academic life. The segmental average for such adaptation and renewal activities (7.4 percent) well exceeded the target. Massachusetts community colleges undergo independent audits of their fiscal practices. Fourteen of the 15 campuses had audits with no significant findings. Furthermore, campus-based practices and efficiencies were developed which afforded the campuses the opportunity to better serve their students.
SEGMENTAL GOALS

Massachusetts Community Colleges

EXPANDING WORKFORCE DEVELOPMENT
The community colleges, which are strategically located throughout the regions of the Commonwealth, are best positioned to be the premier provider of workforce development courses and training programs. The colleges realize, however, the need not only to be competitive in quality and price but also to be leaders in providing both credit and noncredit programs and courses that meet the emerging workforce needs of the region they serve. To do this well, the community colleges will analyze job growth data and employment trends as well as regional skill needs and will work collaboratively with other segments of public higher education, Workforce Investment Boards (WIBs), and economic development councils. In addition, the campuses will address demonstrated critical shortages in nursing and allied health professions by working with the Board of Higher Education and health care organizations. The community colleges will work cooperatively with other public higher education institutions in their regions to deliver programs and courses most efficiently.

MAXIMIZING AFFORDABILITY
The Massachusetts community colleges are committed to being among the lowest in costs for students in New England. The community colleges clearly understand their integral role in educating and training individuals for increased earnings potential. The community colleges are committed to removing financial barriers for all students and will work closely with elected and appointed officials to identify new avenues of fiscal support. A priority will be to meet the direct costs of education for students with financial need, especially for students who are the first generation seeking higher education.

ENHANCING STUDENT ACCESS
A commitment to student success is and will continue to be the most important issue for community colleges. Massachusetts community colleges have been above the national average on this measure but strive to do better. The Massachusetts community colleges have been tracking cohorts of first-time, full- and part-time degree- or certificate-seeking students. These data will be further analyzed and used to identify strategies and develop measures which would enhance future student success.

STRENGTHENING FUNDRAISING EFFORTS
A relatively new and challenging opportunity for community colleges both locally and nationally has been fundraising. The Massachusetts community colleges will continue to set a high fundraising standard. The colleges will build and cultivate an active alumni database. This untapped support will be from the constituency who benefited most from public higher education. Additional campus-based mechanisms will be instituted to build scholarship endowment.

EXPANDING COLLABORATIONS
The community colleges will explore additional opportunities for collaboration and articulation with four-year public higher education institutions, Community Based Organizations (CBOs), not-for profits and proprietary schools, and expand relationships with the Adult Basic Education (ABE) program providers and K-12 school districts to strengthen the transition into post-secondary education.
Berkshire Community College

Berkshire Community College is committed to access, academic excellence, student success, and leadership in the community. As the College was founded to serve the needs of Berkshire County, its mission is to place higher education within reach of all Berkshire County residents.

Collaborations
Berkshire Community College works in collaboration with Greenfield, Holyoke, and Springfield Community Colleges and the Massachusetts College of Liberal Arts (MCLA) on the development of extensive articulation agreements and educational pathways. For example, in its partnership with MCLA, faculty from both institutions completed articulation agreements in nine associate degree programs to encourage and facilitate student transfer from BCC to MCLA. The colleges also plan to share classroom facilities to expand student access to associate and baccalaureate degree coursework. Collaboration between the two colleges has produced other mutually beneficial results, including the establishment of a joint pool of qualified adjunct faculty and a number of co-curricular program cost-sharing initiatives. BCC also worked with Greenfield Community College to implement a cooperative federal Title III grant for online learning.

More broadly, BCC approved the new statewide articulation agreements for Early Childhood and Elementary Education, which will enhance the preparation of community college students who aspire to become teachers.

Berkshire Community College is a partner in the Berkshire Regional PreK-16 Network, created through the Pipeline Fund, to improve science, technology, engineering, and math education. Other Network partners include the Massachusetts College of Liberal Arts, local school districts, businesses and community organizations. The Berkshire Network will support the Got Math? program for 70 elementary school students in Pittsfield and North Adams to study math concepts as they relate to business.

The College collaborated with six regional high schools to develop a summer MCAS remediation program and also received grant funding to expand two College transition initiatives that were developed in collaboration with 11 regional school districts in an effort to prepare students for college by strengthening basic skills education. In addition, Berkshire worked with seven local high schools to designate each school as a local CISCO academy training site.

Program of Distinction
The following is one of three notable Best Practice programs submitted by BCC. Initially designed under a five-year implementation grant from the Massachusetts Department of Education, BCC’s Project Link has emerged as a benchmark Adult Basic Education postsecondary transition program. The overall goal of this project is to provide transition services and academic support for eligible ABE students with the purpose of increasing their ability and willingness to access, succeed, and persist in higher education. An important factor contributing to the project’s success has been the quality of its ongoing collaboration among the College’s academic and student development offices, the community-based ABE providers, and the service agencies located throughout Berkshire County. In a coordinated countywide effort, collaborating partners conduct an annual needs assessment and an evaluation of curriculum and student performance.

Project Link has afforded many students access to a postsecondary education who otherwise would not have entertained attending college. Outcomes achieved include over 210 students enrolled in Project Link since its inception in FY2000, collaboration strengthened between BCC and the region’s ABE service providers, literacy projects, social service agencies, educational organizations and formal collaborations, and an average of 87 percent of the students who complete Project Link have entered one of BCC’s regular college level programs.

Performance Highlight
Berkshire’s one-year retention rate was 64 percent, the second-highest in the segment. The 199 students returning for their second year was the highest number recorded by the school.

2004 Performance Outcomes
Are Massachusetts high school graduates able to gain *access to affordable higher education* at Berkshire Community College?

**Access**

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Berkshire’s results.)

- *Fall Headcount* measures student population at the traditional peak entry time
- *Fall FTE* indicates the mix of full- and part-time students
- *Annual Headcount* reflects the broader population of both continuous and short-term students
- *Annual FTE* indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within annual enrollment. Together, fall and annual headcount (Figure 2) provide a way to gauge access that is sensitive to the community college mission. Berkshire’s 2003 fall headcount was slightly higher than in 2002. Its annual headcount was lower than previous years but was within 97 percent of their self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**Minority Student Access**

As with all public community colleges in Massachusetts, Berkshire seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 10 percent, Berkshire’s minority representation in the undergraduate population increased slightly from 2002. The overall percent of minorities in Berkshire’s service area is 5 percent. (For more detailed data on minority enrollment and representation, please see the appendix.)

**Affordability**

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Berkshire met this affordability target by remaining at or below the Massachusetts community college average on three of the four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Berkshire fully met the need of 96 percent of these students, which is above the target of 85 percent.

**Access and Affordability**

<table>
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<tr>
<th>Enrollment Indicators for Berkshire</th>
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<tr>
<td>Fall FTE</td>
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<td>Annual Headcount</td>
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<td>Annual FTE</td>
<td>1398</td>
<td>1366</td>
<td>1372</td>
<td>1380</td>
</tr>
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</table>

**Figure 1. Enrollment Indicators for Berkshire**

**Figure 2. Headcount Enrollment**

**Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures**
Are students at Berkshire Community College *succeeding academically and continuing to graduation*?

**Course Completion**
Course completion rates are utilized as a measure of student progress in the achievement of academic goals. Berkshire’s annual credit course completion rate for the FY2004 cohort was 77 percent, which was sufficient to meet the 75 percent system-wide target.

**Persistence**
According to national research on the topic of student retention, the first year is the most critical timeframe in the progression to a college degree. Berkshire’s fall-to-spring persistence rate for the fall 2002 cohort was 93.3 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (*Figure 4*) was 64 percent for the fall 2002 cohort, a 6 percentage point gain over the fall 2001 cohort rate.

![Figure 4. Fall-to-Fall One-Year Retention Rate (First-Time, Full-Time Students)](image)

**Degrees Conferred**
The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Berkshire awarded 349 degrees and certificates in FY2004. This met its institutional target of 295.

**Nursing Exam**
Another measure of student success is performance on standardized licensure exams. Over 93 percent of Berkshire students taking the registered nurse exam (*Figure 5*) in 2003 passed on their first attempt (the most recent year with complete data). This was a slight decline from the prior year (95.9 percent) but a major improvement from 2001 (79.4 percent), and it met the system-wide target of 85 percent.

![Figure 5. RN Nursing Exam Pass Rate (Associate’s Level)](image)

Is Berkshire Community College *utilizing its financial resources effectively and efficiently*?

**Institutional Spending**
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Berkshire Community College had an unqualified financial audit with no significant findings for FY2003. Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Berkshire allocated 5.2 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

**Institutional Support Costs**
A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Berkshire spent $1,169 per headcount on institutional support costs in FY2003, which was higher than their peer average of $836, a FY2004 performance target. The total amount spent on institutional support costs was 15.3 percent of the total Educational and General expenditures, which was slightly higher than the 14.9 percent peer average, also a FY2004 performance target. As reflected in *Figure 6* (next page), institutions chose new peer groups for FY2003.

*2004 Performance Outcomes*
Is Berkshire Community College contributing to the economic and workforce needs of the region and the Commonwealth?

Workforce Development Courses
In FY2004, Berkshire offered 270 not-for-credit workforce development and job skills training courses, an increase of 28 courses from FY2003 and 23 courses higher than their target of 247 courses. Enrollment in these courses was 1,297, slightly higher than Berkshire’s target of 1,263.

Workforce Placement/Continuing Ed.
A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 92.8 percent of the Berkshire class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

Is Berkshire Community College providing additional support through fundraising activities?

Private Funds
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004 Berkshire received $43,016 in private funds for both the College and the Foundation. This was below the institutional target of $60,500.

Is Berkshire Community College providing the consistent and reliable data needed for public accountability?

Data Reporting
In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Berkshire has met the targets for this indicator by consistently reporting data in a timely manner with very high standards of accuracy.
Bristol Community College

Bristol Community College serves primarily residents of Bristol County and Southeast Massachusetts, providing programs that nurture the region’s economic health and enable individuals to make productive life choices. In April 2004, Bristol Community College was identified as “a model two-year college” in a Boston Globe editorial series on workforce development. The editorial praised the College for partnerships with local businesses and practical programs that benefit students and economic development.

Collaborations

Bristol Community College is a member of the recently established Connect consortium, an innovative partnership of five regional public higher education institutions. Connect has two basic goals: to improve the quality, accessibility, and affordability of higher education and to advance the economic, educational, and cultural life of southeastern Massachusetts. This year, the consortium took steps toward creating seamless transferability between community colleges and the four-year institutions as well as aligning general education requirements. More broadly, BCC approved the new statewide articulation agreements for Early Childhood and Elementary Education, which will enhance the preparation of community college students who aspire to become teachers. In addition to these efforts, the College continues its classroom space partnership with the University of Massachusetts Dartmouth at the New Bedford campus.

Bristol Community College is a partner in the Southeast/Cape and Islands regional PreK-16 Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase interest in STEM careers. Other Network partners include local school districts, public and private colleges, businesses and community organizations. The Network received funding for an “Invention Convention” for teachers and students, a four-week summer residential program for 8th and 9th grade high-achieving students, and science lab equipment for three high schools.

Bristol Community College was the first college in Massachusetts to create a Tech Prep partnership with local school districts, expanding career pathways to improve the transition between high school and college. Bristol Community College received grants from both the U.S. Department of Education and the Improving Teacher Quality program to offer professional development programs for teachers in local school districts. In addition, Bristol continues to develop its Service-Learning and Upward Bound programs.

Program of Distinction

The following is one of three notable Best Practice programs submitted by BCC. Bristol Community College has created a web of access points that captures and serves the many different non-traditional populations, from first-generation college students to adult learners to women and minorities entering high-tech fields. To broaden the web’s reach, Bristol aggressively seeks alternative funding to weave together these key access points that include on-site admission at targeted high schools, Jaffe Educational Development Institute - Jump Start program, PASS – Program for Academic Support and Success, Transition Program, Career Center Liaison, Women in Technology Program, Computer Integrated Manufacturing Program, Computer Integrated Manufacturing Program, and Upward Bound.

Performance Highlight

For the last seven years, Bristol has led the segment in the percent of first-time, full-time students returning for their second fall term. This one-year retention rate was 65 percent for the fall 2002 entering student cohort, 8.4 points above the segment average and 7 points above the national average.

Current outcomes include on-site admissions yielding more than 190 students for fall 2004; the Jump Start program has served 105 students in four summers; the Program for Academic Support and Success (PASS) has served 173 students in five years; the Transition Program has served 123 students, of whom 75 have completed the transition year; more than 40 students, referred to BCC by the Career Center Liaison, enrolled in classes (18 qualified for federal training contracts with a value in excess of $132,400); Women in Technology served more than 150 students during FY2004, representing 11 school districts; the Computer Integrated Manufacturing (CIM) program enrolled 125 students as of fall 2003; and while Upward Bound does not directly recruit students to BCC, there are currently 55 students at the College who are alumni of the Upward Bound Program.
Are Massachusetts high school graduates able to gain access to affordable higher education at Bristol Community College?

**Access**

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Bristol’s results.)

- **Fall Headcount** measures student population at the traditional peak entry time
- **Fall FTE** indicates the mix of full- and part-time students
- **Annual Headcount** reflects the broader population of both continuous and short-term students
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within annual enrollment. Together, fall and annual headcount (Figure 2) provide a way to gauge access that is sensitive to the community college mission. Bristol’s 2003 fall headcount was higher than in 2002. Its annual headcount was also higher than previous years and was above its self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**Minority Student Access**

As with all public community colleges in Massachusetts, Bristol seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 11 percent, Bristol’s minority representation in the undergraduate population increased slightly from 2002. The overall percent of minorities in Bristol’s service area is 11 percent. (For more detailed data on minority enrollment and representation, please see the appendix.)

**Affordability**

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Bristol met this affordability target by remaining at or below the Massachusetts community college average on three of the four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Bristol fully met the need of 97 percent of these students, which is above the target of 85 percent.

**Figure 1. Enrollment Indicators for Bristol**

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**Figure 2. Headcount Enrollment**

![Headcount Enrollment Graph]

**Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures**

![Income Measures Graph]
Are students at Bristol Community College *succeeding academically and continuing to graduation*?

**Course Completion**
Course completion rates are utilized as a measure of student progress in the achievement of academic goals. Bristol’s annual credit course completion rate for the FY2004 cohort was 77 percent, which was sufficient to meet the 75 percent system-wide target.

**Persistence**
According to national research on the topic of student retention, the first year is the most critical time frame in the progression to a college degree. Bristol’s fall-to-spring persistence rate for the fall 2002 cohort was 94.9 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (*Figure 4*) was 65 percent for the fall 2002 cohort, 1.9 percentage points below the fall 2001 cohort rate.

**Degrees Conferred**
The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Bristol awarded 843 degrees and certificates in FY2004. This met its institutional target of 842.

**Nursing Exam**
Another measure of student success is performance on standardized licensure exams. One hundred percent of Bristol students taking the registered nurse exam (*Figure 5*) in 2003 passed on their first attempt (the most recent year with complete data). This was the same rate as the prior year, and it met the system-wide target of 85 percent.

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**AcaDeMic SucCesS**

*Figure 4. Fall-to-Fall One-Year Retention Rate (First-Time, Full-Time Students)*

*Figure 5. RN Nursing Exam Pass Rate (Associate’s Level)*

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**Is Bristol Community College *utilizing its financial resources effectively and efficiently*?**

**Institutional Spending**
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Bristol Community College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Bristol allocated 5.1 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

**Institutional Support Costs**
A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Bristol spent $727 per headcount on institutional support costs in FY2003, which was lower than their peer average of $1,020, a FY2004 performance target. The total amount spent on institutional support costs was 14.5 percent of the total Educational and General expenditures, which was lower than the 19.2 percent peer average, also a FY2004 performance target. As reflected in *Figure 6* (next page), institutions chose new peer groups for FY2003.
Is Bristol Community College contributing to the economic and workforce needs of the region and the Commonwealth?

WORKFORCE DEVELOPMENT COURSES
In FY2004, Bristol offered 659 not-for-credit workforce development and job skills training courses, an increase of 91 courses from FY2003 and 85 courses higher than their target of 574 courses. Enrollment in these courses was 9,517, higher than Bristol’s target of 8,277.

WORKFORCE PLACEMENT/CONTINUING ED.
A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 90.1 percent of the Bristol class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system-wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

Is Bristol Community College providing additional support through fundraising activities?

PRIVATE FUNDS
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004, Bristol received $740,348 in private funds for both the College and the Foundation. This was above the institutional target of $500,000.

Is Bristol Community College providing the consistent and reliable data needed for public accountability?

DATA REPORTING
In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Bristol has met the targets for this indicator by consistently reporting data in a timely manner with very high standards of accuracy.
Bunker Hill Community College

Bunker Hill Community College supports open access to post-secondary education by providing a range of educational opportunities, including distance and self-directed learning and an honors program. The student body reflects the diversity of the urban community. An essential part of the College’s mission is to encourage this diversity. The College is a model for successfully incorporating the strengths of many cultures, backgrounds, ages and learning styles into the life of the institution. BHCC recently received the Charles Kennedy Equity Award from the Association for Community College Trustees as the top community college in the country to enhance and expand opportunities for minorities and women. The award also recognizes BHCC’s outreach to high schools and its commitment to equity goals.

COLLABORATIONS
Distance Learning through Mass Colleges Online, curriculum development in information technology, articulation agreements between two- and four-year institutions to streamline the transfer process, and cooperative faculty recruitment highlight the common collaborative efforts of the public colleges in the Boston region. BHCC now offers 38 articulation agreements. BHCC, Roxbury and Middlesex Community Colleges are partners in 100% MATH, a program funded by the U.S. Department of Education’s FIPSE, to improve mathematics curricula, as well as the teaching and learning of developmental mathematics.

BHCC aligned its IT program with Charlestown HS and other Tech Boston High Schools through the Boston Area Advanced Technological Education Connections partnership. Medical Coding courses are being held at the Dana Farber Cancer Institute.

In FY2004, BHCC established the Pathway Technology Campus at Villa Victoria in Boston, a largely Hispanic housing complex. The Campus provides a pathway for Villa Victoria residents to access post-secondary education and programs offered by BHCC in their own community. In partnership with Inquilinos Boricuas en Acción, the Villa Victoria property management agency, BHCC initiated an extensive outreach and promotional strategy. To date, 179 students have enrolled in classes through the Pathway Technology Campus.

In collaboration with the Suffolk County Sheriff’s Department, Community Resources for Justice, the Ella J. Baker House, and The Work Place, Bunker Hill Community College operates an Offender Re-entry Program (ORP). Delivered to offenders in the Suffolk County House of Corrections, where first priority is given to Boston Re-entry Initiative offenders, the ORP includes courses in writing and literature, computer workshops, and Job Skills classes and aggressive case management. The results of the program are significant and enduring. A formal review of the program by the Harvard Kennedy School of Government showed the following:
• 28.75 percent of ORP graduates were re-arraigned within an eight-month period, compared to a rate of 41.38 percent for a comparison group.
• 90 percent of ORP graduates contact case managers for assistance after returning to the community.

Performance Highlight

Between 2000 and 2003, the pass rate for Bunker Hill students taking the nursing exam rose from 61 percent to 94 percent, while the program maintained the same enrollment.

PROGRAM OF DISTINCTION
Bunker Hill Community College installed a new energy efficient chiller and water-cooling tower at its Charlestown Campus. The new system is projected to generate annual cost savings of $30,000. This estimate of savings was based on gas pricing from two years ago; based on current gas market pricing, the savings will be much higher.

The College, interested in exploring all options for cost savings, received rebates of $69,000 and $89,000 from NStar and KeySpan, respectively. Further, the College will save $30,000 annually.

The rebates that total $158,000 had an immediate impact on the finances of the College, and the annual energy savings will impact the College for years to come. These dollars can be used to provide additional services to students and also address capital renewal and adaptation needs.

2004 Performance Outcomes 57
Are Massachusetts high school graduates able to gain access to affordable higher education at Bunker Hill Community College?

**Access**
The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Bunker Hill’s results.)

- **Fall Headcount** measures student population at the traditional peak entry time
- **Fall FTE** indicates the mix of full- and part-time students
- **Annual Headcount** reflects the broader population of both continuous and short-term students
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within annual enrollment. Together, fall and annual headcount (Figure 2) provide a way to gauge access that is sensitive to the community college mission. Bunker Hill’s 2003 fall headcount was higher than in 2002. Its annual headcount was also higher than previous years and was above its self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**Minority Student Access**
As with all public community colleges in Massachusetts, Bunker Hill seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 59 percent, Bunker Hill’s minority representation in the undergraduate population remained at the same level as 2002. The overall percent of minorities in Bunker Hill’s service area is 37 percent. (For more detailed data on minority enrollment and representation, please see the appendix.)

**Affordability**
Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Bunker Hill met this affordability target by remaining at or below the Massachusetts community college average on all four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Bunker Hill fully met the need of 95 percent of these students, which is above the target of 85 percent.
Are students at Bunker Hill Community College succeeding academically and continuing to graduation?

**Course Completion**
Course completion rates are utilized as a measure of student progress in the achievement of academic goals. Bunker Hill’s annual credit course completion rate for the FY2004 cohort was 76 percent, which was sufficient to meet the 75 percent system-wide target.

**Persistence**
According to national research on the topic of student retention, the first year is the most critical timeframe in the progression to a college degree. Bunker Hill’s fall-to-spring persistence rate for the fall 2002 cohort was 90.6 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (Figure 4) was 51.9 percent for the fall 2002 cohort, 2.3 percentage points below the fall 2001 cohort rate.

**Degrees Conferring**
The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Bunker Hill awarded 685 degrees and certificates in FY2004. This met its institutional target of 602.

**Nursing Exam**
Another measure of student success is performance on standardized licensure exams. Ninety-four percent of Bunker Hill students taking the registered nurse exam (Figure 5) in 2003 passed on their first attempt (the most recent year with complete data). This was a slight increase from the prior year (93 percent), and it met the system-wide target of 85 percent.

Is Bunker Hill Community College utilizing its financial resources effectively and efficiently?

**Institutional Spending**
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Bunker Hill Community College had an unqualified financial audit with no significant findings for FY2003. Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Bunker Hill allocated 5.9 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

**Institutional Support Costs**
A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Bunker Hill spent $616 per headcount on institutional support costs in FY2003, which was lower than their peer average of $1,579, a FY2004 performance target. The total amount spent on institutional support costs was 12.3 percent of the total Educational and General expenditures, which was lower than the 17.9 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.
Is Bunker Hill Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

**WORKFORCE DEVELOPMENT COURSES**
In FY2004, Bunker Hill offered 277 not-for-credit workforce development and job skills training courses, an increase of 63 courses from FY2003 and 62 courses higher than their target of 215 courses. Enrollment in these courses was 4,039, higher than Bunker Hill’s target of 3,710.

**WORKFORCE PLACEMENT/CONTINUING ED.**
A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 91.4 percent of the Bunker Hill class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

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Is Bunker Hill Community College *providing additional support through fundraising activities?*

**PRIVATE FUNDS**
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004, Bunker Hill received $179,614 in private funds for both the College and the Foundation. This was above the institutional target of $174,000.

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Is Bunker Hill Community College *providing the consistent and reliable data* needed for public accountability?

**DATA REPORTING**
In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Bunker Hill has met the targets for this indicator by consistently reporting data in a timely manner with very high standards of accuracy.
Cape Cod Community College

Cape Cod Community College delivers educational programs and services to meet the diverse needs of the residents of Cape Cod, the Islands, and adjacent areas of Southeastern Massachusetts. As the sole comprehensive college on Cape Cod, it provides the only access to higher education for many residents. The College is a student-centered learning community that prepares students for a rapidly changing and socially diverse global economy.

COLLABORATIONS

Cape Cod Community College is a member of the recently established Connect consortium, an innovative partnership of five regional public higher education institutions. Connect has two basic goals: to improve the quality, accessibility, and affordability of higher education and to advance the economic, educational, and cultural life of southeastern Massachusetts. This year, the consortium took steps toward creating seamless transferability between community colleges and the four-year institutions as well as aligning general education requirements. More broadly, CCCC approved the new statewide articulation agreements for Early Childhood and Elementary Education, which will enhance the preparation of community college students who aspire to become teachers. In addition to these efforts, the College worked with the Massachusetts Maritime Academy and University of Massachusetts Dartmouth to initiate the development of the Renewable Energy Technician Certificate and also hosted two Bridgewater State College graduate courses that were offered on the CCCC campus for area K-12 teachers seeking to maintain certification.

CCCC is a partner of the Southeast/Cape and Islands Regional PreK-16 Network, created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase interest in STEM careers. Other Network partners include local school districts, public and private colleges, businesses and community organizations. The Network received funding for an “Invention Convention” for teachers and students, a four-week summer residential program for 8th and 9th grade high-achieving students, and science lab equipment for three high schools.

CCCC continued to develop its MCAS remediation program for area high school students. In addition, CCCC approved a Tech Prep health care course for articulation from a local technical school.

PROGRAM OF DISTINCTION

The following is one of three notable Best Practice programs submitted by CCCC. Under the direction of the Cape Cod Center for Graduate Education (CCCCGE) and its Board of Directors, the Office of Extended Studies at Cape Cod Community College conducts needs assessments and initiates and reviews requests for proposals for graduate programs in identified areas of study. Additionally, the Two-Plus-Two Strategy Committee works with academic departments to identify and develop opportunities for CCCC graduates to complete bachelor degrees in selected areas of study on the CCCC campus.

The Office of Extended Studies coordinates and supports nine graduate degree and eight baccalaureate degree programs offered in partnership with eight colleges. Among the outcomes for these programs are completions of 113 baccalaureate and 302 graduate degrees; 36 CCCC graduates from the Class of 2002 are currently enrolled in baccalaureate degree completion programs on the West Barnstable campus; baccalaureate programs’ annual enrollment has increased from 59 in FY1998 to 880 in FY2004; and graduate programs’ annual enrollment has increased from 185 to 865. Since its inception in 1998, the Office of Extended Studies has generated a total of $523,224 in additional revenue for Cape Cod Community College, while providing an important service to the community.

Citizens of the Cape and Islands would have to travel 100 miles or more to pursue baccalaureate and graduate education if not for the availability of these programs identified as essential to workforce development in the region.

Performance Highlight

Cape Cod Community College provides quality educational opportunities in the Cape and Islands region. It combines excellence with efficiency by consistently remaining below its peer average on institutional support costs.

Office of Extended Studies has generated a total of $523,224 in additional revenue for Cape Cod Community College, while providing an important service to the community.

Citizens of the Cape and Islands would have to travel 100 miles or more to pursue baccalaureate and graduate education if not for the availability of these programs identified as essential to workforce development in the region.
Are Massachusetts high school graduates able to gain access to affordable higher education at Cape Cod Community College?

ACCESS
The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Cape Cod’s results.)

- Fall Headcount measures student population at the traditional peak entry time
- Fall FTE indicates the mix of full- and part-time students
- Annual Headcount reflects the broader population of both continuous and short-term students
- Annual FTE indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within Annual enrollment. Together, fall and annual headcount (Figure 2) provide a way to gauge access that is sensitive to the community college mission. Cape Cod’s 2003 fall headcount was higher than in 2002. Its annual headcount was also higher than previous years and was above its self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

MINORITY STUDENT ACCESS
As with all public community colleges in Massachusetts, Cape Cod seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 9 percent, Cape Cod’s minority representation in the undergraduate population increased slightly from 2002. The overall percent of minorities in Cape Cod’s service area is 6 percent. (For more detailed data on minority enrollment and representation, please see the appendix.)

AFFORDABILITY
Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Cape Cod met this affordability target by remaining at or below the Massachusetts community college average on all four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Cape Cod fully met the need of 89 percent of these students, which is above the target of 85 percent.

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Figure 1. Enrollment Indicators for Cape Cod

Figure 2. Headcount Enrollment

Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures
Are students at Cape Cod Community College succeeding academically and continuing to graduation?

Course completion rates are utilized as a measure of student progress in the achievement of academic goals. Cape Cod’s annual credit course completion rate for the FY2004 cohort was 74 percent, which was sufficiently close to the 75 percent system-wide target.

PERSISTENCE

According to national research on the topic of student retention, the first year is the most critical time frame in the progression to a college degree. Cape Cod’s fall-to-spring persistence rate for the fall 2002 cohort was 88.8 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (Figure 4) was 54.5 percent for the fall 2002 cohort, 3.1 percentage points above the fall 2001 cohort rate.

Academic Success

Is Cape Cod Community College utilizing its financial resources effectively and efficiently?

Institutional Spending

Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Cape Cod Community College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Cape Cod allocated 6.1 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

Institutional Support Costs

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Cape Cod spent $607 per headcount on institutional support costs in FY2003, which was lower than their peer average of $766, a FY2004 performance target. The total amount spent on institutional support costs was 11.6 percent of the total Educational and General expenditures, which was lower than the 14.8 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.
Is Cape Cod Community College contributing to the economic and workforce needs of the region and the Commonwealth?

WORKFORCE DEVELOPMENT COURSES
In FY2004, Cape Cod offered 134 not-for-credit workforce development and job skills training courses, a decrease of 5 courses from FY2003 and 13 courses higher than their target of 121 courses. Enrollment in these courses was 1,831, higher than Cape Cod’s target of 1,730.

WORKFORCE PLACEMENT/CONTINUING ED.
A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 91.3 percent of the Cape Cod class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

Is Cape Cod Community College providing additional support through fundraising activities?

PRIVATE FUNDS
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004, Cape Cod received $917,531 in private funds for both the College and the Foundation. This was below the institutional target of $944,553.

Is Cape Cod Community College providing the consistent and reliable data needed for public accountability?

DATA REPORTING
In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Cape Cod has met the targets for this indicator by consistently reporting data in a timely manner with generally good standards of accuracy.
Greenfield Community College

Serving an academically, economically, and culturally diverse student population, Greenfield Community College strives to be the primary source of adult education in the northern half of the Pioneer Valley; to provide low-cost, high-quality, open-admission education in a small college environment; and to participate in transforming the region into a knowledge-based economy, while preparing students to live and work in the emerging global society.

COLLABORATIONS
The Pioneer Valley Public Higher Education Collaboration—including Greenfield Community College, Holyoke Community College, Springfield Technical Community College, and Westfield State College—was established this year. Meetings were held to design collaborative activities extended to all campus departments. Greenfield also joined with regional community colleges to plan for information technology systems sharing and to develop a transfer equivalency matrix. Greenfield worked with Berkshire Community College on the implementation of a cooperative federal Title III grant for online learning and participated in a regional joint marketing campaign with Holyoke Community College and Springfield Technical Community College to raise public awareness regarding the educational opportunity and value offered by the region’s three community colleges. More broadly, GCC approved the new statewide articulation agreements for Early Childhood and Elementary Education, which will enhance the preparation of community college students who aspire to become teachers.

GCC is a partner in the Pioneer Valley Regional PreK-16 Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase career interest in STEM fields. Other Network partners include local school districts, public and private colleges, businesses, and community organizations. The Network received funding for multiple projects including engineering/technology career fairs for high school students as well as an engineering career pathways guide for parents, students and guidance counselors; STEM summer camps and Saturday laboratory work sessions for middle school students; and summer content and pedagogy institutes and academic year seminars for teachers.

GCC continued to develop its Pathways to MCAS Success program for students who did not graduate from high school due to poor MCAS scores and provide professional development in math for paraprofessionals in the area.

PROGRAM OF DISTINCTION
The following is one of three notable Best Practice programs submitted by Greenfield Community College. With funding from the United States Department of Health and Human Services, Greenfield Community College partnered with the Franklin Regional Council of Governments for a three-year endeavor to create a local volunteer corps to assist in large-scale medical or other emergencies. The College designed and began implementation of the training, including working with the Local Emergency Planning Committee to identify gaps in medically-based emergency response capabilities in the area, designing the MRC training based on FEMA and MRC standards, organizing and providing 24 hours of training over 12 weeks to the 20 participants, purchasing necessary equipment, and being a resource to the MRC Unit.

This initiative entails collaboration among community organizations in Franklin County that makes best use of each other’s strengths, including GCC’s strength in its health occupations program and in providing diverse types of training. Further, the project is a response to a national and local need to prepare for emergencies as a model for rural communities.

In 2003, 30 of the 31 Greenfield nursing students taking the nursing exam for the first time passed the exam. The addition of 30 new nurses to a predominantly rural area is an important contribution to health care services in the region.

The project is well on its way to meeting goals, with over 50 people enrolled in training. Multiple community groups have worked together to develop policies and procedures which will be assessed and refined over the next two years. Needed emergency volunteer preparedness networks are being established to help serve rural Massachusetts communities.

Performance Highlight

2004 Performance Outcomes
Are Massachusetts high school graduates able to gain **access to affordable higher education** at Greenfield Community College?

**Access**

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See **Figure 1** for Greenfield’s results.)

- **Fall Headcount** measures student population at the traditional peak entry time
- **Fall FTE** indicates the mix of full- and part-time students
- **Annual Headcount** reflects the broader population of both continuous and short-term students
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within annual enrollment. Together, fall and annual headcount (**Figure 2**) provide a way to gauge access that is sensitive to the community college mission. Greenfield’s 2003 fall headcount was higher than in 2002. Its annual headcount was also higher than previous years and was above its self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**Minority Student Access**

As with all public community colleges in Massachusetts, Greenfield seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 9 percent, Greenfield’s minority representation in the undergraduate population increased slightly from 2002. The overall percent of minorities in Greenfield’s service area is 10 percent. (For more detailed data on minority enrollment and representation, please see the appendix.)

**Affordability**

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in **Figure 3**. Greenfield met this affordability target by remaining at or below the Massachusetts community college average on three of the four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Greenfield fully met the need of 93 percent of these students, which is above the target of 85 percent.

### ACCESS AND AFFORDABILITY

**Figure 1. Enrollment Indicators for Greenfield**

<table>
<thead>
<tr>
<th></th>
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**Figure 2. Headcount Enrollment**

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**Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures**

- As % of State Median Household Income
- As % of State Median Family Income
- As % of State Per Capita Disposable Income
- As % of County Per Capita Personal Income

<table>
<thead>
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<tr>
<td>Community College Average</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

66

2004 Performance Measurement Report
Are students at Greenfield Community College succeeding academically and continuing to graduation?

**Course Completion**
Course completion rates are utilized as a measure of student progress in the achievement of academic goals. Greenfield’s annual credit course completion rate for the FY2004 cohort was 82 percent, which was above the 75 percent system-wide target.

**Persistence**
According to national research on the topic of student retention, the first year is the most critical timeframe in the progression to a college degree. Greenfield’s fall-to-spring persistence rate for the fall 2002 cohort was 88.3 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (Figure 4) was 58 percent for the fall 2002 cohort, 4.2 percentage points above the fall 2001 cohort rate.

**Academic Success**

Is Greenfield Community College utilizing its financial resources effectively and efficiently?

**Institutional Spending**
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Greenfield Community College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Greenfield allocated 5.5 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

**Institutional Support Costs**
A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Greenfield spent $871 per headcount on institutional support costs in FY2003, which was lower than their peer average of $1,189, a FY2004 performance target. The total amount spent on institutional support costs was 12.7 percent of the total Educational and General expenditures, which was lower than the 16.9 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.

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**Degrees Conferred**
The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Greenfield awarded 371 degrees and certificates in FY2004. This was within 96 percent of its institutional target of 388.

**Nursing Exam**
Another measure of student success is performance on standardized licensure exams. Almost 97 percent of Greenfield students taking the registered nurse exam (Figure 5) in 2003 passed on their first attempt (the most recent year with complete data). This was a decline from the prior year (100 percent), but it met the system-wide target of 85 percent.
Is Greenfield Community College contributing to the economic and workforce needs of the region and the Commonwealth?

**Workforce Development Courses**
In FY2004, Greenfield offered 290 not-for-credit workforce development and job skills training courses, an increase of 76 courses from FY2003 and 131 courses higher than their target of 159 courses. Enrollment in these courses was 1,533, higher than Greenfield’s target of 1,244.

**Workforce Placement/Continuing Ed.**
A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 89.7 percent of the Greenfield class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system-wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

Is Greenfield Community College providing additional support through fundraising activities?

**Private Funds**
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004, Greenfield received $227,278 in private funds for both the College and the Foundation. Greenfield did not provide an institutional target for FY2004.

Is Greenfield Community College providing the consistent and reliable data needed for public accountability?

**Data Reporting**
In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Greenfield has met the targets for this indicator by consistently reporting data in a timely manner with very high standards of accuracy.
Holyoke Community College

Holyoke Community College serves the Pioneer Valley by providing comprehensive, high-quality educational opportunities that are responsive to community needs and meet the intellectual, aesthetic, and practical needs of a diverse student body and to the economic and social needs of the region. The College offers a full range of programs and services appropriate to a community college.

Collaborations

The Pioneer Valley Public Higher Education Collaboration—including Greenfield Community College, Holyoke Community College, Springfield Technical Community College, and Westfield State College—was established this year and held meetings to design collaborative activities extended to all campus departments. HCC also joined with regional community colleges to plan for information technology systems sharing and to develop a transfer equivalency matrix. Academic officers and faculty of HCC worked closely with colleagues from Westfield State College, Mount Wachusett Community College, and Berkshire Community College to explore the potential of developing articulation agreements. More broadly, HCC approved the new statewide articulation agreements for Early Childhood and Elementary Education, which will enhance the preparation of community college students who aspire to become teachers. HCC participated in a marketing campaign with Greenfield Community College and Springfield Technical Community College to raise public awareness regarding the educational opportunity and value offered by the region’s three community colleges. HCC, University of Massachusetts Amherst, Middlesex, Mount Wachusett, and Northern Essex Community Colleges formed a purchasing consortium to obtain more competitive pricing from vendors. The College continued its active role with the Cooperating Colleges of Greater Springfield, a collaboration of local public and private institutions.

HCC is a partner in the Pioneer Valley Regional PreK-16 Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase career interest in STEM fields. Other Network partners include local school districts, public and private colleges, businesses and community organizations. The Network received funding for multiple projects including engineering/technology career fairs for high school students as well as an engineering career pathways guide for parents, students and guidance counselors; STEM summer camps and Saturday laboratory work sessions for middle school students; and summer content and pedagogy institutes and academic year seminars for teachers.

The Holyoke Task Force for Excellence in Latino Education, with support from the K.F. Kellogg Foundation, developed a multiple-year, community-wide action plan to improve the success rate of local Latino students. Holyoke collaborated with the Chicopee school district to offer professional development for paraprofessionals to address the No Child Left Behind requirements and received permission from the Department of Education to use ACT Work Keys towards certification.

Performance Highlight

Between 2000 and 2004, Holyoke’s annual headcount increased 15 percent and annual FTE enrollment increased 22 percent. During the same period, the number of degrees and certificates awarded increased more than 20 percent, evidence that Holyoke is providing both increased access to higher education and a more educated workforce to its region.

Program of Distinction

The following is one of three notable Best Practice programs submitted by the institution. Students signing up for classes in the summer of 2003 were offered an alternative structure for their first semester at Holyoke Community College. Instead of scheduling individual courses, they could sign up for the Coordinated Studies Program (CSP), a 16-credit integrated learning community. Coordinated Studies are specialized first-year programs that organize a complete schedule of courses around a single theme, providing a full semester’s worth of interdisciplinary study. The combination of courses provides first-year students with a strong foundation of inter-related knowledge and skills together with an academic support structure to enhance college success.

This model expands the HCC learning community model to a sizable cohort of entering students, encompassing all of their courses. Current outcomes include higher course completion and grade distribution rates—particularly in biology, psychology and English courses—as well as a positive impact of “community” on student learning.
Are Massachusetts high school graduates able to gain access to affordable higher education at Holyoke Community College?

ACCESS
The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Holyoke’s results.)

- **Fall Headcount** measures student population at the traditional peak entry time
- **Fall FTE** indicates the mix of full- and part-time students
- **Annual Headcount** reflects the broader population of both continuous and short-term students
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within annual enrollment. Together, fall and annual headcount (Figure 2) provide a way to gauge access that is sensitive to the community college mission. Holyoke’s 2003 fall headcount was higher than in 2002. Its annual headcount was also higher than previous years and was above its self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

MINORITY STUDENT ACCESS
As with all public community colleges in Massachusetts, Holyoke seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 22 percent, Holyoke’s minority representation in the undergraduate population increased slightly from 2002. The overall percent of minorities in Holyoke’s service area is 22 percent. (For more detailed data on minority enrollment and representation, please see the appendix.)

AFFORDABILITY
Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Holyoke met this affordability target by remaining at or below the Massachusetts community college average on three of the four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Holyoke fully met the need of 92 percent of these students, which is above the target of 85 percent.

### Figure 1. Enrollment Indicators for Holyoke

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>Target</th>
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</thead>
<tbody>
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<td>Annual FTE</td>
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### Figure 2. Headcount Enrollment

![Headcount Enrollment Graph](image)

### Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures

![Tuition and Fees Graph](image)
Are students at Holyoke Community College *succeeding academically and continuing to graduation*?

**COURSE COMPLETION**

Course completion rates are utilized as a measure of student progress in the achievement of academic goals. Holyoke’s annual credit course completion rate for the FY2004 cohort was 77 percent, which was above the 75 percent system-wide target.

**PERSISTENCE**

According to national research on the topic of student retention, the first year is the most critical time frame in the progression to a college degree. Holyoke’s fall-to-spring persistence rate for the fall 2002 cohort was 92.5 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (*Figure 4*) was 60.1 percent for the fall 2002 cohort, 4 percentage points above the fall 2001 cohort rate.

**ACADEMIC SUCCESS**

*Figure 4. Fall-to-Fall One-Year Retention Rate (First-Time, Full-Time Students)*

**DEGREES CONFERRED**

The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Holyoke awarded 918 degrees and certificates in FY2004. This met its institutional target of 863.

**NURSING EXAM**

Another measure of student success is performance on standardized licensure exams. Almost 82 percent of Holyoke students taking the registered nurse exam (*Figure 5*) in 2003 passed on their first attempt (the most recent year with complete data). This was an increase from the prior year (75 percent), but it did not meet the system-wide target of 85 percent.

**Is Holyoke Community College *utilizing its financial resources effectively and efficiently?***

**institutional spending**

Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Holyoke Community College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Holyoke allocated 4.6 percent for this purpose (based on a three-year rolling average). This was below the system-wide target of a minimum of 5 percent. However, Holyoke received a BHE waiver on this requirement for FY2002 and was above the target in succeeding years.

**institutional support costs**

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Holyoke spent $836 per headcount on institutional support costs in FY2003, which was lower than their peer average of $988, a FY2004 performance target. The total amount spent on institutional support costs was 15.9 percent of the total Educational and General expenditures, which was lower than the 19.1 percent peer average, also a FY2004 performance target. As reflected in *Figure 6* (next page), institutions chose new peer groups for FY2003.
Is Holyoke Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

**Workforce Development Courses**
In FY2004, Holyoke offered 336 not-for-credit workforce development and job skills training courses, a decrease of 77 courses from FY2003 and 124 courses lower than their target of 460 courses. Enrollment in these courses was 3,827, higher than Holyoke’s target of 3,352.

**Workforce Placement/Continuing Ed.**
A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 92.9 percent of the Holyoke class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system-wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

Is Holyoke Community College *providing additional support through fundraising activities*?

**Private Funds**
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004, Holyoke received $1,592,664 in private funds for both the College and the Foundation. This was above the institutional target of $1,500,000.

Is Holyoke Community College *providing the consistent and reliable data* needed for public accountability?

**Data Reporting**
In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Holyoke has met the targets for this indicator by consistently reporting data in a timely manner with very high standards of accuracy.
Massachusetts Bay Community College provides quality career programs for immediate employment and programs paralleling the first two years of a bachelor degree. Mass. Bay offers a diverse course selection in the Liberal Arts, Science and Engineering, Computers, and Health Sciences programs of study. Mass. Bay aims to prepare students to transfer to four-year institutions, enter the job market in high-demand fields, retrain for new job opportunities, and make exciting lifelong learning selections.

COLLABORATIONS

Distance Learning through Mass Colleges Online, curriculum development in information technology, articulation agreements between two- and four-year institutions and cooperative faculty recruitment highlight the common collaborative efforts of the public colleges in the greater Boston region. In partnership with five other state/community colleges, Mass. Bay shared costs for advertising and conducting job fairs for full-time and adjunct faculty. All three community colleges in the region are involved in 100% MATH, a program funded by the US Department of Education’s FIPSE, to improve mathematics curricula, as well as the teaching and learning of developmental mathematics. In partnership with Mount Wachusett Community College, the College is sharing both resources and students in the Radiological Technology program.

Mass. Bay Community College is a partner in the Greater Boston West Regional PreK-16 Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase career interest in STEM fields. Other Network partners include Framingham State College, local school districts, private colleges, businesses and community organizations. The Network received funding for two projects, including a Computer Assisted Design program at Mass. Bay Community College for high school girls, and after-school science and engineering clubs for middle and high school girls.

Mass. Bay Community College continues to emphasize Tech Prep in programs such as Women in Technologies for elementary school girls and health career days for high schools. Mass. Bay has also developed several articulation agreements with area secondary schools. In addition, Mass. Bay hosts students in the Keefe Tech High School EMT program and plans to host subsequent programs with Tri-Valley and Assabet Valley.

The following is one of three notable Best Practice programs submitted by the institution. Through the Multiple Usage of College Facilities for Student Services, Community Outreach, and Academic Programming, the College has created two examples of innovative cross-functional usage in facilities: the creation of a student-run Massage Therapy Clinic that is open to the public and the creation of a Recreation and Wellness Center (RWC) for staff and students that also serves as an internal clinical site for the Personal Trainer Certificate program.

Performance Highlight

Massachusetts Bay Community College, one of the more affordable colleges, was below the segmental averages on all four measures of tuition and fees as a percent of income.

The Massage Therapy Clinic will be a site for student practicum in the MT program as required by licensure; an outreach to area residents, providing a sought after service as well as a context for understanding wellness in health; and an entrepreneurial experience for students, many of whom will eventually start their own independent businesses.

The Recreation and Wellness Center will be a wellness/fitness resource for staff and students, with sports and fitness programming conducted out of the Office of Student Development and a site for student clinics, where students will undergo clinical training with eventual offering of personal fitness services to clients as part of their academic training.

The current and expected outcomes of this program include cost savings and maximized usage of facilities, hands-on experience in clinical practice and in entrepreneurial processes, remediation of clinical site shortages, uniting theory and practical of academic programs on campus, and providing community outreach (the clinical sites foster health and wellness education and practice among participating community members).
Are Massachusetts high school graduates able to gain **access to affordable higher education** at Mass. Bay Community College?

**ACCESS**

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Mass. Bay’s results.)

- Fall Headcount measures student population at the traditional peak entry time
- Fall FTE indicates the mix of full- and part-time students
- Annual Headcount reflects the broader population of both continuous and short-term students
- Annual FTE indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within annual enrollment. Together, fall and annual headcount (Figure 2) provide a way to gauge access that is sensitive to the community college mission. Mass. Bay’s 2003 fall headcount was higher than in 2002. Its annual headcount was also higher than previous years and was above its self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**MINORITY STUDENT ACCESS**

As with all public community colleges in Massachusetts, Mass. Bay seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 24 percent, Mass. Bay’s minority representation in the undergraduate population decreased slightly from 2002. The overall percent of minorities in Mass. Bay’s service area is 27 percent. (For more detailed data on minority enrollment and representation, please see the appendix.)

**AFFORDABILITY**

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Mass. Bay met this affordability target by remaining at or below the Massachusetts community college average on four of the four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Mass. Bay fully met the need of 95 percent of these students, which is above the target of 85 percent.
Are students at Massachusetts Bay Community College succeeding academically and continuing to graduation?

_COURSE COMPLETION_
Course completion rates are utilized as a measure of student progress in the achievement of academic goals. Mass. Bay’s annual credit course completion rate for the FY2004 cohort was 74 percent, which was sufficiently close to the 75 percent system-wide target.

_PERSISTENCE_
According to national research on the topic of student retention, the first year is the most critical timeframe in the progression to a college degree. Mass. Bay’s fall-to-spring persistence rate for the fall 2002 cohort was 87.9 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (Figure 4) was 52.3 percent for the fall 2002 cohort, 5 percentage points above the fall 2001 cohort rate.

### Figure 4. Fall-to-Fall One-Year Retention Rate (First-Time, Full-Time Students)

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<td>51%</td>
<td>45%</td>
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<tr>
<td>Fall 2002</td>
<td>53%</td>
<td>48%</td>
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### Figure 5. RN Nursing Exam Pass Rate (Associate’s Level)

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<th>FY04 Target</th>
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<td>2003</td>
<td>71%</td>
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Is Massachusetts Bay Community College utilizing its financial resources effectively and efficiently?

_INSTITUTIONAL SPENDING_
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Mass. Bay Community College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Mass. Bay allocated 13.4 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

_INSTITUTIONAL SUPPORT COSTS_
A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Mass. Bay spent $1,052 per headcount on institutional support costs in FY2003, which was higher than their peer average of $753, a FY2004 performance target. The total amount spent on institutional support costs was 19.8 percent of the total Educational and General expenditures, which was higher than the 15 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.
Is Massachusetts Bay Community College contributing to the economic and workforce needs of the region and the Commonwealth?

WORKFORCE DEVELOPMENT COURSES
In FY2004, Mass. Bay offered 179 not-for-credit workforce development and job skills training courses, a decrease of 144 courses from FY2003 and 155 courses lower than their target of 334 courses. Enrollment in these courses was 2,241, higher than Mass. Bay’s target of 1,975.

WORKFORCE PLACEMENT/CONTINUING ED.
A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 91.1 percent of the Mass. Bay class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system-wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

Is Massachusetts Bay Community College providing additional support through fundraising activities?
PRIVATE FUNDS
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004, Mass. Bay received $59,869 in private funds for both the College and the Foundation. This was above the institutional target of $50,000.

Is Massachusetts Bay Community College providing the consistent and reliable data needed for public accountability?
DATA REPORTING
In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Mass. Bay has met the targets for this indicator by consistently reporting data in a timely manner with very high standards of accuracy.
Massasoit Community College

Massasoit Community College is a comprehensive two-year college that offers a quality education leading to an Associate Degree in Arts and Sciences, as well as one-year certificate programs. Career and transfer programs provide a variety of educational opportunities that prepare students for life, leadership, and work. With campuses in Brockton and Blue Hills/Canton, the College offers opportunities in a variety of liberal arts, allied health, engineering technologies, and business fields of study.

Collaborations

Massasoit Community College is a member of the recently established Connect consortium, an innovative partnership of five regional public higher education institutions. Connect has two basic goals: to improve the quality, accessibility, and affordability of higher education and to advance the economic, educational, and cultural life of southeastern Massachusetts. This year, the consortium took steps toward creating seamless transferability between community colleges and the four-year institutions as well as aligning general education requirements. More broadly, Massasoit approved the new statewide articulation agreements for Early Childhood and Elementary Education, which will enhance the preparation of community college students who aspire to become teachers. Another important achievement for Massasoit came this year with the installation and formal opening of the Milton Art Museum at the Canton Campus.

Massasoit Community College is a partner in the Southeast/Cape and Islands Regional PreK-16 Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase interest in STEM careers. Other Network partners include local school districts, public and private colleges, businesses and community organizations. The Network received funding for an “Invention Convention” for teachers and students, a four-week summer residential program for 8th and 9th grade high-achieving students, and science laboratory equipment for three high schools.

Massasoit supported a professional development program for paraprofessionals in order to meet the objectives of No Child Left Behind legislation. Massasoit also provided MCAS assistance to area high school students and developed a plan to extend library research capabilities to area school districts, which resulted in constructing a new instructional space and hiring a librarian to assist with outreach.

Program of Distinction

The following is one of two notable Best Practice programs submitted by the institution. The Milton Art Museum at Massasoit’s Canton campus officially opened with a Gala Reception on October 4, 2003. Over 200 visitors came to view the collection. The first collaborative exhibition of contemporary work by Museum members and Massasoit Visual Arts faculty was also held that evening in the Akillian Gallery. In December 2003, the Museum held its first members’ Holiday Painting Sale in the Akillian Gallery. On March 24, 2004, the Massasoit cable station produced a one-hour Vista special on the Museum.

Performance Highlight

Massasoit’s fall 2003 one-year retention rate of 59 percent was 2.7 percentage points above the segmental average. This marked a 7.4 percentage point improvement since fall 1997. The number of students returning for their second year was the highest recorded for the school.

A grant proposal is currently in process to have visual arts students write and design the first full-color catalogue of the Museum’s holdings. A new Museum Studies certificate program was also developed in response to the residency of the Museum at Massasoit. The Milton Art Museum has instituted a series of lectures designed to interest the professional working artist. These lectures are open to students and the public. On May 8, 2004, a lecture and exhibition on the Giclée print process was held in the Akillian Gallery.

The arrival of the MAM at Massasoit has improved teaching and learning opportunities for students and faculty and provided inspiration for the new Museum Studies certificate program. Outstanding research work by Art History students was recently acknowledged by the MAM with Certificates of Recognition. Their work has been the impetus for a grant proposal to design and produce a collections catalogue. MAM events have increased public awareness of the College’s Canton Campus.
Are Massachusetts high school graduates able to gain access to affordable higher education at Massasoit Community College?

ACCESS
The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Massasoit’s results.)

- **Fall Headcount** measures student population at the traditional peak entry time
- **Fall FTE** indicates the mix of full- and part-time students
- **Annual Headcount** reflects the broader population of both continuous and short-term students
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within annual enrollment. Together, fall and annual headcount (Figure 2) provide a way to gauge access that is sensitive to the community college mission. Massasoit’s 2003 fall headcount was lower than in 2002. Its annual headcount was also lower than previous years but was within 93 percent of its self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

MINORITY STUDENT ACCESS
As with all public community colleges in Massachusetts, Massasoit seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 23 percent, Massasoit’s minority representation in the undergraduate population remained at the same level as 2002. The overall percent of minorities in Massasoit’s service area is 28 percent. (For more detailed data on minority enrollment and representation, please see the appendix.)

AFFORDABILITY
Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Massasoit met this affordability target by remaining at or below the Massachusetts community college average on all four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Massasoit fully met the need of 96 percent of these students, which is above the target of 85 percent.

**Figure 1. Enrollment Indicators for Massasoit**

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**Figure 2. Headcount Enrollment**

**Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures**
Are students at Massasoit Community College *succeeding academically and continuing to graduation?*

**Course Completion**

Course completion rates are utilized as a measure of student progress in the achievement of academic goals. Massasoit’s annual credit course completion rate for the FY2004 cohort was 78 percent, which was above the 75 percent system-wide target.

**Persistence**

According to national research on the topic of student retention, the first year is the most critical timeframe in the progression to a college degree. Massasoit’s fall-to-spring persistence rate for the fall 2002 cohort was 91.9 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (*Figure 4*) was 59.3 percent for the fall 2002 cohort, 1.3 percentage points above the fall 2001 cohort rate.

**Academic Success**

*Figure 4. Fall-to-Fall One-Year Retention Rate (First-Time, Full-Time Students)*

**Degrees Conferred**

The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Massasoit awarded 746 degrees and certificates in FY2004. This met its institutional target of 700.

**Nursing Exam**

Another measure of student success is performance on standardized licensure exams. Almost 93 percent of Massasoit students taking the registered nurse exam (*Figure 5*) in 2003 passed on their first attempt (the most recent year with complete data). This was an increase from the prior year (86.8 percent), and it met the system-wide target of 85 percent.

**Is Massasoit Community College utilizing its financial resources effectively and efficiently?**

**Institutional Spending**

Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Massasoit Community College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Massasoit allocated 4.4 percent for this purpose (based on a three-year rolling average). This was below the system-wide target of a minimum of 5 percent. However, Massasoit received a BHE waiver on this requirement for FY2002 and was above the target in succeeding years.

**Institutional Support Costs**

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Massasoit spent $825 per headcount on institutional support costs in FY2003, which was lower than their peer average of $1,107, a FY2004 performance target. The total amount spent on institutional support costs was 17 percent of the total Educational and General expenditures, which was lower than the 18.3 percent peer average, also a FY2004 performance target. As reflected in *Figure 6* (next page), institutions chose new peer groups for FY2003.
Is Massasoit Community College contributing to the economic and workforce needs of the region and the Commonwealth?

Workforce Development Courses
In FY2004, Massasoit offered 249 not-for-credit workforce development and job skills training courses, an increase of three courses from FY2003 and one course lower than their target of 250 courses. Enrollment in these courses was 2,901, lower than Massasoit’s target of 3,000.

Workforce Placement/Continuing Ed.
A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 93.4 percent of the Massasoit class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system-wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

Is Massasoit Community College providing additional support through fundraising activities?

Private Funds
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004, Massasoit received $87,658 in private funds for both the College and the Foundation. This was above the institutional target of $80,000.

Is Massasoit Community College providing the consistent and reliable data needed for public accountability?

Data Reporting
In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Massasoit has met the targets for this indicator by consistently reporting data in a timely manner with very high standards of accuracy.
Middlesex Community College

Middlesex Community College is a progressive and dynamic learning community, committed to providing educational programs and services that support personal growth and economic opportunity for its diverse student population. Dedicated to student success, the College provides excellence in teaching, personal attention, and extensive opportunities for exploration and growth.

COLLABORATIONS

Middlesex is the lead college in the Carnegie Campus Cluster Program, Communities of Practice, which promotes the scholarship of teaching and learning on nine college campuses. Middlesex, with Northern Essex and North Shore Community Colleges, and Special Education Educational Management (SEEM) Collaborative, provides courses to SEEM paraprofessionals seeking associate degrees in Special Education and helps them transfer to Fitchburg State College to earn their bachelor degrees. Continuing its successful partnership with University of Massachusetts Lowell, Middlesex enrolled 134 new students in the Lowell Connections Program, which provides support services and developmental coursework to students who do not meet the admission requirements of the University. Sixty were accepted for admission to the University of Massachusetts Lowell upon completion of the program.

Middlesex Community College is a partner in the Northeast Regional PreK-16 Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase career interest in STEM fields. Other Network partners include local school districts, public and private colleges, businesses and community organizations. The goals of the Pipeline Fund are to improve science, technology, engineering, and math education. The Network received funding for the STEM Fellows program, intensive professional development for 40 middle school and early high school mathematics, science and technology teachers in eight school districts.

In FY2004, Middlesex Community College was involved in eight grant programs totaling $2.6 million in resources for Lowell High School, including drop-out prevention programs, GEAR UP, an informational health career program, Upward Bound, a conflict resolution program, and BRIDGE, a middle school for behaviorally disruptive students. In addition, MCC is the only community college approved to operate a charter school, the Lowell Middlesex Academy Charter School, which, in FY2004, enrolled 100 students who had dropped out of an area high school.

PROGRAM OF DISTINCTION

The following is one of three notable Best Practice programs submitted by the institution. In 2003, Middlesex Community College was one of only 13 colleges nationally, and the only community college, selected by the Carnegie Foundation for the Advancement of Teaching to be a Cluster Leader for its Scholarship of Teaching and Learning Project. In this role, Middlesex leads COPPER: Communities of Practice Pooling Educational Resources, a cluster of colleges, including Holyoke, Northern Essex, Valencia, and Iowa Western Community Colleges, Salem and Fitchburg State Colleges and Pine Manor College. COPPER is a cross-disciplinary community of practice that provides a valuable opportunity for faculty from a diverse group of institutions to engage in pedagogical study and practice-based research with a goal of improving the quality of student learning.

Middlesex Community College began its involvement with the Carnegie Foundation in 1998, as one of the first groups nationally to accept an invitation to establish a Carnegie Academy on campus.

To date, the program’s outcomes include the attendance of 70 scholars at a 3-day Middlesex Community College Carnegie Summer Institute in June 2004; a formal process for faculty peer review, evaluation and dissemination of research is in place at MCC; and eight research projects have been completed and published in Explorations from A Community of Practice: The Scholarship of Teaching and Learning at Middlesex Community College; and MCC Carnegie Academy members have made over 25 presentations at regional and national conferences and on college campuses across the country.

Performance Highlight

Middlesex is by far the largest community college provider of workforce development training in the Commonwealth. They offered 2,018 not-for-credit courses with an enrollment of 22,611 students.
Are Massachusetts high school graduates able to gain access to affordable higher education at Middlesex Community College?

**Access**

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Middlesex’s results.)

- **Fall Headcount** measures student population at the traditional peak entry time
- **Fall FTE** indicates the mix of full- and part-time students
- **Annual Headcount** reflects the broader population of both continuous and short-term students
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within annual enrollment. Together, fall and annual headcount (Figure 2) provide a way to gauge access that is sensitive to the community college mission. Middlesex’s 2003 fall headcount was higher than in 2002. Its annual headcount was similar to previous years, and was within 96 percent of its self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**Minority Student Access**

As with all public community colleges in Massachusetts, Middlesex seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 24 percent, Middlesex’s minority representation in the undergraduate population remained at the same level as 2002. The overall percent of minorities in Middlesex’s service area is 17 percent. (For more detailed data on minority enrollment and representation, please see the appendix.)

**Affordability**

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Middlesex met this affordability target by remaining at or below the Massachusetts community college average on all four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Middlesex fully met the need of 92 percent of these students, which is above the target of 85 percent.

![Figure 1. Enrollment Indicators for Middlesex](image1)

<table>
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![Figure 2. Headcount Enrollment](image2)

![Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures](image3)
Are students at Middlesex Community College succeeding academically and continuing to graduation?

COURSE COMPLETION
Course completion rates are utilized as a measure of student progress in the achievement of academic goals. Middlesex’s annual credit course completion rate for the FY2004 cohort was 75 percent, which met the 75 percent system-wide target.

PERSISTENCE
According to national research on the topic of student retention, the first year is the most critical timeframe in the progression to a college degree. Middlesex’s fall-to-spring persistence rate for the fall 2002 cohort was 90.6 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (Figure 4) was 54 percent for the fall 2002 cohort, 0.5 percentage points above the fall 2001 cohort rate.

DEGREES CONFERRED
The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Middlesex awarded 1,092 degrees and certificates in FY2004. This met its institutional target of 925.

NURSING EXAM
Another measure of student success is performance on standardized licensure exams. Slightly more than 89 percent of Middlesex students taking the registered nurse exam (Figure 5) in 2003 passed on their first attempt (the most recent year with complete data). This was a decline from the prior year (90.5 percent), but it met the system-wide target of 85 percent.

Is Middlesex Community College utilizing its financial resources effectively and efficiently?

INSTITUTIONAL SPENDING
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Middlesex Community College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Middlesex allocated 18 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

INSTITUTIONAL SUPPORT COSTS
A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Middlesex spent $752 per headcount on institutional support costs in FY2003, which was lower than their peer average of $1,027, a FY2004 performance target. The total amount spent on institutional support costs was 14 percent of the total Educational and General expenditures, which was lower than the 17.1 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.
Is Middlesex Community College contributing to the economic and workforce needs of the region and the Commonwealth?

**WORKFORCE DEVELOPMENT COURSES**
In FY2004, Middlesex offered 2,018 not-for-credit workforce development and job skills training courses, a decrease of 261 courses from FY2003 but 105 courses higher than their target of 1,913 courses. Enrollment in these courses was 22,611, higher than Middlesex’s target of 17,339.

**WORKFORCE PLACEMENT/CONTINUING ED.**
A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 87.8 percent of the Middlesex class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system-wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

Is Middlesex Community College providing additional support through fundraising activities?

**PRIVATE FUNDS**
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004, Middlesex received $369,621 in private funds for both the College and the Foundation. This was above the institutional target of $250,000.

Is Middlesex Community College providing the consistent and reliable data needed for public accountability?

**DATA REPORTING**
In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Middlesex has met the targets for this indicator by consistently reporting data in a timely manner with very high standards of accuracy.
Mount Wachusett Community College

Mount Wachusett Community College unites education, technology, enterprise and community service to advance lifelong learning, develop human potential and stimulate economic vitality in a changing world. The College offers over 50 associate degree and certificate programs, adult basic education/GED programs, training for business and industry, and non-credit community service programs.

COLLABORATIONS

Members of the Mount Wachusett Community College admissions department worked closely with their counterparts at Quinsigamond Community College and Worcester State College to prepare course equivalency lists for new articulation agreements in specific major fields of study. These lists are currently in the review and approval process. The Central Massachusetts Public Higher Education Alliance (Worcester State College, Fitchburg State College, Quinsigamond Community College, and Mount Wachusett Community College), drafted a mission statement and adopted five collaborative initiatives related to the new mission. These initiatives were related to articulation, professional development, shared high tech courses, transfer compacts and joint early awareness admissions activities.

Mount Wachusett Community College is a partner in the Central Regional PreK-16 Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase career interest in STEM fields. Other Network partners include local school districts, public and private colleges, businesses and community organizations. The Central Network received funding to provide a data analysis content institute to 27 middle school teachers.

Mount Wachusett Community College received funding through the Improving Teacher Quality grants to hold math and science professional development content institutes for paraprofessionals. MWCC supported other programs, including a college access and mentoring program, a citizenship academy for area juniors and seniors, college admissions and financial aid workshops, GEAR UP, and a leadership conference and literary/art contest for local low-income and first-generation high school students.

PROGRAM OF DISTINCTION

The following is one of three notable Best Practice programs submitted by the institution. The MWCC Testing Services Office (TSO) has provided placement and career testing for MWCC students as well as CLEP and DANTES exams. As of fall 2004, the TSO added a new service, proctoring examinations for students who take distance learning courses at other colleges and universities. This is not an unusual service to offer, and the MWCC TSO is one of a several locations in Massachusetts that provides test administration services. The TSO is, however, the only location in all of New England that is registered with the National Consortium of Test Centers. It also is the only site that provides testing for students enrolled in the University of London distance education program. Currently, 1,000 students from New England participate in the University’s programs and require proctoring services from MWCC.

During the 2003/2004 academic year, the MWCC Testing Services Office provided 3,250 students with test administration services, generating $12,301 in revenue.

This initiative has potential for further expansion to education institutions around the world, affording local students opportunity to be part of a broader learning community. MWCC graduates can look beyond U.S. institutions for advanced degrees without leaving home and career, knowing that a critical part of their course requirements can be met locally. Proctoring has also created a new revenue stream for the institution.

Performance Highlight

In FY2004, Mount Wachusett raised $802,715 in private funds, which is substantially more than it raised the prior two fiscal years and well above the target for fundraising.
Are Massachusetts high school graduates able to gain access to affordable higher education at Mt. Wachusett Community College?

ACCESS

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Mount Wachusett’s results.)

- Fall Headcount measures student population at the traditional peak entry time
- Fall FTE indicates the mix of full- and part-time students
- Annual Headcount reflects the broader population of both continuous and short-term students
- Annual FTE indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within annual enrollment. Together, fall and annual headcount (Figure 2) provide a way to gauge access that is sensitive to the community college mission. Mount Wachusett’s 2003 fall headcount was higher than in 2002. Its annual headcount was also higher than previous years and was above its self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

MINORITY STUDENT ACCESS

As with all public community colleges in Massachusetts, Mount Wachusett seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 16 percent, Mount Wachusett’s minority representation in the undergraduate population increased from 2002. The overall percent of minorities in Mount Wachusett’s service area is 10 percent. (For more detailed data on minority enrollment and representation, please see page the appendix.)

AFFORDABILITY

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Mount Wachusett did not meet this affordability target by remaining above the Massachusetts community college average on all four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Mount Wachusett fully met the need of 93 percent of these students, which is above the target of 85 percent.

ACCESS AND AFFORDABILITY

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Figure 1. Enrollment Indicators for Mount Wachusett

![Figure 1](image1.png)

Figure 2. Headcount Enrollment

![Figure 2](image2.png)

Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures

![Figure 3](image3.png)
Are students at Mount Wachusett Community College *succeeding academically and continuing to graduation*?

**Course Completion**

Course completion rates are utilized as a measure of student progress in the achievement of academic goals. Mount Wachusett’s annual credit course completion rate for the FY2004 cohort was 81 percent, which met the 75 percent system-wide target.

**Persistence**

According to national research on the topic of student retention, the first year is the most critical timeframe in the progression to a college degree. Mount Wachusett’s fall-to-spring persistence rate for the fall 2002 cohort was 87.1 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (Figure 4) was 51.3 percent for the fall 2002 cohort, 2.3 percentage points above the fall 2001 cohort rate.

**Academic Success**

![Figure 4. Fall-to-Fall One-Year Retention Rate (First-Time, Full-Time Students)](image)

![Figure 5. RN Nursing Exam Pass Rate (Associate’s Level)](image)

Is Mount Wachusett Community College *utilizing its financial resources effectively and efficiently*?

**Institutional Spending**

Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Mount Wachusett Community College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Mount Wachusett allocated 11.7 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

**Institutional Support Costs**

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Mount Wachusett spent $680 per headcount on institutional support costs in FY2003, which was lower than their peer average of $925, a FY2004 performance target. The total amount spent on institutional support costs was 11.2 percent of the total Educational and General expenditures, which was lower than the 16.2 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.
Is Mount Wachusett Community College contributing to the economic and workforce needs of the region and the Commonwealth?

**WORKFORCE DEVELOPMENT COURSES**
In FY2004, Mount Wachusett offered 224 not-for-credit workforce development and job skills training courses, a decrease of 37 courses from FY2003 and 51 courses lower than their target of 275 courses. Enrollment in these courses was 3,480, higher than Mount Wachusett’s target of 3,275.

**WORKFORCE PLACEMENT/CONTINUING ED.**
A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 87.9 percent of the Mount Wachusett class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system-wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

Is Mount Wachusett Community College providing additional support through fundraising activities?

**PRIVATE FUNDS**
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004, Mount Wachusett received $802,715 in private funds for both the College and the Foundation. This was above the institutional target of $203,500.

Is Mount Wachusett Community College providing the consistent and reliable data needed for public accountability?

**DATA REPORTING**
In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Mount Wachusett has met the targets for this indicator by consistently reporting data in a timely manner with very high standards of accuracy.
North Shore Community College blends tradition and innovation, liberal arts and career preparation, intellectual development and cultural growth, creating a community of learners where all are welcome and each is challenged. North Shore offers life-long education responsive to evolving technology, a global economy, and the shifting roles faced by individuals and institutions.

COLLABORATIONS
The public institutions in the Northeast Region have joined together to encourage degree completion for students in the region by increasing the number of transfer articulation agreements and sharing facilities. All approved the new articulation agreements for Early Childhood and Elementary Education, which will enhance the preparation of community colleges students who aspire to become teachers. The three community colleges in the region are collaborating with the Special Education Educational Management (SEEM) Collaborative, which provides special needs placement to families and communities throughout Massachusetts, to help SEEM paraprofessionals earn associate degrees in Special Education and to transfer courses to Fitchburg State College.

North Shore Community College is a partner in the Northeast Regional PreK-16 Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase career interest in STEM fields. Other Network partners include local school districts, public and private colleges, businesses and community organizations. The Network received funding for the STEM Fellows program, intensive professional development for 40 middle school and early high school mathematics, science and technology teachers in eight school districts.

North Shore Community College received a grant through the Improving Teacher Quality program to provide professional development for paraprofessionals in the Lynn Public Schools. North Shore participates in a partnership with public schools in Peabody and Salem to provide MCAS remediation and continues its MCAS transitional program for ABCD students. NSCC offered a middle school targeted Talent Search Why College presentation to the Lynn public school district.

PROGRAM OF DISTINCTION
The following is one of three notable Best Practice programs submitted by the institution. As a result of success implementing a campus portal, including winning national acclaim as the MIT/Accenture Digital Government Awards 2004 Innovator of the Year in Higher Education technology, the College moved forward with plans to design an online recruitment system. The online recruitment system went live in July 2003. The homepage serves as the point of access for this system, where potential students are invited to fill out an online form that captures their interests and contact information. Upon submission of that form, recruits receive a customized Web page with direct links to information that matches their interests and follow-up emails throughout the recruitment cycle. Emails target specific populations based on relevant data such as age, academic interest, and desired term of entry.

Performance Highlight
North Shore’s fall 2003 one-year retention rate of 61 percent, the fourth highest in the segment, marked a 6 percentage point improvement since fall 2000 and a 13.3 percentage point improvement since fall 1997.

The project took a year of collaboration and has resulted in a dynamic online environment that directly reflects how their students think. Results of the project include an 800 percent increase in trackable prospective student inquiries, over 5,400 prospective student files stored in the Banner Recruit module, rapid matching of potential students with specific programs based on interests, reduced mailing costs, and improvement in response time to student inquiry. Recruitment counselors establish personal connections with hundreds of additional potential students without doing additional work.

This is a new approach that is not yet being used widely in public institutions in Massachusetts. NSCC staff will be presenting Online Recruitment: Rolling Out the Web Carpet for Prospective Students at the November 2004 League for Innovation Conference on Information Technology.
Are Massachusetts high school graduates able to gain **access to affordable higher education** at North Shore Community College?

**ACCESS**

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for North Shore’s results.)

- **Fall Headcount** measures student population at the traditional peak entry time.
- **Fall FTE** indicates the mix of full- and part-time students.
- **Annual Headcount** reflects the broader population of both continuous and short-term students.
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year.

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within annual enrollment. Together, fall and annual headcount (Figure 2) provide a way to gauge access that is sensitive to the community college mission. North Shore’s 2003 fall headcount was higher than in 2002. Its annual headcount was also higher than previous years and was within 99 percent of its self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**MINORITY STUDENT ACCESS**

As with all public community colleges in Massachusetts, North Shore seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 24 percent, North Shore’s minority representation in the undergraduate population slightly increased from 2002. The overall percent of minorities in North Shore’s service area is 30 percent. (For more detailed data on minority enrollment and representation, please see page the appendix.)

**AFFORDABILITY**

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. North Shore met this affordability target by remaining at or below the Massachusetts community college average on all four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. North Shore fully met the need of 93 percent of these students, which is above the target of 85 percent.
Are students at North Shore Community College succeeding academically and continuing to graduation?

**Course Completion**
Course completion rates are utilized as a measure of student progress in the achievement of academic goals. North Shore’s annual credit course completion rate for the FY2004 cohort was 74 percent, which was sufficiently close to the 75 percent system-wide target.

**Persistence**
According to national research on the topic of student retention, the first year is the most critical timeframe in the progression to a college degree. North Shore’s fall-to-spring persistence rate for the fall 2002 cohort was 89.6 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (Figure 4) was 61.2 percent for the fall 2002 cohort, 3.6 percentage points above the fall 2001 cohort rate.

**Degrees Conferred**
The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. North Shore awarded 711 degrees and certificates in FY2004. This met its institutional target of 670.

**Nursing Exam**
Another measure of student success is performance on standardized licensure exams. Slightly more than 87 percent of North Shore students taking the registered nurse exam (Figure 5) in 2003 passed on their first attempt (the most recent year with complete data). This was same rate as the prior year, and it met the system-wide target of 85 percent.

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**Is North Shore Community College utilizing its financial resources effectively and efficiently?**

**Institutional Spending**
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. North Shore Community College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. North Shore allocated 6.9 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

**Institutional Support Costs**
A common proxy measure for fiscal efficiency is level of spending on institutional support costs. North Shore spent $871 per headcount on institutional support costs in FY2003, which was higher than their peer average of $837, a FY2004 performance target. The total amount spent on institutional support costs was 14.8 percent of the total Educational and General expenditures, which was lower than the 15.9 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.
Is North Shore Community College contributing to the economic and workforce needs of the region and the Commonwealth?

**Workforce Development Courses**
In FY2004, North Shore offered 707 not-for-credit workforce development and job skills training courses, an increase of 4 courses from FY2003 and 4 courses higher than their target of 703 courses. Enrollment in these courses was 4,643, lower than North Shore’s target of 4,763.

**Workforce Placement/Continuing Ed.**
A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 91.7 percent of the North Shore class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system-wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

**Is North Shore Community College providing additional support through fundraising activities?**

**Private Funds**
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004, North Shore received $514,228 in private funds for both the College and the Foundation. This was above the institutional target of $300,000.

**Is North Shore Community College providing the consistent and reliable data needed for public accountability?**

**Data Reporting**
In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. North Shore has met the targets for this indicator by consistently reporting data in a timely manner with very high standards of accuracy.
Northern Essex Community College

The mission of Northern Essex Community College is to serve the people of the Greater Merrimack Valley as a caring and comprehensive center of educational excellence that offers high-quality, affordable adult and postsecondary education through the associate degree level, as well as a broad range of occupational programs and community services that enhance the social, cultural and economic life of the region.

COLLABORATIONS
The public institutions in the Northeast Region have joined together to encourage degree completion by increasing the number of transfer articulation agreements and sharing facilities. This fall, students will be able to remain on campus upon graduation and enroll in courses offered by Salem State College. The College partners with Middlesex and North Shore Community Colleges and with the Special Education Educational Management (SEEM) Collaborative, a provider of special needs placement to families and communities throughout Massachusetts, to help SEEM paraprofessionals earn associate degrees in Special Education and to transfer to Fitchburg State College. The College is also participating in the Carnegie Campus Cluster Program, led by Middlesex Community College, to further the scholarship of teaching and learning.

Northern Essex Community College is a partner in the Northeast Regional PreK-16 Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase career interest in STEM fields. Other Network partners include local school districts, public and private colleges, businesses and community organizations. The goals of the Pipeline Fund are to improve science, technology, engineering, and math education. The Network received funding for the STEM Fellows program, intensive professional development for 40 middle school and early high school mathematics, science and technology teachers in eight school districts.

Northern Essex Community College, through the NSF-funded MAST (Math Applications Shaping Tomorrow) project, partnered with local businesses to incorporate industry-based applications into math curriculum at the high school and college levels. NECC continues to support area paraprofessionals, including those working in the SEEM Collaborative, a multi-district special needs program. Through the Mirabel Sister’s Education Center in Lawrence, NECC encourages the recruitment of minority home care providers who have an interest in early childhood education.

PROGRAM OF DISTINCTION

The following is one of two notable Best Practice programs submitted by the institution. PACE (Pathways to Career and Academic Excellence) is a Student Support Services Grant funded through the United States Department of Education. The overarching purpose of the project is to provide a comprehensive network of support designed to increase rates of retention, graduation, and transfer for first generation, low income students. PACE serves 250 disadvantaged students annually. Since its inception at Northern Essex in 1980, PACE has been awarded over $5.5 million in resources which have served to enhance the academic success for over 5,000 students. All PACE activities are integrated into a model to ensure continuous, intrusive support at each stage in students’ academic development, from enrollment through graduation and transfer to four-year colleges and universities.

In FY2004, Northern Essex provided the least expensive community college education in the Commonwealth in terms of tuition and fees. They were below the segmental averages on the four performance indicators of tuition and fees as percent of income.

This spirit of group ownership has resulted in a holistic, collaborative approach to student support and retention. The depth and scope of institutional involvement in PACE objectives is illustrated in activities such as an institutionally funded PACE scholarship, a PACE mentoring program which matches students with mentors from all levels of the College (including the president, staff, faculty, and alumni), midterm evaluations provided voluntarily by instructors, coordination of PACE transfer services with the College’s Joint Admission Program activities, and integration of PACE recruitment and tracking systems within institutional data systems.

PACE reports that over the past five-year grant cycle, project participants have consistently surpassed the project’s stated objectives, with an average retention rate of 70.5 percent and an average graduation/transfer of 48 percent. PACE students have also exceeded grade performance objectives with an average GPA of 2.9.
Are Massachusetts high school graduates able to gain access to affordable higher education at Northern Essex Community College?

**Access**

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Northern Essex’s results.)

- **Fall Headcount** measures student population at the traditional peak entry time
- **Fall FTE** indicates the mix of full- and part-time students
- **Annual Headcount** reflects the broader population of both continuous and short-term students
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year.

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within annual enrollment. Together, fall and annual headcount (Figure 2) provide a way to gauge access that is sensitive to the community college mission. Northern Essex’s 2003 fall headcount was lower than in 2002. Its annual headcount was also lower than previous years but was within 93 percent of its self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**Minority Student Access**

As with all public community colleges in Massachusetts, Northern Essex seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 28 percent, Northern Essex’s minority representation in the undergraduate population slightly decreased from 2002. The overall percent of minorities in Northern Essex’s service area is 21 percent. (For more detailed data on minority enrollment and representation, please see the appendix.)

**Affordability**

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Northern Essex met this affordability target by remaining at or below the Massachusetts community college average on all four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Northern Essex fully met the need of 96 percent of these students, which is above the target of 85 percent.

**Figure 1. Enrollment Indicators for Northern Essex**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2001</th>
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</tbody>
</table>

**Figure 2. Headcount Enrollment**

**Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures**
Are students at Northern Essex Community College succeeding academically and continuing to graduation?

COURSE COMPLETION
Course completion rates are utilized as a measure of student progress in the achievement of academic goals. Northern Essex’s annual credit course completion rate for the FY2004 cohort was 77 percent, which was above the 75 percent system-wide target.

PERSISTENCE
According to national research on the topic of student retention, the first year is the most critical timeframe in the progression to a college degree. Northern Essex’s fall-to-spring persistence rate for the fall 2002 cohort was 90.7 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (Figure 4) was 56.2 percent for the fall 2002 cohort, one percentage point above the fall 2001 cohort rate.

DEGREES CONFERRED
The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Northern Essex awarded 765 degrees and certificates in FY2004. This was within 98 percent of its institutional target of 780.

NURSING EXAM
Another measure of student success is performance on standardized licensure exams. Slightly more than 94 percent of Northern Essex students taking the registered nurse exam (Figure 5) in 2003 passed on their first attempt (the most recent year with complete data). This was an increase from the prior year (84.2 percent), and it met the system-wide target of 85 percent.

Is Northern Essex Community College utilizing its financial resources effectively and efficiently?

INSTITUTIONAL SPENDING
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Northern Essex Community College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Northern Essex allocated 5.4 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

INSTITUTIONAL SUPPORT COSTS
A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Northern Essex spent $743 per headcount on institutional support costs in FY2003, which was lower than their peer average of $920, a FY2004 performance target. The total amount spent on institutional support costs was 15.9 percent of the total Educational and General expenditures, which was lower than the 18 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.
Is Northern Essex Community College contributing to the economic and workforce needs of the region and the Commonwealth?

**WORKFORCE DEVELOPMENT COURSES**
In FY2004, Northern Essex offered 1,067 not-for-credit workforce development and job skills training courses, an increase of 86 courses from FY2003 and 451 courses higher than their target of 616 courses. Enrollment in these courses was 14,074, higher than Northern Essex’s target of 4,027.

**WORKFORCE PLACEMENT/CONTINUING ED.**
A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 87.2 percent of the Northern Essex class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system-wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

Is Northern Essex Community College providing additional support through fundraising activities?

**PRIVATE FUNDS**
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004, Northern Essex received $1,188,868 in private funds for both the College and the Foundation. This was above the institutional target of $500,000.

Is Northern Essex Community College providing the consistent and reliable data needed for public accountability?

**DATA REPORTING**
In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Northern Essex has met the targets for this indicator by consistently reporting data in a timely manner with very high standards of accuracy.
Quinsigamond Community College

Quinsigamond Community College serves the diverse educational needs of Central Massachusetts by providing affordable, accessible, and high-quality programming leading to transfer, career, and lifelong learning. Feeling strongly that well-educated and responsible citizens are important assets to the community, Quinsigamond offers opportunities for personal and intellectual growth, giving students the right ingredients to prepare for a successful future in chosen careers.

Collaborations
The Central Massachusetts Public Higher Education Alliance (Worcester State College, Fitchburg State College, Quinsigamond Community College, and Mount Wachusett Community College), drafted a mission statement and adopted five collaborative initiatives related to the new mission. These initiatives were related to articulation, professional development, shared high tech courses, transfer compacts and joint early awareness admissions activities. The Quinsigamond Community College admissions department worked closely with counterparts at Mount Wachusett Community College and Worcester State College to prepare course equivalency lists for new articulation agreements in specific major fields of study. These lists are currently in the review and approval process.

Quinsigamond is a partner in the Central PreK-16 Regional Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase career interest in STEM fields. Other Network partners include local school districts, public and private colleges, businesses and community organizations. The Central Network received funding to provide a data analysis content institute to 27 middle school teachers.

Quinsigamond Community College continues to emphasize seamless pathways from K-12 to college through new articulation agreements, ten of which were completed in FY2004. QCC sponsored several programs to increase female participation in technology programs, including robotics and digital movie-making activities, computer game creation using Visual Basic, and a field trip to Intel, where students spoke to female engineers about careers in engineering.

Program of Distinction
The following is one of three notable Best Practice programs submitted by the institution. The Intercare Alliance of Central Massachusetts is comprised of ten long-term care facilities located in Worcester and Holden which joined together to assist each other with staffing needs. In the 2002 spring semester, the Alliance approached the College about the possibility of starting a proprietary program in Practical Nursing Education. The Alliance proposed to populate the class with currently employed Certified Nurses Aides (CNA’s) from each of the facilities in the Alliance. The goal was to alleviate the critical shortage of Licensed Practical Nurses through an educational career ladder for in-house personnel. Participants had the entire program paid for by the Alliance in exchange for a two-year work commitment following licensure. Of the original 48 CNA’s who applied to the program, 24 were selected by the Alliance based on their work performance history and outcomes on the entry-level math and English assessment tests.

Eighteen of the 24 (75 percent) participants successfully completed the Practical Nursing Program on June 25, 2004. Upon licensure, the graduates will work in their sponsoring place of employment as Licensed Practical Nurses.

The success of the initial group of employees generated interest and enthusiasm among employees who work in the Intercare Alliance long-term care facilities. The second group of students will begin their professional course work in fall 2004, with a completion date scheduled for June 24, 2005.

Performance Highlight
Quinsigamond is in the top third of the segment with regard to increases in annual enrollment, number of degrees and certificates awarded, and percent fall-to-fall retention. All are important measures of academic quality and indicate that QCC is fostering the academic success of its students.

2004 Performance Outcomes
Are Massachusetts high school graduates able to gain access to affordable higher education at Quinsigamond Community College?

ACCESS

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Quinsigamond’s results.)

- Fall Headcount measures student population at the traditional peak entry time
- Fall FTE indicates the mix of full- and part-time students
- Annual Headcount reflects the broader population of both continuous and short-term students
- Annual FTE indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within annual enrollment. Together, fall and annual headcount (Figure 2) provide a way to gauge access that is sensitive to the community college mission. Quinsigamond’s 2003 fall headcount was slightly lower than in 2002. Its annual headcount was also lower than previous years but was within 95 percent of its self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

MINORITY STUDENT ACCESS

As with all public community colleges in Massachusetts, Quinsigamond seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 25 percent, Quinsigamond’s minority representation in the undergraduate population slightly increased from 2002. The overall percent of minorities in Quinsigamond’s service area is 14 percent. (For more detailed data on minority enrollment and representation, please see the appendix.)

AFFORDABILITY

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Quinsigamond met this affordability target by remaining at or below the Massachusetts community college average on three of the four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Quinsigamond fully met the need of 99 percent of these students, which is above the target of 85 percent.

### Figure 1. Enrollment Indicators for Quinsigamond

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### Figure 2. Headcount Enrollment

![Headcount Enrollment Chart]

### Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures

![Tuition and Fees Chart]
Are students at Quinsigamond Community College *succeeding academically and continuing to graduation*?

**COURSE COMPLETION**

Course completion rates are utilized as a measure of student progress in the achievement of academic goals. Quinsigamond’s annual credit course completion rate for the FY2004 cohort was 77 percent, which was above the 75 percent system-wide target.

**PERSISTENCE**

According to national research on the topic of student retention, the first year is the most critical timeframe in the progression to a college degree. Quinsigamond’s fall-to-spring persistence rate for the fall 2002 cohort was 94.3 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (*Figure 4*) was 63 percent for the fall 2002 cohort, 3.3 percentage points above the fall 2001 cohort rate.

**DEGREES CONFERRED**

The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Quinsigamond awarded 730 degrees and certificates in FY2004. This met its institutional target of 700.

**NURSING EXAM**

Another measure of student success is performance on standardized licensure exams. More than 91 percent of Quinsigamond students taking the registered nurse exam (*Figure 5*) in 2003 passed on their first attempt (the most recent year with complete data). This was a decrease from the prior year (96.7 percent), but it met the system-wide target of 85 percent.

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**ACADEMIC SUCCESS**

*Figure 4. Fall-to-Fall One-Year Retention Rate (First-Time, Full-Time Students)*

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*Figure 5. RN Nursing Exam Pass Rate (Associate’s Level)*

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<td>State</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>FY04 Target</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Is Quinsigamond Community College *utilizing its financial resources effectively and efficiently*?

**INSTITUTIONAL SPENDING**

Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Quinsigamond Community College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Quinsigamond allocated 8.5 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

**INSTITUTIONAL SUPPORT COSTS**

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Quinsigamond spent $580 per head count on institutional support costs in FY2003, which was lower than their peer average of $728, a FY2004 performance target. The total amount spent on institutional support costs was 13.1 percent of the total Educational and General expenditures, which was lower than the 16.3 percent peer average, also a FY2004 performance target. As reflected in *Figure 6* (next page), institutions chose new peer groups for FY2003.
Is Quinsigamond Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

**Workforce Development Courses**

In FY2004, Quinsigamond offered 382 not-for-credit workforce development and job skills training courses, 117 courses lower than their target of 499 courses. Enrollment in these courses was 1,723, lower than Quinsigamond’s target of 2,132.

**Workforce Placement/Continuing Ed.**

A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 92.4 percent of the Quinsigamond class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system-wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

---

Is Quinsigamond Community College *providing additional support through fundraising activities*?

**Private Funds**

In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004, Quinsigamond received $896,480 in private funds for both the College and the Foundation. This was above the institutional target of $415,000.

---

Is Quinsigamond Community College *providing the consistent and reliable data* needed for public accountability?

**Data Reporting**

In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Quinsigamond has met the targets for this indicator by consistently reporting data in a timely manner with very high standards of accuracy.
Performance Highlight

Roxbury awarded 243 degrees and certificates in FY2004. This is well above its institutional target of 120. It is also a significant increase from the previous years.

This year, there are 18 students in the program. Four of RCC’s June graduates, who were the first to experience the enrichment program, received scholarships and will begin course work at Northeastern in September.

If students decide not to attend the University after completing their work, they still will have received an intensive enrichment program that they would not otherwise have had the opportunity to experience. Further, the program is an opportunity for RCC and NU faculty to collaborate and mentor students.
Are Massachusetts high school graduates able to gain access to affordable higher education at Roxbury Community College?

**ACCESS**
The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Roxbury’s results.)
- **Fall Headcount** measures student population at the traditional peak entry time
- **Fall FTE** indicates the mix of full- and part-time students
- **Annual Headcount** reflects the broader population of both continuous and short-term students
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within annual enrollment. Together, fall and annual headcount (Figure 2) provide a way to gauge access that is sensitive to the community college mission. Roxbury’s 2003 fall headcount was lower than in 2002. Its annual headcount was also lower than in previous years but was within 99 percent of its self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**MINORITY STUDENT ACCESS**
As with all public community colleges in Massachusetts, Roxbury seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 89 percent, Roxbury’s minority representation in the undergraduate population remained at the same level as 2002. The overall percent of minorities in Roxbury’s service area is 45 percent. (For more detailed data on minority enrollment and representation, please see the appendix.)

**AFFORDABILITY**
Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Roxbury met this affordability target by remaining at or below the Massachusetts community college average on all four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Roxbury fully met the need of 93 percent of these students, which is above the target of 85 percent.

---

**Figure 1. Enrollment Indicators for Roxbury**

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1464</td>
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<td>3500</td>
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<tr>
<td>Annual FTE</td>
<td>1844</td>
<td>1720</td>
<td>1552</td>
<td>1550</td>
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</table>

**Figure 2. Headcount Enrollment**

**Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures**
Are students at Roxbury Community College succeeding academically and continuing to graduation?

Course completion rates are utilized as a measure of student progress in the achievement of academic goals. Roxbury’s annual credit course completion rate for the FY2004 cohort was 79 percent, which was sufficient to meet the 75 percent system-wide target.

According to national research on the topic of student retention, the first year is the most critical timeframe in the progression to a college degree. Roxbury’s fall-to-spring persistence rate for the fall 2002 cohort was 89.2 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (Figure 4) was 41.9 percent for the fall 2002 cohort, 8 percentage points below the fall 2001 cohort rate.

Is Roxbury Community College utilizing its financial resources effectively and efficiently?

Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Roxbury Community College was cited for several reported issues related to internal control and financial reporting for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Roxbury allocated 3.9 percent for this purpose (based on a three-year rolling average). This was below the system-wide target of a minimum of 5 percent.

The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Roxbury awarded 243 degrees and certificates in FY2004. This is well above its institutional target of 120. It is also a significant increase from previous years.

Another measure of student success is performance on standardized licensure exams. Eighty-eight percent of Roxbury students taking the registered nurse exam (Figure 5) in 2003 passed on their first attempt (the most recent year with complete data). This was substantially higher than the rate from the prior year (79.2 percent), and it met the system-wide target of 85 percent.
Is Roxbury Community College **contributing to the economic and workforce needs** of the region and the Commonwealth?

**WORKFORCE DEVELOPMENT COURSES**

In FY2004, Roxbury offered 69 not-for-credit workforce development and job skills training courses, an increase of 24 courses from FY2003 and 2 courses higher than their target of 47 courses. Enrollment in these courses was 1,384, lower than Roxbury’s target of 1,400.

**WORKFORCE PLACEMENT/CONTINUING ED.**

A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 95.2 percent of the Roxbury class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system-wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

Is Roxbury Community College **providing additional support through fundraising activities?**

**PRIVATE FUNDS**

In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004, Roxbury received $61,354 in private funds for both the institution and the Foundation. This was below the institutional target of $300,000.

Is Roxbury Community College **providing the consistent and reliable data** needed for public accountability?

**DATA REPORTING**

In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Roxbury has met the targets for this indicator by consistently reporting data in a timely manner with good standards of accuracy. The financial data, while reported in a more timely manner than in previous years, still needs improvement.
Springfield Technical Community College

Springfield Technical Community College has a strong and recognized commitment to the economic development of the Pioneer Valley, Massachusetts, and the nation. The College is a leader in technology education and instructional innovation, offering degree and certificate programs in technologies, health sciences, business, and engineering.

COLLABORATIONS
The Pioneer Valley Public Higher Education Collaboration—including Springfield Technical Community College, Greenfield Community College, Holyoke Community College, and Westfield State College—was established this year and held meetings to design collaborative activities extended to all general departments of the campuses. STCC also joined with regional community colleges to plan for information technology systems sharing and to develop a transfer equivalency matrix, among other activities. STCC participated in a regional joint marketing campaign with Greenfield and Holyoke Community Colleges to raise public awareness regarding the educational opportunity and value offered by the region’s three community colleges. The College continued its active role with the Cooperating Colleges of Greater Springfield, a collaboration of local public and private institutions. More broadly, STCC approved the new statewide articulation agreements for Early Childhood and Elementary Education which will enhance the preparation of community college students who aspire to become teachers.

STCC is a partner in the Pioneer Valley Regional PreK-16 Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase career interest in STEM fields. Other Network partners include local school districts, public and private colleges, businesses and community organizations. The Network received funding for multiple projects including engineering/technology career fairs for high school students as well as an engineering career pathways guide for parents, students and guidance counselors, STEM summer camps and Saturday laboratory work sessions for middle school students; and summer content and pedagogy institutes and academic year seminars for teachers.

STCC received funding for a Title III grant with a goal to increase the number of students, particularly minority students, pursuing technology and health care programs and to prepare them for study at the college level. STCC continued to support MCAS remediation and develop Tech Prep articulation agreements with area high schools.

PROGRAM OF DISTINCTION
The following is one of two notable Best Practice programs submitted by the institution. Springfield Technical Community College has created the Entrepreneurial Institute to serve as an integral part of the College by reaching into the community to increase the stream of new student entrepreneurs who can grow and develop new companies. The Entrepreneurial Institute provides “one stop” entrepreneurship education for student entrepreneurs who seek start-up or growth knowledge information. Specifically, the Entrepreneurial Institute focuses on the emerging demand for entrepreneurship education in the K-14 arena. Program initiatives and offerings include Entrepreneur for a Day (K-5), MiddleBiz (Grades 6-8), Young Entrepreneurial Scholars (Grades 9-12), Student Business Incubator (Grades 9-14), and the Student Venture Center (Grades 9-14).

To date, 10,000 students have participated in the entrepreneurship programs at the Entrepreneurial Institute at all K-14 educational levels since it was created in November 1996 at STCC. Entrepreneurial Institute graduates and students, who have been nurtured and developed through the Student Business Incubator, have created a total of 28 new businesses. Employing over 125 employees, these entrepreneurial ventures, created and managed by students, have generated approximately $1 million in combined revenues and nearly $500,000 in combined wages since the opening of the Student Business Incubator in 1999. The development of the Entrepreneurial Institute at STCC over the past seven years has also created and inspired the launch of the National Association for Community College Entrepreneurship, which is a national organization created to promulgate entrepreneurship education and student business incubation at the community college level.

Performance Highlight

Springfield is in the top third of the segment in fall-to-fall and fall-to-spring retention, as well as degrees awarded and annual course completion rate. All are important measures of academic quality and indicate that Springfield is fostering the academic success of its students.
Are Massachusetts high school graduates able to gain **access to affordable higher education** at Springfield Tech. Community College?

**Access**

The following enrollment indicators are used to measure accessibility to public higher education in the Commonwealth of Massachusetts. (See Figure 1 for Springfield’s results.)

- **Fall Headcount** measures student population at the traditional peak entry time
- **Fall FTE** indicates the mix of full- and part-time students
- **Annual Headcount** reflects the broader population of both continuous and short-term students
- **Annual FTE** indicates the mix of full- and part-time students who are enrolled at any point throughout the year

The most traditional measure of enrollment is fall headcount. However, community colleges tend to have a substantial number of short-term students who are more fully counted within annual enrollment. Together, fall and annual headcount (Figure 2) provide a way to gauge access that is sensitive to the community college mission. Springfield Technical’s 2003 fall headcount was lower than in 2002. Its annual headcount was also lower than previous years but was within 98 percent of its self-established target. In future reports, community colleges will also be assessed on their progress toward meeting their self-determined targets for fall headcount and FTE.

**Minority Student Access**

As with all public community colleges in Massachusetts, Springfield Technical seeks to enhance the diversity of its student population. Institutions are encouraged to increase or maintain fall minority headcount to reflect state and area minority populations of high school graduates. With a minority headcount of 31 percent, Springfield Technical’s minority representation in the undergraduate population slightly increased from 2002. The overall percent of minorities in Springfield Technical’s service area is 23 percent. (For more detailed data on minority enrollment and representation, please see the appendix.)

**Affordability**

Affordability is measured in two ways. In the first, tuition and fees are assessed as a percent of median and per capita income as shown in Figure 3. Springfield Technical met this affordability target by remaining at or below the Massachusetts community college average on three of the four categories. (Institutions above the target were considered to have met target if they were within one percentage point of the segmental average.)

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Springfield Technical fully met the need of 94 percent of these students, which is above the target of 85 percent.

---

**Figure 1. Enrollment Indicators for Springfield**

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>Target</th>
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</thead>
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<td>Fall FTE</td>
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<td>Annual Headcount</td>
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<tr>
<td>Annual FTE</td>
<td>3961</td>
<td>4106</td>
<td>4114</td>
<td>4135</td>
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**Figure 2. Headcount Enrollment**

**Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures**
Are students at Springfield Technical Community College *succeeding academically and continuing to graduation?*

**Course Completion**

Course completion rates are utilized as a measure of student progress in the achievement of academic goals. Springfield Technical’s annual credit course completion rate for the FY2004 cohort was 78 percent, which was above the 75 percent system wide target.

**Persistence**

According to national research on the topic of student retention, the first year is the most critical timeframe in the progression to a college degree. Springfield Technical’s fall-to-spring persistence rate for the fall 2002 cohort was 92.4 percent. The fall-to-fall persistence rate for first-time, full-time degree-seeking students (*Figure 4*) was 60.1 percent for the fall 2002 cohort, 1.2 percentage points below the fall 2001 cohort rate.

**Academic Success**

![Figure 4. Fall-to-Fall One-Year Retention Rate (First-Time, Full-Time Students)](image)

**Degrees Conferred**

The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Springfield Technical awarded 871 degrees and certificates in FY2004. This was within 97 percent of its institutional target of 900.

**Nursing Exam**

Another measure of student success is performance on standardized licensure exams. Eighty-three percent of Springfield Technical students taking the registered nurse exam (*Figure 5*) in 2003 passed on their first attempt (the most recent year with complete data). This was the same as in prior year, and it did not meet the system wide target of 85 percent.

**Institutional Spending**

Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Springfield Technical Community College had an unqualified financial audit with no significant findings for FY2003.

Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Springfield Technical allocated 7 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

**Institutional Support Costs**

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Springfield Technical spent $652 per headcount on institutional support costs in FY2003, which was lower than their peer average of $980, a FY2004 performance target. The total amount spent on institutional support costs was 10.8 percent of the total Educational and General expenditures, which was lower than the 13.9 percent peer average, also a FY2004 performance target. As reflected in *Figure 6* (next page), institutions chose new peer groups for FY2003.
Is Springfield Technical Community College contributing to the economic and workforce needs of the region and the Commonwealth?

Workforce Development Courses
In FY2004, Springfield Technical offered 499 not-for-credit workforce development and job skills training courses, an increase of 118 courses from FY2003 and 114 courses higher than their target of 385 courses. Enrollment in these courses was 4,079, higher than Springfield Technical’s target of 3,185.

Workforce Placement/Continuing Ed.
A popular outcome measure for higher education is the experience of graduates as they enter the workforce (Figure 7). One year after graduation, 87 percent of the Springfield Technical class of 2001 was either working in Massachusetts and/or continuing their education. This surpassed the system wide target of 80 percent. Data for more recent graduating classes are not available for Massachusetts at this time.

Is Springfield Technical Community College providing additional support through fundraising activities?

Private Funds
In a time of shrinking state budgets, it becomes necessary for public institutions of higher education to secure additional support from private sources. In FY2004, Springfield Technical received $767,729 in private funds for both the institution and the Foundation. This was above the institutional target of $750,000.

Is Springfield Technical Community College providing the consistent and reliable data needed for public accountability?

Data Reporting
In order to provide meaningful and useful performance measurements, it is essential to have reliable, consistent data. All Massachusetts higher education institutions have worked hard to support a high-quality centralized data reporting system. Springfield Technical has met the targets for this indicator by consistently reporting data in a timely manner with very high standards of accuracy.
Appendix

Admission Standards
In 1995, the Board of Higher Education adopted new minimum admissions standards for the state colleges. The new standards were set to reinforce the Board’s commitment to excellence, access, and success and to complement the Massachusetts Education Reform competency standards. The new standards were phased in over a four-year period, beginning with the students admitted into the freshman class in fall 1997. Under the heightened standards, the average GPA of new students enrolling in the state colleges has risen steadily from 2.73 in fall 1997 to 2.91 in fall 2002.

State College Admissions Standards – Then and Now

<table>
<thead>
<tr>
<th></th>
<th>1996</th>
<th>1997</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>Eligibility determined by an index based on class rank and SAT combined score.</td>
<td>2.6 GPA based on grades earned in all college preparatory courses.</td>
<td>3.0 GPA based on grades earned in all college preparatory courses.</td>
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<td>Minimum SAT Score</td>
<td>Sliding scale combined SAT of at least 500 if Class Rank in top 25.</td>
<td>None with GPA of at least 2.6. Sliding scale combined SAT of at least 890 if GPA below 2.6.</td>
<td>None with GPA of at least 3.0. Sliding scale combined SAT of at least 920 if GPA below 3.0.</td>
</tr>
<tr>
<td>Minimum Acceptable GPA</td>
<td>None.</td>
<td>2.0 GPA with sliding scale combined SAT of 1050.</td>
<td>2.0 GPA with sliding scale combined SAT of 1120.</td>
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<tr>
<td>Course Distribution Requirement</td>
<td>16 courses, including two science and three electives.</td>
<td>16 college preparatory courses, including three science and two electives.</td>
<td>16 college preparatory courses, including three science and two electives.</td>
</tr>
<tr>
<td>Exemptions from Standards</td>
<td>For students educationally disadvantaged due to low income, limited English proficiency, or racial discrimination.</td>
<td>For students able to demonstrate potential for collegiate academic success.</td>
<td>For students able to demonstrate potential for collegiate academic success.</td>
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<tr>
<td>Limits on Exemptions</td>
<td>No limits.</td>
<td>Limited to 15% of new undergraduates.</td>
<td>Limited to 10% of new undergraduates.</td>
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State College Undergraduate Student Admissions Profile, Source: HEIRS II

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<td>980</td>
<td>991</td>
<td>999</td>
<td>1007</td>
<td>1011</td>
<td>1011</td>
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<tr>
<td>Special Admission</td>
<td>11.1%</td>
<td>11.8%</td>
<td>9.0%</td>
<td>10.2%</td>
<td>10.0%</td>
<td>8.1%</td>
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Financial Aid Information

<table>
<thead>
<tr>
<th>Indicator:</th>
<th>At least 85% of eligible students receive aid to meet direct costs</th>
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</thead>
</table>
| Eligible Students | • MA Residents  
|                  | • Completed Application (according to institutionally-set deadline)  
|                  | • Meets institutional academic program requirements and financial aid eligibility requirements for Title IV and State need-based aid |
| Direct Cost    | • Mandatory tuition and fees  
|                | • Insurance  
|                | • Books & Supplies |
| Aid            | • Sum of all state, federal, institutional and outside aid  
|                | • Includes scholarships, loans, grants |
| Expected Family Contribution (EFC) | • Amount the student and his/her family is expected to pay for college  
|                                 | • Provided to the BHE in the institution’s financial aid data file |
### Undergraduate Headcount, Minority Headcount, and Minority Undergraduate Representation

<table>
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<th>Institution</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Minority</td>
<td>Total</td>
<td>Minority</td>
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<tr>
<td>Berkshire</td>
<td>2,494</td>
<td>141</td>
<td>2,401</td>
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<tr>
<td>Bristol</td>
<td>6,067</td>
<td>454</td>
<td>6,124</td>
<td>533</td>
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<tr>
<td>Bunker Hill</td>
<td>6,386</td>
<td>2,992</td>
<td>6,914</td>
<td>3,631</td>
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<td>Cape Cod</td>
<td>4,063</td>
<td>213</td>
<td>4,294</td>
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<td>Greenfield</td>
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<td>3,711</td>
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<td>MCLA</td>
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<tr>
<td>Salem</td>
<td>6,384</td>
<td>603</td>
<td>6,318</td>
<td>523</td>
</tr>
<tr>
<td>Westfield</td>
<td>4,288</td>
<td>260</td>
<td>4,378</td>
<td>285</td>
</tr>
<tr>
<td>Worcester</td>
<td>4,600</td>
<td>553</td>
<td>4,954</td>
<td>579</td>
</tr>
</tbody>
</table>

*Percent minority is based on an enrollment count that only includes students with a known race/ethnicity and that excludes non-resident aliens. Non-resident aliens and students with unknown race/ethnicity are included in the total headcount shown in the table. So the percent minority cannot be calculated from the total population shown in the table.

### State Colleges: Representation of 18 and Over Minority Population with at least HS Diploma or Equivalent

<table>
<thead>
<tr>
<th>Institution</th>
<th>80% Draw Communities</th>
<th>DED Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgewater</td>
<td>17%</td>
<td>9%</td>
<td>13%</td>
</tr>
<tr>
<td>Fitchburg</td>
<td>20%</td>
<td>9%</td>
<td>13%</td>
</tr>
<tr>
<td>Framingham</td>
<td>18%</td>
<td>18%</td>
<td>13%</td>
</tr>
<tr>
<td>MCLA</td>
<td>18%</td>
<td>5%</td>
<td>13%</td>
</tr>
<tr>
<td>Salem</td>
<td>22%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Westfield</td>
<td>16%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Worcester</td>
<td>11%</td>
<td>9%</td>
<td>13%</td>
</tr>
</tbody>
</table>

*Notes: Region minority population is based on all individuals 18 and over that reported a race or ethnicity other than “White, Non-Hispanic” for the 2000 Census. Regions are based of the Massachusetts Department of Economic Development’s regional breakdown of the Commonwealth.*

### Community College: Representation of 18 and Over Minority Population

<table>
<thead>
<tr>
<th>Institution</th>
<th>80% Draw Communities</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkshire</td>
<td>5%</td>
<td>13%</td>
</tr>
<tr>
<td>Bristol</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Bunker Hill</td>
<td>37%</td>
<td>13%</td>
</tr>
<tr>
<td>Cape Cod</td>
<td>6%</td>
<td>13%</td>
</tr>
<tr>
<td>Greenfield</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>Holyoke</td>
<td>22%</td>
<td>13%</td>
</tr>
<tr>
<td>Mass Bay</td>
<td>27%</td>
<td>13%</td>
</tr>
<tr>
<td>Massasoit</td>
<td>28%</td>
<td>13%</td>
</tr>
<tr>
<td>Middlesex</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>Mount Wachusett</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>North Shore</td>
<td>30%</td>
<td>13%</td>
</tr>
<tr>
<td>Northern Essex</td>
<td>21%</td>
<td>13%</td>
</tr>
<tr>
<td>Quinsigamond</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Roxbury</td>
<td>45%</td>
<td>13%</td>
</tr>
<tr>
<td>STCC</td>
<td>23%</td>
<td>13%</td>
</tr>
</tbody>
</table>

*Notes: State minority population is based on all individuals 18 and over with a high school diploma or the equivalent.*
<table>
<thead>
<tr>
<th>Institution</th>
<th>FY2001</th>
<th>FY2002</th>
<th>FY2003</th>
<th>FY2004</th>
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</thead>
<tbody>
<tr>
<td>Bridgewater</td>
<td>$2,883</td>
<td>$2,823</td>
<td>$3,735</td>
<td>$4,390</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>6.2%</td>
<td>5.6%</td>
<td>7.3%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Fitchburg</td>
<td>$3,018</td>
<td>$2,988</td>
<td>$3,688</td>
<td>$4,186</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>6.5%</td>
<td>6.0%</td>
<td>7.2%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Framingham</td>
<td>$2,830</td>
<td>$2,770</td>
<td>$3,334</td>
<td>$4,324</td>
</tr>
<tr>
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<td>6.1%</td>
<td>5.5%</td>
<td>6.5%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Massachusetts College of Liberal Arts</td>
<td>$3,357</td>
<td>$3,497</td>
<td>$4,197</td>
<td>$5,397</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>7.2%</td>
<td>7.0%</td>
<td>8.2%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Salem</td>
<td>$3,098</td>
<td>$3,038</td>
<td>$3,938</td>
<td>$4,988</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>6.7%</td>
<td>6.1%</td>
<td>7.7%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Westfield</td>
<td>$2,916</td>
<td>$2,956</td>
<td>$3,755</td>
<td>$4,558</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>6.3%</td>
<td>5.9%</td>
<td>7.3%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Worcester</td>
<td>$2,508</td>
<td>$2,573</td>
<td>$3,273</td>
<td>$4,123</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>5.4%</td>
<td>5.1%</td>
<td>6.4%</td>
<td>8.0%</td>
</tr>
<tr>
<td>State Colleges</td>
<td>$2,908</td>
<td>$2,890</td>
<td>$3,678</td>
<td>$4,515</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>6.3%</td>
<td>5.8%</td>
<td>7.1%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Berkshire</td>
<td>$2,490</td>
<td>$2,700</td>
<td>$3,090</td>
<td>$3,390</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>5.4%</td>
<td>5.4%</td>
<td>6.0%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Bristol</td>
<td>$2,070</td>
<td>$2,160</td>
<td>$2,820</td>
<td>$3,060</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>4.5%</td>
<td>4.3%</td>
<td>5.5%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Bunker Hill</td>
<td>$1,950</td>
<td>$1,950</td>
<td>$2,400</td>
<td>$3,000</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>4.2%</td>
<td>3.9%</td>
<td>4.7%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Cape Cod</td>
<td>$2,310</td>
<td>$2,460</td>
<td>$3,180</td>
<td>$3,180</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>5.0%</td>
<td>4.9%</td>
<td>6.2%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Greenfield</td>
<td>$2,297</td>
<td>$2,507</td>
<td>$3,017</td>
<td>$3,317</td>
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<tr>
<td>Percent of Median Household Income</td>
<td>5.0%</td>
<td>5.0%</td>
<td>5.9%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Holyoke</td>
<td>$2,176</td>
<td>$2,436</td>
<td>$2,796</td>
<td>$3,096</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>4.7%</td>
<td>4.9%</td>
<td>5.4%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Mass Bay</td>
<td>$1,890</td>
<td>$1,960</td>
<td>$2,870</td>
<td>$3,170</td>
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<td>4.1%</td>
<td>3.9%</td>
<td>5.6%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Massasoit</td>
<td>$2,040</td>
<td>$2,040</td>
<td>$2,640</td>
<td>$3,330</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>4.4%</td>
<td>4.1%</td>
<td>5.1%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Middlesex</td>
<td>$2,360</td>
<td>$2,510</td>
<td>$3,020</td>
<td>$3,380</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>5.1%</td>
<td>5.0%</td>
<td>5.9%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Mount Wachusett</td>
<td>$2,570</td>
<td>$2,690</td>
<td>$3,410</td>
<td>$4,010</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>5.5%</td>
<td>5.4%</td>
<td>6.6%</td>
<td>7.8%</td>
</tr>
<tr>
<td>North Shore</td>
<td>$2,190</td>
<td>$2,490</td>
<td>$3,090</td>
<td>$3,390</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>4.7%</td>
<td>5.0%</td>
<td>6.0%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Northern Essex</td>
<td>$2,190</td>
<td>$2,280</td>
<td>$2,670</td>
<td>$2,970</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>4.7%</td>
<td>4.5%</td>
<td>5.2%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Quinsigamond</td>
<td>$1,890</td>
<td>$1,890</td>
<td>$2,730</td>
<td>$3,600</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>4.1%</td>
<td>3.8%</td>
<td>5.3%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Roxbury</td>
<td>$2,100</td>
<td>$2,100</td>
<td>$2,450</td>
<td>$3,250</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>4.5%</td>
<td>4.2%</td>
<td>4.8%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Springfield Technical</td>
<td>$2,184</td>
<td>$2,434</td>
<td>$2,734</td>
<td>$3,144</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>4.7%</td>
<td>4.9%</td>
<td>5.3%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>$2,153</td>
<td>$2,273</td>
<td>$2,833</td>
<td>$3,265</td>
</tr>
<tr>
<td>Percent of Median Household Income</td>
<td>4.6%</td>
<td>4.5%</td>
<td>5.5%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Median Household Income</td>
<td>$46,312</td>
<td>$50,155</td>
<td>$51,470</td>
<td>$51,470</td>
</tr>
</tbody>
</table>

Source: BHE Tuition and Fee Survey; US Census Bureau Money Income in the United States Report (2-year average medians)
Note: Median Household Income lags tuition and fees by one fiscal year. Annual Tuition and Fees derived from fall rates.
## Fall-to-Fall Retention of First-Time, Full-Time, Degree-Seeking Students

<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrollment Status</th>
<th>Fall 1998 Cohort</th>
<th>Fall 1999 Cohort</th>
<th>Fall 2000 Cohort</th>
<th>Fall 2001 Cohort</th>
<th>Fall 2002 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgewater</td>
<td>Students*</td>
<td>1,127</td>
<td>1,075</td>
<td>1,242</td>
<td>1,138</td>
<td>1,272</td>
</tr>
<tr>
<td></td>
<td># Returning to Same Institution</td>
<td>837</td>
<td>747</td>
<td>914</td>
<td>838</td>
<td>983</td>
</tr>
<tr>
<td></td>
<td>% Returning to Same Institution</td>
<td>74.3%</td>
<td>69.5%</td>
<td>73.6%</td>
<td>73.6%</td>
<td>77.3%</td>
</tr>
<tr>
<td>Fitchburg</td>
<td>Students*</td>
<td>497</td>
<td>344</td>
<td>448</td>
<td>405</td>
<td>497</td>
</tr>
<tr>
<td></td>
<td># Returning to Same Institution</td>
<td>349</td>
<td>263</td>
<td>337</td>
<td>288</td>
<td>369</td>
</tr>
<tr>
<td></td>
<td>% Returning to Same Institution</td>
<td>70.2%</td>
<td>76.5%</td>
<td>75.2%</td>
<td>71.1%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Framingham</td>
<td>Students*</td>
<td>573</td>
<td>540</td>
<td>589</td>
<td>647</td>
<td>721</td>
</tr>
<tr>
<td></td>
<td># Returning to Same Institution</td>
<td>400</td>
<td>370</td>
<td>427</td>
<td>441</td>
<td>522</td>
</tr>
<tr>
<td></td>
<td>% Returning to Same Institution</td>
<td>69.8%</td>
<td>68.5%</td>
<td>72.5%</td>
<td>68.2%</td>
<td>72.4%</td>
</tr>
<tr>
<td>Mass College of Liberal Arts</td>
<td>Students*</td>
<td>210</td>
<td>218</td>
<td>225</td>
<td>267</td>
<td>234</td>
</tr>
<tr>
<td></td>
<td># Returning to Same Institution</td>
<td>153</td>
<td>162</td>
<td>160</td>
<td>182</td>
<td>179</td>
</tr>
<tr>
<td></td>
<td>% Returning to Same Institution</td>
<td>72.9%</td>
<td>74.3%</td>
<td>71.1%</td>
<td>68.2%</td>
<td>76.5%</td>
</tr>
<tr>
<td>Salem</td>
<td>Students*</td>
<td>746</td>
<td>486</td>
<td>585</td>
<td>825</td>
<td>837</td>
</tr>
<tr>
<td></td>
<td># Returning to Same Institution</td>
<td>557</td>
<td>360</td>
<td>402</td>
<td>594</td>
<td>605</td>
</tr>
<tr>
<td></td>
<td>% Returning to Same Institution</td>
<td>74.7%</td>
<td>74.1%</td>
<td>68.7%</td>
<td>72.0%</td>
<td>72.3%</td>
</tr>
<tr>
<td>Westfield</td>
<td>Students*</td>
<td>836</td>
<td>899</td>
<td>885</td>
<td>969</td>
<td>919</td>
</tr>
<tr>
<td></td>
<td># Returning to Same Institution</td>
<td>613</td>
<td>663</td>
<td>668</td>
<td>748</td>
<td>693</td>
</tr>
<tr>
<td></td>
<td>% Returning to Same Institution</td>
<td>73.3%</td>
<td>73.7%</td>
<td>75.5%</td>
<td>77.2%</td>
<td>75.4%</td>
</tr>
<tr>
<td>Worcester</td>
<td>Students*</td>
<td>508</td>
<td>448</td>
<td>482</td>
<td>564</td>
<td>509</td>
</tr>
<tr>
<td></td>
<td># Returning to Same Institution</td>
<td>376</td>
<td>331</td>
<td>349</td>
<td>417</td>
<td>368</td>
</tr>
<tr>
<td></td>
<td>% Returning to Same Institution</td>
<td>74.0%</td>
<td>73.9%</td>
<td>72.4%</td>
<td>73.9%</td>
<td>72.3%</td>
</tr>
<tr>
<td>State Colleges</td>
<td>Students*</td>
<td>4497</td>
<td>4010</td>
<td>4456</td>
<td>4815</td>
<td>4989</td>
</tr>
<tr>
<td></td>
<td># Returning to Same Institution</td>
<td>3285</td>
<td>2896</td>
<td>3257</td>
<td>3507</td>
<td>3719</td>
</tr>
<tr>
<td></td>
<td>% Returning to Same Institution</td>
<td>73.00%</td>
<td>72.20%</td>
<td>73.10%</td>
<td>72.80%</td>
<td>74.50%</td>
</tr>
</tbody>
</table>

Note: Cohort Identification: HEIRS II Fall Term Credit Student Unit Record File. Data Elements: Student Type at Current Registration = New; New Student Type = Degree-Seeking First-time freshman; Full-Time = Enrolled 12> credits; Adjusted Cohort eliminates students from initial cohort who graduated prior to next fall term (if any) and would not be expected to return; # Returning derived from matching Student SSN and Student ID in the following fall term HEIRS II Student file; % Returning = # Returning/Adjusted Cohort.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Students*</th>
<th>Fall 1998 Cohort</th>
<th>Fall 1999 Cohort</th>
<th>Fall 2000 Cohort</th>
<th>Fall 2001 Cohort</th>
<th>Fall 2002 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkshire</td>
<td>331</td>
<td>318</td>
<td>297</td>
<td>309</td>
<td>308</td>
<td>308</td>
</tr>
<tr>
<td></td>
<td># Returning to Same Institution</td>
<td>171</td>
<td>184</td>
<td>167</td>
<td>178</td>
<td>196</td>
</tr>
<tr>
<td></td>
<td>% Returning to Same Institution</td>
<td>51.7%</td>
<td>57.9%</td>
<td>56.2%</td>
<td>57.6%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Bristol</td>
<td>840</td>
<td>792</td>
<td>829</td>
<td>833</td>
<td>857</td>
<td>857</td>
</tr>
<tr>
<td></td>
<td># Returning to Same Institution</td>
<td>535</td>
<td>509</td>
<td>523</td>
<td>591</td>
<td>557</td>
</tr>
<tr>
<td></td>
<td>% Returning to Same Institution</td>
<td>63.7%</td>
<td>64.3%</td>
<td>63.1%</td>
<td>66.9%</td>
<td>65.0%</td>
</tr>
<tr>
<td>Bunker Hill</td>
<td>721</td>
<td>N/A</td>
<td>786</td>
<td>821</td>
<td>722</td>
<td>722</td>
</tr>
<tr>
<td></td>
<td># Returning to Same Institution</td>
<td>301</td>
<td>N/A</td>
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<td>375</td>
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<tr>
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<td>% Returning to Same Institution</td>
<td>41.7%</td>
<td>N/A</td>
<td>48.6%</td>
<td>54.2%</td>
<td>51.9%</td>
</tr>
<tr>
<td>Cape Cod</td>
<td>428</td>
<td>470</td>
<td>465</td>
<td>442</td>
<td>369</td>
<td>369</td>
</tr>
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Source: HEIRS II; American College Testing

* Note: Cohort Identification: HEIRS II Fall Term Credit Student Unit Record File. Data Elements: Student Type at Current Registration = New; New Student Type= Degree-Seeking First-time freshman; Full-Time = Enrolled 12> credits; Adjusted Cohort eliminates students from initial cohort who graduated prior to next fall term (if any) and would not be expected to return; # Returning derived from matching Student SSN and Student ID in the following fall term HEIRS II Student file; % Returning = # Returning/Adjusted Cohort.

** Segmental total for 1999 does not include Bunker Hill’s data

*** Mount Wachusett’s 2002 cohort count is overstated due to program extract logic errors for that year.
### Six-Year Graduation Rate (First-Time, Full-time Baccalaureate Degree-Seeking Freshmen Cohort)

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Source: IPEDS Graduation Rate Survey

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Note: Includes all degrees and certificates.

* Prior to FY2003 Framingham State College did not provide data on the number of certificates or Post-Bacc Certificates awarded.

** Massasoit began tracking completers of short-term certificates (fewer than 30 credits) in FY04. Certificates reported prior to FY04 include only those who earned a board-certified award (30 or more credits).
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<td>29.3%</td>
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<td>2001</td>
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<td>169</td>
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<tr>
<td></td>
<td>2001</td>
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<td>42.2%</td>
<td>36</td>
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<td></td>
<td>2002</td>
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<td>298</td>
<td>49.3%</td>
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<td>2003</td>
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<td>21</td>
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<tr>
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<td>2,751</td>
<td>1,365</td>
<td>49.6%</td>
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<tr>
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<td>2002</td>
<td>3,034</td>
<td>1,542</td>
<td>50.8%</td>
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<td>20.0%</td>
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<tr>
<td></td>
<td>2003</td>
<td>2,964</td>
<td>1,574</td>
<td>53.1%</td>
<td>350</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

Source: HEIRS II
### Annual Number of Not-for-Credit Workforce Development/Job Skills Training Courses and Enrollment in these Courses

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
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<tbody>
<tr>
<td>Berkshire</td>
<td>160</td>
<td>1,059</td>
<td>151</td>
<td>1,211</td>
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<td>1,063</td>
<td>270</td>
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<td>629</td>
<td>9,712</td>
<td>728</td>
<td>7,960</td>
<td>568</td>
<td>8,195</td>
<td>659</td>
<td>9,517</td>
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<td>249</td>
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<td>214</td>
<td>3,701</td>
<td>277</td>
<td>4,039</td>
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<tr>
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<td>110</td>
<td>1,676</td>
<td>139</td>
<td>1,837</td>
<td>134</td>
<td>1,831</td>
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<tr>
<td>Greenfield</td>
<td>167</td>
<td>1,229</td>
<td>149</td>
<td>1,098</td>
<td>214</td>
<td>1,460</td>
<td>290</td>
<td>1,533</td>
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<td>Holyoke</td>
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<td>2,205</td>
<td>448</td>
<td>3,101</td>
<td>413</td>
<td>3,923</td>
<td>336</td>
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<td>1,070</td>
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<td>2,864</td>
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<td>2,004</td>
<td>15,958</td>
<td>2,279</td>
<td>24,588</td>
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<td>22,611</td>
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<td>Mt. Wachusett</td>
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<td>3,261</td>
<td>224</td>
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<tr>
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<td>5,134</td>
<td>520</td>
<td>3,882</td>
<td>703</td>
<td>4,763</td>
<td>707</td>
<td>4,643</td>
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<tr>
<td>Northern Essex</td>
<td>1,049</td>
<td>9,716</td>
<td>1,279</td>
<td>3,967</td>
<td>981</td>
<td>5,219</td>
<td>1,067</td>
<td>14,074</td>
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<tr>
<td>Quinsigamond*</td>
<td>140</td>
<td>2,496</td>
<td>427</td>
<td>2,382</td>
<td>32</td>
<td>330</td>
<td>16</td>
<td>168</td>
</tr>
<tr>
<td>Roxbury</td>
<td>17</td>
<td>706</td>
<td>23</td>
<td>982</td>
<td>45</td>
<td>180</td>
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<td>1,384</td>
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<tr>
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<td>5,872</td>
<td>420</td>
<td>5,657</td>
<td>381</td>
<td>3,153</td>
<td>499</td>
<td>4,079</td>
</tr>
<tr>
<td>Total</td>
<td>5,924</td>
<td>63,712</td>
<td>7,398</td>
<td>57,057</td>
<td>7,041</td>
<td>66,418</td>
<td>6,994</td>
<td>77,625</td>
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</table>

Source: 1997-2003 Campus Data provided by the Community College Executive Office, 2004 data from HEIRS, based on Non-Credit course data coded as Workforce Development or CEU/PDP. Note: There will often be wide fluctuations from year to year, depending on the availability of specific job training programs and corporate contracts.
*FY2003 Data for Mt. Wachusett, Middlesex and Quinsigamond are from HEIRS II
**The FY2002 data are incomplete for MBCC but the College is unable to reconstruct the correct numbers with verifiable records.

### Private Funds Received

<table>
<thead>
<tr>
<th>Institution</th>
<th>FY2002</th>
<th>FY2003</th>
<th>FY2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkshire</td>
<td>$122,830</td>
<td>$55,814</td>
<td>$43,016</td>
</tr>
<tr>
<td>Bristol</td>
<td>$698,982</td>
<td>$754,550</td>
<td>$740,348</td>
</tr>
<tr>
<td>Bunker Hill</td>
<td>$90,255</td>
<td>$173,805</td>
<td>$179,614</td>
</tr>
<tr>
<td>Cape Cod</td>
<td>$2,056,023</td>
<td>$3,232,072</td>
<td>$917,531</td>
</tr>
<tr>
<td>Greenfield</td>
<td>$170,553</td>
<td>$217,221</td>
<td>$227,278</td>
</tr>
<tr>
<td>Holyoke</td>
<td>$481,889</td>
<td>$806,818</td>
<td>$1,592,664</td>
</tr>
<tr>
<td>Mass Bay</td>
<td>$299,315</td>
<td>$426,928</td>
<td>$59,869</td>
</tr>
<tr>
<td>Massasoit</td>
<td>$78,495</td>
<td>$79,638</td>
<td>$87,658</td>
</tr>
<tr>
<td>Middlesex</td>
<td>$481,926</td>
<td>$171,327</td>
<td>$369,621</td>
</tr>
<tr>
<td>Mt. Wachusett</td>
<td>$15,680</td>
<td>$182,061</td>
<td>$802,715</td>
</tr>
<tr>
<td>North Shore</td>
<td>$613,001</td>
<td>$400,145</td>
<td>$514,228</td>
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<tr>
<td>Northern Essex**</td>
<td>$386,604</td>
<td>$1,225,290</td>
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<tr>
<td>Quinsigamond</td>
<td>$1,572,590</td>
<td>$632,759</td>
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<tr>
<td>Roxbury***</td>
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</table>

Source: Institutional Budget Worksheets. Note: From FY1997 to FY2001 the Board collected information on donations eligible for matching funds under the Endowment Incentive Program. These eligible donations represent a subset of Total Private Funds Received. Therefore, there is no comparable trend information for this new indicator.
*Mount Wachusett only reported restricted funds when it submitted budget worksheets. The correct amount of total private funds received is $149,419.
**For FY2002, Northern Essex only reported numbers listed in its annual gift campaign when submitted budget worksheets. The correct amount of total private funds received is $998,657.
***Roxbury’s data not available for this year.